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INDIAN ADULT EDUCATION ASSOCIATION

Newly Elected Office Bearers of IAEA Assumed Office



(From left to right) A. L Bhargava, K.C. Choudhary, B.S.Garg, Madan Singh, M.S.Ranawat

The election for the new Office Bearers, Executive Committee and Council of IAEA was held in the month December 2010 for a term of three years from 2011. Prof. Bhawani Shankar Garg, Chancellor, Janardhan Rai Nagar Rajasthan Vidyapeeth, Udaipur (Deemed University) has been unanimously elected as the President, Shri K.C.Choudhary, Social Worker Mhow (Indore), Madhya Pradesh has been elected unanimously as General Secretary. Dr. Madan Singh, a veteran adult educator and then Director of Kalakunj State Resource Centre, Lucknow has been unanimously elected as Treasurer. The newly elected office bearers assumed office on January 17, 2011 at New Delhi.

After assuming office, Prof. B. S. Garg addressed the members of the staff of IAEA in which he stressed the need for strengthening field programmes, particularly in rural areas. He desired IAEA to use the extension centres located in rural areas of Udaipur district as lab to implement the programmes.



Prof B.S. Garg addressing the staff

Prof. Garg also said that it is not enough that the programmes and schemes planned by different Ministries are on paper but it should be availed by leading NGOs like IAEA for implementation so that the fruit of the schemes reach the real beneficiaries.





Following is the full list of members elected to the Executive Committee and Council which is represented by both individual and institutional members:



IAEA WISHES ALL THE READERS A HAPPY AND PROSPEROUS NEW YEAR- 2011

Executive Committee

President	Prof. B.S. Garg	Rajasthan
ViceShri Sudhir Chatterjee	West Bengal	
Presidents	Shri Azmat Hussain Khan	Bihar
	Dr. L. Raja	Tamil Nadu
	Dr. M.S.Ranawat	Madhya Pradesh
	Smt. Nishat Farooq	Delhi
General Secretary	Shri K. C. Choudhary	Madhya Pradesh
Treasurer	Dr. Madan Singh	Uttar Pradesh
Joint Secretary	Shri A. L. Bhargava	Madhya Pradesh
Associate Secretaries	Shri S.C. Khandelwal	Madhya Pradesh
	Dr. P.Adinaryana Reddy	Andhra Pradesh
	Dr. O.P.M. Tripathi	Uttar Pradesh
	Smt. Indira Purohit	Rajasthan
Members	Dr. V. Reghu	Tamil Nadu
	Shri K. R. Susheelegowda	Karnataka
	Smt. Rajshree Biswas	West Bengal
	Smt. Saroj Garg	Rajasthan
	Shri Mrinal Pant	Madhya Pradesh
	Dr. Shankar Lal Sharma	Rajasthan
	Shri Durlabh Chetia	Assam
	Smt. Usha Rai	Uttar Pradesh

Council

Individual Members (Men)

1.	Shri Anup Singh Bhati	Madhya Pradesh
2.	Shri Virendra Kumar Dubey	Madhya Pradesh
3.	Shri Farasat Hussain	Bihar
4.	Shri Vimal Chand Jain	Madhya Pradesh
5.	Shri Y.M. Janani	Gujarat
6.	Shri Ramdayal Jhuria	Madhya Pradesh
7.	Shri Rajendra Joshi	Rajasthan
8.	Shri Azmat Hussain Khan	Bihar
9.	Shri Umesh Khandelwal	Madhya Pradesh
10.	Shri Kamlesh Mishra,	Madhya Pradesh
11.	Shri Binayak Panda	Orissa
12.	Shri Mrinal Pant	Madhya Pradesh
13.	Shri Vijay Singh Panwar	Rajasthan
14.	Dr. L. Raja	Tamil Nadu
15.	Dr. P. Adinarayana Reddy	Andhra Pradesh
16.	Dr. V. Reghu	Tamil Nadu
17.	Shri Gopikishan Somani	Madhya Pradesh
18.	Shri Ram Adhar Tripathi	Uttar Pradesh
19.	Shri D.K. Verma	Rajasthan
20.	Shri Ram Chandra Yadav	Uttar Pradesh

Individual Members (Women)

1.	Ms. Ratna Biswas	West Bengal
2.	Smt. Nishat Frooq	Delhi
3.	Dr. Bharti Joshi	Madhya Pradesh

National Youth Day



The National Youth Day is commemorated on 12th January every year. This is the birthday of Swami Vivekananda. He was born on January 12, 1863. He lived only 39 years. Swami Vivekananda was a philosopher and a motivator for the youth.

4.	Smt. Madhu Khandelwal	Madhya Pradesh
5.	Smt. Surekha D. Khot	Maharashtra
6.	Smt. Rita Kothari	Madhya Pradesh
7.	Smt. Indira Purohit	Rajasthan
8.	Smt. Hiramani Soni	Madhya Pradesh
9.	Smt. Asha Verma	Madhya Pradesh
10.	Smt. Shashi Kala Yadav	Madhya Pradesh

nstitutional Members

1.	Smt. Kinikar Shalini Bachu	Yeshwant Bal Prashikshan Vidyapeeth, Karad, Maharasthra
2.	Shri Kailash Barod	Asha Kala Kendra, Mhow, Madhya Pradesh
3.	Shri A.L Bhargava	Maa Umia Patidar GHSS, Rangwasa, Indore, Madhya Pradesh
4.	Smt. Rajshree Biswas	Paschimbanga Niraksharta Durikaran Samiti, Kolkata, West Bengal
5.	Shri Sudhir Chatterjee	All India Council for Mass Education and Development, Kolkata, West Bengal
6.	Shri Kailash Choudhary	Motilal Nehru Smarak Pustakalya, Bhopal, Madhya Pradesh
7.	Shri Vishnu Chouhan	Sri Kishan Lal Shivan Kala Kendra, Mhow, Madhya Pradesh
8.	Shri Ashok Dange	Saraswati Sadan, Mhow, Madhya Pradesh
9.	Ms. Aastha Dubey	Saket Kalayan Samiti, Indore, Madhya Pradesh
10.	Shri Dinesh Dubey	Gyan Vikas Samiti, Bhopal, Madhya Pradesh
11.	Smt. Sunita Dubey	Open School Deptt, Asha Kala Kendra, Mhow, Madhya Pradesh
12.	Shri Harish Gandharv	Community Centre, Udaipur, Rajasthan
13.	Prof. B.S. Garg	Rajasthan Vidyapeeth Kul, Udaipur, Rajasthan
14.	Dr. Saroj Garg	Lok Manya Tilak Shikshak Prashikshan Mahavidyalya , Dabok, Rajasthan
15.	Shri Bhanwar Lal Gurjer	Dropti Devi Sanwarmal S.S.School Ajmer, Rajasthan
16.	Shri SC Jain	Pragya, Mhow, Madhya Pradesh
17.	Shri Kailash Joshi	MP Rashtra Bhasha Prachar Samiti, Bhopal, Madhya Pradesh
18.	Smt. Anita Khandelwal	Mahila Sarvageen Vikas Samiti, Ujjain, Madhya Pradesh
19.	Shri S.C. Khandelwal	Swarg Mandir Kanya Mahavidayalaya, Mhow, Madhya Pradesh
20.	Shri Bherulal Lohar	Sawarmal Sadmal Krishi Vidyala, Jhadol, Udaipur, Rajasthan
21.	Smt. Rajshri Mishra	Mahila Sangh, Mhow, Madhya Pradesh
22.	Shri Prafulla Nagar	Vijay Singh Pathik Shramjeevi College, Ajmer, Rajasthan
23.	Shri Laxmi Naryan Nandwana	Ramesh Chandra Rai Nagar Shramjeevi School, Udaipur, Rajasthan
24.	Shri S.K. Pandey	Indore Zila Proudh Shiksha Parishad, Mhow, Madhya Pradesh
25.	Shri Arun Paneri	Janta Collage, Dabok, Rajasthan
26.	Shri N.C. Pant	RC Jall Law College, Mhow, Madhya Pradesh
27.	Shri R.C. Patidar	Asha Kala Kendra, UM Vidyalyay, Mhow, Madhya Pradesh
28.	Shri Prabhu Prasad	Baidehi Mahila Balkalyan Parishad, Bihar
29.	Shri A.H. Qureshi	Krishak Vikas Sangthan, Mhow, Madhya Pradesh
30.	Shri A.R. Qureshi	Shri Nehru Vikas Mandal, Mhow, Madhya Pradesh
31.	Dr. Manohar Singh Ranawant	Sri Natnagar Shodh Sansthan, Sitamau, Madhya Pradesh
32.	Shri Mohanlal Sharma	Vidyarthi Vikas Parishad, Mhow
33.	Shri Purushottam Sharma	Janpad Vibhag, RV, Udaipur, Rajasthan
34.	Shri Ramesh Sharma	Haribhau Upadhyaya Teachers Training College, Hatundi, Ajmer, Rajasthan

35.	Shri Ramesh Chandra Sharma	Mahatma Gandhi Sansthan, Bhopal, Madhya Pradesh
36.	Shri Shankarlal Sharma	Lokshikshan Vibhag, Udaipur, Rajasthan
37.	Shri Sakil Udin Sidique	Udaipur School of Social Work, Rajasthan Vidyapeeth, Udaipur, Rajasthan
38.	Dr. Madan Singh	Institute of Education Research and Welfare, Lucknow, Uttar Pradesh
39.	Shri Sudhakar Man Singh	State Resource Centre, Lucknow, Uttar Pradesh
40.	Shri S.R. Solankey	MP Adult Education Association, Mhow, Madhya Pradesh
41.	Shri Dwarko Sundrani	Samanwaya Ashram. Bodhgaya, Bihar
42.	Shri K.R Susheelegowda	Netaji Rural Development Trust, Hassan, Karnataka
43.	Dr. O.P.M. Tripathi	DDU Gorakhpur University, Gorakhpur, Uttar Pradesh
44.	Shri Girish Upadhyay	Aganwadi Training Center, Hatundi Ajmer, Rajasthan
45.	Dr. S.C. Upadhyay	Shree Guru Dev Uma Shiva Manorama Devi Samaj, Lucknow, Uttar Pradesh
46.	Shri P.R. Vyas	M. V. Shramjeevi College, Udaipur, Rajasthan
47.	Shri C.L. Yadav	Central India Adult Education Association, Bhopal, Madhya Pradesh

A Lecture on How we Learn by Prof. Knud Illeris



(Left to right) V.Mohankumar, K.C. Choudhary, S.Y.Shah, Knud Illeris

The Department of Adult, Continuing Education and Extension (Counselling and Guidance Unit) in collaboration with the International Institute of Adult and Lifelong Education organised a special lecture on "How we learn" on January 10, 2011 at the Institute of Lifelong Learning, University of Delhi. Mr. Knud Illeris, Professor of Lifelong Learning, The Danish University of Education, Denmark delivered the lecture.

In his lecture, Prof. Illeris explained the learning under different aspects including Structure of the Theory, Processes of Learning, Learning Dimensions, Learning Types, Learning Barriers, Learning and Life Ages and Adult Learning. He concluded his lecture by stating that there are five basic statements on learning which are - learning is always an individual and a social process, individual acquisition includes both the content and incentive, acquisition happens by the integration between impulses and the results of prior learning, the types of learning includes learning as addition and learning as reconstruction and everybody is forced to develop a semi-automatic defense towards learning.

Shri K.C. Choudhary, Chancellor, International Institute of Adult and Lifelong Education presided over the session while Prof. S.Y. Shah, Hony. Director, International Institute of Adult and





Lifelong Education introduced Prof. Illeris.

Dr. Rajesh, Assistant Director and Coordinator, Counselling & Guidance Unit, Dept. of Adult, Continuing Education and Extension, University of Delhi welcomed the gathering and the vote of thanks was proposed by Dr. V.Mohankumar, Joint Registrar, International Institute of Adult and Lifelong Education and Dr. V. K. Dixit, Assistant Professor, Dept. of Adult, Continuing Education and Extension, University of Delhi.

University of Jammu: Lecture on Disaster Risk Management



(main table form left to right) Nawang Rigzin Jora, Varun Sahni, Poonam Dhawan

A lecture was organised by the Department of Lifelong Learning, University of Jammu on "Disaster Risk Management, Cultural heritage and Development with special focus on Ladakh region," on January 7, 2011. The lecture was delivered by Ms. Aparna Tandon, an internationally known heritage expert who studied Art conservation at Harvard University. In her speech, she highlighted the significance of culture in the planning of disaster risk reduction and post disaster response and recovery. She also focused on the pertinent issue of disaster risk management, its mainstreaming in the planning for development and integration of concerns for cultural preservation. Ms. Tondon also quoted the examples about the recent disasters in Kashmir, Ladakh, Bhutan and Haiti.

In his address Shri Nawang Rigzin Jora, Minister for Tourism and Culture, Govt. of Jammu & Kashmir stressed the need for the preservation of the state's rich cultural heritage in the times of disaster and conflict. He said that culture is one of the priority areas for the government but due to the conflict situations prevailing in the state, sometimes things become difficult to deliver. He further said that whenever calamity of any kind occurs, government is under pressure to save human life and cultural resources and within the limited resources and manpower, the government tries to do its best.

Shri Jora while referring to the recent devastation in Leh due to floods said that despite 286 deaths and damaging of 700 houses, the resilience on the part of people of Leh was quiet evident which also got reflected through their culture of cooperation, togetherness and value system. Perhaps this was the reason that the people were back on their feet even after hell broke out in August.

Professor Varun Sahni, Vice Chancellor, Jammu University presided over the lecture. In his presidential address he said that there should be a balance between the restoration of the lost heritage due to any natural or manmade calamity and the human element as culture is not a luxury but life itself. He also said that disasters are likely to occur with greater frequency but we need to have institutional and human linkages in place so that we can recover effectively and safeguard all that we hold precious i.e. our culture.

Professor Poonam Dhawan, Director, Department of Lifelong Learning, Shri Saleem Beg, former Director General, Tourism and convener, INTACH J&K, Prof. G.M.Bhat Controller of Examinations and then Head of the Centre for Disaster Management, Jammu University, Dr. C.M. Seth, J&K State Pollution Control Board, Dr. Khursheed Qadri, former Director of Archives, J&K were also present at the occasion.

Earlier, Ms. Tandon who has studied art conservation at Harvard

University highlighted the significance of culture in the planning for disaster risk reduction and post disaster response and recovery. Her power point presentation also focused on the pertinent issue of disaster risk management, its mainstreaming in the planning for development and integration of concerns for cultural preservation. It was illustrated with the examples of recent disasters in Kashmir, Ladakh, Bhutan and Haiti.

"Recent studies on climate change indicate an increase in the frequency and the scale of disasters induced by natural hazards. The wide spread damage caused to life and property by such events can impede the development of the affected area for several decades. As a result, a more holistic approach to managing disaster risks is being advocated. Several disaster prone countries in South Asia are making efforts to mainstream disaster risk reduction in their development planning. Despite these positive initiatives there are several gap areas in preparedness, response and recovery actions. Culture is the weakest link in the field of disaster risk management," said Ms Tandon who has seventeen years of post qualification experience in the field of conservation of cultural heritage. A programme manager at the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)- an intergovernmental organization founded by UNESCO in 1956 based in Rome, Italy, since 2004, the talk also highlighted the significance of culture in the planning for disaster risk reduction and post disaster response and recovery using examples from the recent disasters in Kashmir, Ladakh, Haiti and Bhutan.

Her presentation also discussed in detail ICCROM's pioneering training on First Aid to Cultural Heritage in Times of Conflict focusing on cultural emergency in Haiti following the earthquake of January 12, 2010. In August 2010, Aparna led the ICCROM- Smithsonian Institution joint training on providing first aid to the Haitian cultural heritage collections damaged due to the earthquake.

Earlier, Dr Poonam Dhawan, Director DLL threw light on the activities on the department. Dr. Kavita Suri, Assistant Director, DLL who was the coordinator for this event, welcomed the audience. Mr. Vivek Sharma, coordinator, DLL presented vote of thanks.

Saakshar Bharat: Workshop on Assessment of Adult Learners



Jagmohan Singh Raju addressing the participants

The National Literacy Mission Authority organised a National Workshop on Assessment of Adult Learners at Chennai on January 18, 2011. The workshop was held in the Conference Hall of Tamil Nadu Text Book Corporation. The main objective of the workshop was to discuss the strategies for conducting the Assessment of Adult Learners and to prepare state wise Action Plan.

After the welcome address by Smt. Kusum Vir, Director, Directorate of Adult Education, Govt. of India, Shri Jagmohan Singh Raju, Director General, National Literacy Mission gave opening remarks. In his address he appreciated the efforts taken by the states with regard to Environment building and establishment of AECs and the national level meeting of GPs/BPs. He desired the same tempo to be maintained in the process of conducting Learner Assessment which is planned to be held on March 6, 2011 all over the country.

Thereafter, Prof. S.S.Jena, Chairman Shri.C.Dharuman, Director (Evaluation) Shri.S.K.Prasad, SAP(DS), NIOS made a presentation on the objectives of assessment areas of assessment, framework, process of registration, evaluation, compilation of data declaration of results and certification.

Then, SRCs/SLMAs jointly prepared a calendar of activities/programmes in groups for the states and presented the same in general session chaired by DG, NLMA. The calendar, complete in all respects after incorporating all the suggestions given was finalised by the states.

At the end Shri.A.M.Rajashekar, Joint Director Directorate of Adult Education, Govt. of India proposed the vote of Thanks.

Teaching of writing

Deepika was upset. Most of her learners were doing fairly well in reading but their writing skill was poor. One day she approached Nina who was working in State Resource Centre for Adult Education and shared her concern with Nina. Nina said, "Many field workers report this problem. Unfortunately, very little research has been done concerning the merits of different procedures and difficulties which adults find, in learning to write. Therefore, I may suggest you some tips but that will be mainly based on the experience of field workers."

Deepika was keen to learn. Nina explained that there are two aspects of teaching to write; namely teaching the basic skills of writing and developing proficiency in its personal and social uses. Experience shows that many adults require some mental, physical and emotional preparation before training of writing can be started. Learning progress depends on the motivation of learner's interest that may advance far beyond the minimum competence. In the light of these facts the teaching of writing can be divided in four stages:

Stage 1: Preparation for writing

Stage 2: Mastering the basic skills of writing

Stage 3: Learning to use writing in meeting practical daily life needs

Stage 4: Acquiring additional proficiency in writing

While planning activities for each stage certain characteristics of the learners should be kept in mind - e.g. because of their greater physical maturity they have far better control of their muscles than children. On the other hand, their hands and fingers may be stiffer. Adults are generally more self motivated and steady. To a greater extent they proceed more systematically and logically in achieving their aim than children. One of the things that most learners want to do is to learn to write their names.

Deepika said, "I understand now. By using this motive, interest and enthusiasm for writing can be aroused among the learners.

Nina, "Yes, as soon as learners learn to write their names, two additional steps may be taken. The first step is to use writing for various purposes during the class. Like VT may write on the board ' Namastay', 'My name is Deepika,' Tomorrow is a holiday' etc. She should read it pointing towards these. The chief objective of this exercise is not to force learners to read these words, but to show them that writing serves many useful purposes.

The second step is to stimulate discussion about the purpose that writing may serve in daily life. It will be helpful in making a list of most important uses that each learner expects to make of writing. After this, VT should draw another list, showing other uses that writing can serve. Both the lists should be discussed thoroughly. In these and many other ways motives of learning to write may be established before starting systematic teaching of writing. With the progress of learners writing skills, additional steps can be taken to prepare them for higher competence in writing.

Deepika asked, "Now I understand how to motivate and prepare learners for writing. Can you tell me some successful methods of teaching of writing?

Nina explained that, "Usually three different methods are used for the purpose. Many experts give practice, first, in the basic strokes used in the formation of most of the letters. However, this method has been criticised by other experts on the ground that making straight line is often harder than making curved lines or entire letter. Moreover, practice in forming the elements of letter is to a large extent a meaningless exercise for adults and often fails to create interest.

In the second method, first the learners practice on separate letters. The letters are introduced either in the order of presentation in the primer or in alphabetical order or in groups that are similar in form. The experts who use this method claim that adults are greatly aided in learning to write by comparing and writing letters which have minor differences. There are two criticisms of this method. It is difficult to sustain the interest of adults for any length of time in writing separate letters and writing of a letter is influenced to a considerable extent by what proceeds or follows it. These criticisms are overcome by providing only a small amount of practice in forming letters before writing of words and small sentences.

The third method starts with a whole word or sentence which an adult wants to write. One of the advantages claimed for this is that both the initial efforts to write and subsequently practice are highly motivating than in either of the preceding methods. In this method as soon as new letters are introduced learner can immediately identify it through

analysis, followed by special attention to their unique features.

Deepika asked, "Are there no criticism to this method?"

Nina smiled, "Of course, at least two important criticisms of this method are there. Usually too little attention is given to the correct formation of letters to ensure clear and legible writing. Moreover, it requires insight of VT to deal with the difficulties and make necessary adjustments in teaching to overcome them.

Deepika was confused. She asked, "All the methods you have mentioned have some short comings? Which method VT should choose?

Nina thought for a moment and replied, "The choice of method of teaching writing is quite challenging. Decision in this regard should be taken in consultation with the VTs. The training and experience of VTs and their personal preferences should determine the final choice of a method. Importantly, whatever method is adopted, a clear understanding of individual difficulties and how to overcome them is essential in teaching adults to write.

In addition to learning of writing letters, the learners should learn to spell words and improve the quality of writing and start using the skill of writing in their daily life. These issues we will discuss next time.

Nishat Farooq

Katihar District: Evaluation of Mukhya Mantri Akshar Aanchal Yojana

Mukhya Mantri Akshar Aanchal Yojana (MMAAY) launched on August 9, 2009 was a state sponsored programme to impart literacy to 40 lakh non-literate women in the state of Bihar. The major objective of this programme was to reduce gender gap in literacy rate and ultimately raise the overall literacy rate of the state before the Census 2011 so that the Census figures reflect the achievements made. The programme was implemented through literacy centres with 20 learners each for which school teachers were made incharge as Akshar Doots. Each district was given freedom to open as many centres as possible to cover the non-literate women in a time bound manner.

The State Resource Centre, Deepayatan, Patna conducted an evaluation of Mukhya Mantri Akshar Aanchal Yojana in Katihar district. This was sponsored by the State Literacy Mission Authority. The objectives of the evaluation was to examine the efficiency of operational strategies/implementation process, identify the strengths and weaknesses of the programme, the factors responsible for accelerating or impeding the pace of implementation, assess the learning outcome, the perceptible changes taken place in the lives of the learners and to suggest remedial measures for removing the deficiencies/bottlenecks of the programme.

The outcome of the study reveals that a well planned programme could succeed only partially in reducing the gender gap in literacy in the district by way of providing an opportunity to non-literate adult females to enter into the world of letters. The expected result could not be achieved because of the de-motivated Akshar Doots, lack of self motivation of learners, unsuitable time schedule given to run the literacy classes and lack of support from school girls. It was also found that within the time frame of the project, even one third of the lessons in the primer could not be taught in most of the places and in many places the teaching-learning process was disrupted in the last 1 or 2 months.

The evaluators recommended that certain modifications/changes are required in the existing model of MMAAY by changing the duration and time to suit the convenience of learners, improve the physical condition of the literacy centres to create conducive environment for learning, get the support of school girls for the programme, train/orient Head Masters/CDPOs and other functionaries, involve PRIs to motivate and mobilise the learners and evolve effective monitoring mechanism, for the programme.

To sustain the programme in future the evaluators recommended that the learners should have teaching arrangements in the community itself and the teaching-learning materials should be to the interest, need and the problems of learners

JSS Guntur Transformed the Life of Sex Workers



Mangalagiri, a small town in Guntur district is located on the National Highway No.5 between Guntur and Vijayawada cities. It is a pilgrim centre due to Lakshmi Narasimha Swamy Temple and the town is famous for prostitution since decades. Dommara community, a nomadic tribe living at Ward No.3 for nearly 50 years maintains brothel houses and involve in prostitution. With the persuasive efforts of the development departments, police and due to the prevalence of HIV/AIDS there came a change in their thinking and hence, many families migrated to other places in search of alternative job opportunities. Still around 18 families live in Mangalagiri and live with meager income. As most of the male members of these families are not accepted by the society, they mostly depend on rickshaw pulling, flower plucking and agricultural work in the nearby villages.

When JSS, Guntur came to know of these families, it decided to organise vocational training programmes for them, particularly to young girls with a view to divert the second generation of these families from prostitution to self employment to support and sustain their families. Hence, it identified 20 girls and organised Fabric Painting & Ari Work free of cost by providing all the raw materials. After completing the training, they started two production centres for which the JSS extended the initial capital as revolving fund.

Pushpalatha JSS Production Centre, Mangalagiri - Fabric Painting

Five participants started the production centre with an initial capital of Rs. 6000/- and presently they earn around Rs.10,000/- per month.



ladies in production centre

Kanakadurga JSS Production Centre, Mangalagiri - Ari Work



ladies in production centre

Five participants started this production centre with an initial capital of Rs. 6000/- and presently earn around Rs.15,000/- per month.

On the efforts of the JSS six more girls have got employment in the local readymade shops. They also work at home in Fabric Painting & Ari Work and earn around Rs. 1,000 to 1,500 per month.

P. Srinivasa Rao, Director, JSS

Delhi University: Slogan Writing Competition for Students



As part of World AIDS Day, the Department of Adult, Continuing Education & Extension, University of Delhi organised a Slogan Writing Competition for the students in collaboration with the Delhi State AIDS Control Society. The award winners were:

- Ku. Alka, Post M.A. Diploma in Adult Continuing Education (1st Prize Rs. 2000/-)
- Ku. Urmila Gulaliya, Post M.A. Diploma in Adult Continuing Education (2nd Prize Rs. 1500/-)
- Shri Aryan Modak, Satyawati College Ev. (3rd Prize Rs. 1000/-)
- Shri Manoj Kumar Jain, Post M.A. Diploma in Adult

Continuing Education (Consolation Prize Rs. 500/-)

- Ku. Renu Varghese, St. Stephan's College (Consolation Prize Rs.500/-)
- Shri Sanoj Kumar Singh, Campus Law Centre (Consolation Prize Rs.500/-)

The Cash Prize and the certificates were given to the winners jointly by Prof. Knud Illeris, Professor of Life Long Learning, Danish University, Denmark and Prof. S.K. Vij, Dean, Students Welfare, University of Delhi on January 10, 2011. Shri K.C. Choudhary, Chancellor, International Institute of Adult and Lifelong Education, Prof. S.Y. Shah, Jawahar Lal Nehru University and Dr. Rajesh, Assistant Professor, Dept. of Adult Continuing Education and Extension, University of Delhi were also present on the occasion .

राज्य संसाधन केन्द्र रायपुर: लोकभाषा में प्रवेशिका निर्माण हेतु कार्यशाला



राज्य संसाधन केन्द्र रायपुर, छत्तीसगढ़ द्वारा देशबन्धु परिसर स्थित राज्य संसाधन केन्द्र सभागार में एक तीन दिवसीय समीक्षा कार्यशाला का आयोजन किया गया। इस कार्यशाला में श्रीमती निहारिका बारिक सिंह, संचालक एवं सदस्य सचिव, राज्य साक्षरता मिशन प्राधिकरण छत्तीसगढ़ मुख्य अतिथि के रूप में उपस्थित रही। विशिष्ठ अतिथि श्री दिनेश टांक, सहायक संचालक, राज्य साक्षरता मिशन प्राधिकरण छत्तीसगढ़ थे। कार्यशाला की अध्यक्षता साहित्यकार व वरिष्ठ पत्रकार श्री ललित सुरजन ने की। उद्घाटन वक्तव्य श्री तुहिन देव, निदेशक, राज्य संसाधन केन्द्र, रायपुर, छत्तीसगढ़ ने दिया।



विदित है कि राज्य संसाधन केन्द्र रायपुर द्वारा छत्तीसगढ़ की लोकभाषाओं की प्रभावशीलता पर एक एक्शन रिसर्च की गई है। हिन्दी के अलावा छः भाषाएं ऐसी हैं, जिनके विषय में स्थानीय लोग पढ़ना चाहते हैं। इसी के मद्देनजर राज्य संसाधन केन्द्र रायपुर द्वारा इन छः भाषाओं में प्रवेशिका बनाने का कार्य किया जा रहा है। इससे स्थानीय जनता को काफी लाभ मिलेगा। तीन दिवसीय कार्यशाला में भाग ले रहे कवि, लेखक, साहित्यकार इस संबंध में अपने सुझाव देंगे। इन सुझावों को सम्मिलित करते हुए जनवरी तक ये प्रवेशिकाएं प्रकाशित की जाएंगी। कार्यशाला का संचालन डॉ. श्रीमती मनीषा वत्स तथा आभार प्रदर्शन केन्द्र के संचार समूह के प्रमुख व वरिष्ठ रंगकर्मी राजकमल नायक द्वारा किया गया।

Shabana Leads a Respectable Life

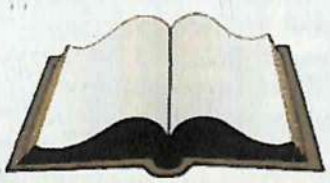


Shabana, 27 years old muslim girl, educated upto 8th standard was married in her early age. After one and half years of marriage her husband died due to illness. It shattered her life badly and pushed her i miserable conditions. After the death of her husb nobody supported her and her child. Being a mot of a girl child, her in-laws considered her and baby as a burden and was regularly ill-treated. was forced to leave her in-laws' house and co back to her parents in Delhi. Conditions were favourable here too. She did not get any supp from her parents also. Her step mother v practically cursing her everyday and was not giv even milk for the baby. Since early morning midnight she was made to work with the result was not able to look after her child properly.

One day she left her parents without inform anybody to Ajmer to spend the rest of her life Khwaja Saheb Dargah. She was not having a ho of her own and was not having any means to br up her daughter. On the advice of locals she enrol her daughter in "Yatim Khana", an orphanage run Dargah Samiti and started working as a maid serv in the households of Khadims. Life went on like for eight years and she was very much worried ab her future and the well being of her daughter. knew that without any skill on her hands she can earn and lead a respectable life. Hence, she star to search avenues for better life.

One day some one told her about JSS and courses run by it with low fee structure. So she enrolled herself in Beauty Culture & Health Course during 2008-09. After successful complet of the course and with the little savings she had, opened a beauty parlour in Dargah Sharif loc itself. Slowly the business picked-up and today sh earning between Rs.6000/- to 8000/- per month. is full of confidence and optimism that she can a better future to her daughter Rizwana, who is nine years old. She has all praise for JSS and g respect for the Resource Persons who taught her skills.

Documents



Jackson, Sue ed. **Innovations in Lifelong Learning: Critical Perspectives on Diversity, Participation and Vocational Learning.** Routledge; 2010: 260 p.

This book opens up ways to engage critically with what counts as innovativ practice in lifelong learning. It offers an international perspective on current trends through its range of contributions from across the UK, Australia, New Zealand and the US. The broad focus allows for diverse information on the nature of these changes to come together under an assortment of empirical, theoretical and methodological approaches.

The book takes three key elements of lifelong learning:

- Learning communities
- Participation and non-participation
- Work-based learning and learning through work.

It links these with themes on diversity, social justice and economic and global development so as to negotiate and re-negotiate the constant importance of innovation with employers, learners and educational institutions.

All those working in the broad arena of lifelong learning will benefit from this comprehensive examination of current debates in the field, including policy-makers, researchers, teachers, lecturers, educational managers and employers engaged with work-based learning.

Majumdar, Manabi and Mooij, Jos. **Education and Inequality in India: A Classroom View.** Routledge; 2010: 240

The document focuses on primary education in India and interrogates what schooling means and does to children from weaker sections of Indian society and which values underpin the school system. It examines whether the concept of 'education for all' is just a mechanically conceived policy target to chasing enrolment and attendance or whether it a larger social goal and a deeper political statement about the need for attacking entrenched social inequalities, and above all an affirmation of the idea that schooling has a liberating potential.

Drawing on original data collected in the two states of Andhra Pradesh and West Bengal, the authors first present the multiple ways in which social class impinges on the educational system, educational processes and educational outcomes. In the second part of the book, issues around autonomy and accountability are explored via an analysis of the position of teachers within the educational hierarchy, and by looking at the various possibilities of making teachers accountable. The last part centres on the learning process, with a particular focus on the classroom. The conclusion includes recommendations that are related to the necessity for a larger debate and normative framework, which includes private schools as possible partners in the pursuing of a public good for which a public entity should take some responsibility, and in conjuncture to that, the necessity to move from government action and responsibilities to a broader concept of public action.

UNESCO. **Eighth E-9 Ministerial Review Meeting on Education for All Abuja, Nigeria: Synthesis of Country Reports on Literacy for Development.** UNESCO, 2010: 28p.

This Report summarizes nine national reports which countries prepared for this meeting. Those reports contain much interesting and important information, analyses and challenges which could not all find a place in this synthesis. The national reports are notable for the seriousness with which they address the challenge of literacy and the strength of the commitment to increase access to literacy and its use. The reports are also a rich source of ideas and experiences. All the national reports have identified obstacles, barriers and unfinished tasks in addressing the literacy challenge. This report is structured around the key areas identified in the questionnaire which each E-9 country responded to.

UNDP. **What Will It Take to Achieve the Millennium Development Goals? - An International Assessment.** New York, UNDP; 2010: 58p.

Based on a review of 50 country studies, this Assessment finds that the resources and know-how necessary to achieve the MDGs exist. Acceleration of progress over the next five years will need to focus on continuing proven strategies, policies and interventions and making a radical break with those that do not work.

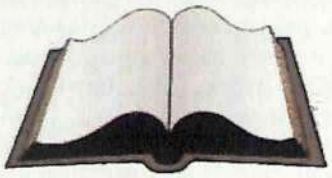
There have been noticeable reductions in poverty globally. Significant improvements have been made in enrolment and gender parity in schools. Progress is evident in reducing child and maternal mortality; increasing HIV treatments and ensuring environmental sustainability. While there are welcome developments in the global partnership, where some countries have met their commitments, others can do more.

At the same time that the share of poor people is declining, the absolute number of the poor in South Asia and sub-Saharan Africa is increasing. Countries that achieved rapid reductions in income poverty are not necessarily making the same progress in gender equality and environmental sustainability. Lack of progress in reducing HIV is curtailing improvements in both maternal and child mortality. Moreover, attention to the quality of education and health services may have suffered in the rush to extend coverage.

MDG progress is also threatened by the combination of high food prices and the impact of the international financial and economic crisis. Economic growth declined in many countries, along with a reduction in foreign direct investment, remittances, as well as a fall in exports and tourist numbers, which led to significant job losses. Sustained poverty and hunger reduction is at risk because of vulnerability to climate change, particularly in the area of agricultural production. Weak institutional capacity in conflict and postconflict environments slows MDG progress. Rapid urbanization and growth in slum dwellings are putting pressure on social services.

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Documents



Belawati, Tian and Baggaley, Jon ed. **Policy and practice in Asian distance education.** New Delhi, Sage, 2010: 284 p.

This book has been designed for the orientation and training of specialists in open and distance learning methods in Asia. It is the outcome of the collaborative research and development initiative in 2005-08 between 24 open and distance learning (ODL) institutions, government departments and non-governmental organisations in 13 Asian countries.

The need for thrift and ingenuity in Distance Education (DE) methods in Asia has made Asian Distance Education (DE) researchers and practitioners contemplate novel technological methods in DE-open-source software, cell-phone SMS, etc., from which information and communication technology professionals in all parts of the world can learn.

Bhaskaracharyulu, Yerroju ed. **Facets of continuing education.** New Delhi, Sarup, 2009. 391 p.

Education is the means for promoting the employable skills among the students attending the educational institutions at various levels. There is a need to upgrade these skills among the employed in order to acquire the latest know how in the area of their specialization and to apply them for the common cause. As such there is no regular mechanism for upgrading their skills but the continuing education is in vogue. It is the only alternative to upgrade these gaps. It is the case in all the sectors of economy and especially at the primary occupations. Recognizing the potentialities, University Adult Education Departments, Continuing Education aspect was added to cater to the needs of various sections of population.

Continuing education is an important initiative involved in creating opportunities for the people who seek to improve their qualifications. The quality of services provided, extent of utility of services and strategies adopted and keeping in view of its importance in promoting the man-power among the population and its relevance. The volume Facets of Continuing Education consists of some 28 selected papers which were compiled and contributed by the distinguished scholars, academicians and administrators.

Klugman, Jeni. **Human Development Report 2010: The real wealth of Nations: Pathways to human development.** New York, United Nations Development Programme, 2010: 236p.

This Report shows significant progress by most countries in most areas, with the poorest countries often showing the largest gains. While perhaps not a surprise to statisticians, it was far from universally assumed four decades ago that most low-income nations would make the strong strides forward that the record now shows in health, education and (to a lesser extent) income.

Not all the trends are positive. Several countries have moved backwards in absolute Human Development Report (HDI) achievement since the 1990 Report. These countries offer lessons on the devastating impact of conflict, the AIDS epidemic and economic and political mismanagement. Most suffered from more than one if not all these factors.

This report spotlights countries th made the greatest progress in rece decades as measured by the Huma Development Index (HDI), with Chin Nepal, Indonesia, Lao PDR and Sou Korea all making the Report's "Top Movers" list. Among South Asia countries, Nepal ranks second amo the top movers on non-income H while India is among the top 10 move in GDP growth.

Unesco. **Global report on adu learning and education.** Hambur Unesco. 2009: 156 p.

The first-ever Global Report on Adu Learning and Education is based 154 National Reports submitted UNESCO Member States on the state adult learning and education as input to CONFINTEA VI five Regio Synthesis Reports and seconda literature. Its purpose is to provide overview of trends in adult learning education as well as to identify challenges. It is an important refere document and an advocacy tool.

York, Kenneth M. **Applied huma resource management: Strateg issues and experiential exercise** New Delhi, Sage. 2010: 432p.

Applied Human Resour Management: Strategic Issues a Experiential Exercises gives busine students in-depth, hands- experiential learning applications help them develop the skills they w need as human resource professiona who deal with people in diverse setting and situations. Providing maximu teaching flexibility, each chap presents ten different issues th organizations must resolve to mana their human resources effective These chapters also offer four distil types of interactive learni experiences: Strategic Issues in Hum Resource Management Exercis Applications, Experiential Exercis and Creative Exercises.

SC Dua and Neha Gup

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Editor-in-Chief: KC Choudhary **Editor: Dr. Madan Singh**
Tel: 011-23379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org

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INDIAN ADULT EDUCATION ASSOCIATION

Meeting of the Executive Committee of IAEA

The first meeting of the newly elected Executive Committee of Indian Adult Education Association was held on February 19, 2011 at 11:30 a.m. in the office of the Association at New Delhi. The meeting was presided over by Prof. B.S. Garg, President, IAEA. All the newly elected members and the members of the outgoing Executive Committee attended the meeting.









The committee considered and approved a number of agenda items including Plan of Action and Budget Estimate for the year 2011-12 and new Life and Institutional Members of the Association. The Annual Report of the Association for the year 2010 already approved by General Body in Gandhinagar, Gujarat on December 24, 2010 was also seen and endorsed by the committee.





"यदि मनुष्य सीखना चाहे तो उसकी हर भूल उसे कुछ शिक्षा दे सकती है।"

— महात्मा गांधी

Teaching of writing: stage II

One day Deepika again visited State Resource Center to learn more about teaching of writing. Nina was more than happy to see her enthusiasm. She picked a primer and explained Deepika that in primer, space has been provided to practice writing. In this space learners daily copy out the new letters and words introduced in that particular lesson. The writing space has been provided in the primer itself as it has the advantage that it is economical, easy to work and promotes progress in recognition of new letters and words introduced. Its weakness lies in the fact that the words/ sentences written are usually unrelated to the writing interest of adult learners. Therefore, there is less motivation for them to get engaged in it. It also cultivates the idea among learners that writing mainly consists of copying rather than giving expression to ideas. However, the writers of the primers usually introduce subjects of immediate interest of learners to overcome this drawback.

Deepika said, "You have already mentioned that it will be more interesting for learners to write the names of their family members, vegetables, fruits, crops, days, things to remember etc."

Nina said, "Yes, writing should be intensely practical. As need for writing such things is clearly recognised, the learners give themselves to the task whole heartedly. But remember whatever method is used to teach writing, smooth pencil with medium or soft lead should be provided to the learners. The pen should not be used until learners have acquired considerable skill in writing with pencil."

Nina paused for a moment and then said, "Before starting new step, previous items learned should be revised and reviewed. Usually a chart of alphabet is provided in the primer. If chart is not provided in the primer, the VT should either get a chart or write the alphabets on the blackboard. This helps learners identify how many letters they have learnt. Ofcourse, different learners will be learning different letters. But every one should be encouraged to write the remaining ones as quickly as possible."

Deepika asked, "Is there any other advantage of writing in the primer itself?"

Nina replied, "Certainly. If the learners write in the primer itself, it will be the record of the result of their initial efforts in writing each letter and word."

Deepika, "Is there any other role of VT in teaching of writing?"

Nina said, "VT should supervise the learners when they practice writing. If their writing is unsatisfactory, VT should ask them to note their mistakes, by comparing it with the letters in the primer or in the chart. To identify their mistakes VT should just provide assistance only. If a learner is making any specific mistake, it is the job of VT to find out the nature of error and help the learner to correct it. The error may be corrected in the following manner:

Step 1 - The VT writes model letter and learner traces the model, saying its name.

Step 2 - Tracing the model, more times with a pencil.

Step 3 - Covering the letter and writing it on paper.

Step 4 - Comparing the letter with the model. The learner himself/herself should compare it.

Step 5 - If it is correct, repeat it several times to ensure mastery. If not, repeat the preceding steps until reasonable accuracy is attained. If there is shortage of paper, the learner may practice on earth, in mud/sand, any other thing suitable for writing practice.

At this stage usually learners begin to write the new words to remember the form and learning to spell them. The VT must know the value of writing exercise. Such exercise are not only meant for writing the letters but also to remember the words and spellings."

Deepika said, "Moreover, learners slowly learn to write sentences also."

Nina, "Yes, as soon as learners have learnt letters, they can begin to write words and then sentences. Learners should be encouraged to write new words. This will help them to remember the form of letters and spellings of words."

Deepika asked, "When should they write letters, paragraphs, etc.?"

Nina, '" When the alphabets are mastered by the learners, efforts can be taken to make them to learn to write, particularly those things which are of practical value to learners, such as writing a letter, few lines of a song, story or even writing a few sentences about a given picture."

Deepika asked, "Can learners write letters themselves?"

Nina replied, "It is not that easy for the learners to write a letter.

Therefore, usually a model letter is provided in the primer. But it has been observed that some writers of the primer forget the aim and objective of such a lesson and instead of focusing on letter writing their lesson focuses on information.

However, to teach letter writing, learners must be explained in detail how to compose a letter. Each learner should attempt to write a very short letter addressed to some one. This should be preceded by a discussion of the things they want to write. Initially VT may write model sentences on the blackboard. The learners may copy it. If possible VT may provide individual learners with additional models. This exercise will motivate them to write letters themselves later on. They should also learn how to write complete address."

Deepika said, "Time has changed now. No one writes letters any more. Even in villages people have mobile phones which have become the main medium of communication now."

Nina smiled and said, "You are very right, Deepika". Days of writing personal letters are almost gone now. But still learners have to write official letters, fill-up various forms, write application etc. Therefore, they should be familiarised with the forms which they have to fill - up on various occasions. Various types of forms, deposit slips, receipts, cards such as job card under MNREGA should be displayed in the class room. Whenever possible, VT may discuss the purpose of each of the form, how it is used and how to fill-it.

These are suggestions only and may be modified or extended to meet the needs of learners in different communities. Each VT should choose the best method and familiarise with its special problems and difficulties."

-Nishat Farooq

Do you know?



The Air Force marching contingent



(From L-R) Prime Minister, Vice President, President of Indonesia, President of India, the First Lady of Indonesia at Rashtrapati Bhavan

Every year Govt. of India invites a Chief Guest for the Republic Day Parade at Rajpath on 26th January. The Republic Day Parade is not only a function of pride for every Indian but also a showcase of the military might of our great country. On January 26, 2011 the Chief Guest was Mr. Susilo Bambang Yudhoyono, President of the Republic of Indonesia. You know the Chief Guest of the first Republic Day of India in 1950 was Mr. Sukarno, then President of Indonesia and a close friend of India and personal friend of Pandit Jawaharlal Nehru.

Following is the list of all the Chief guests invited to attend Republic Day of India on 26th January since 1950. However, in between for a few years no Chief Guest was present in the function.

Year	Chief Guest	Year	Chief Guest
1950	President Sukarno of Indonesia	1954	King Jigme Dorji Wangchuck of Bhutan
1955	Governor General Malik Ghulam Muhammad of Pakistan	1958	Marshall Ye Jianying of People's Republic of China
1960	President Kliment Voroshilov of Soviet Union	1961	Queen Elizabeth II of United Kingdom

1963	King Norodom Sihanouk of Cambodia	1965	Food and Agriculture Minister Rana Abdul Hamid of Pakistan
1968	Prime Minister Alexei Kosygin of Soviet Union and President Josip Broz Tito of Yugoslavia	1969	Prime Minister Todor Zhivkov of Bulgaria
1971	President Julius Nyerere of Tanzania	1972	Prime Minister Seewoosagur Ramgoolam of Mauritius
1973	President Mobutu Sese Seko of Zaire	1974	President Josip Broz Tito of Yugoslavia and Prime Minister Sirimavo Ratwatte Dias Bandaranaike of Sri Lanka
1975	President Kenneth Kaunda of Zambia	1976	Prime Minister Jacques Chirac of France
1977	First Secretary Edward Gierek of Poland	1978	President Patrick Hillery of Ireland
1979	Prime Minister Malcolm Fraser of Australia	1980	President Valéry Giscard d'Estaing of France
1981	President Jose Lopez Portillo of Mexico	1982	King Juan Carlos I of Spain
1983	President Shehu Shagari of Nigeria	1984	King Jigme Singye Wangchuck of Bhutan
1985	President Raúl Alfonsín of Argentina	1986	Prime Minister Andreas Papandreou of Greece
1987	President Alan Garcia of Peru	1988	President Junius Jayewardene of Sri Lanka
1989	General Secretary Nguyen Van Linh of Vietnam	1990	Prime Minister Anerood Jugnauth of Mauritius
1991	President Maumoon Abdul Gayoom of Maldives	1992	President Mário Soares of Portugal
1993	Prime Minister John Major of United Kingdom	1994	Prime Minister Goh Chok Tong of Singapore
1995	President Nelson Mandela of South Africa	1996	President Dr. Fernando Henrique Cardoso of Brazil
1997	Prime Minister Basdeo Panday of Trinidad and Tobago	1998	President Jacques Chirac of France
1999	King Birendra Bir Bikram Shah Dev of Nepal	2000	President Olusegun Obasanjo of Nigeria
2001	President Abdelaziz Bouteflika of Algeria	2002	President Cassam Uteem of Mauritius
2003	President Mohammed Khatami of Iran	2004	President Luiz Inacio Lula da Silva of Brazil
2005	King Jigme Singye Wangchuck of Bhutan	2006	King Abdullah bin Abdulaziz al-Saud of Saudi Arabia
2007	President Vladimir Putin of Russia	2008	President Nicolas Sarkozy of France
2009	President Nursultan Nazarbayev of Kazakhstan	2010	President Lee Myung Bak of Republic of Korea

Republic Day Celebrated at Trilokpuri Extension Centre





The Republic Day function was organised by the teachers and beneficiaries of Extension Centre of IAEA at Trilokpuri on January 25, 2011. All the beneficiaries of the vocational courses actively participated in the programme. The audience included parents and general public also. The function started with Saraswati Vandana which was followed by recital of poems on "Save the Girl Child" and "Protection of Environment".









The girls also presented a few dance programmes which included Punjabi dance "Giddha", group dance "Desh Mera Rangila", "Garhwali Folk Dance" and "Radha Krishan Leela". They also danced for a few film songs. The audience not only enjoyed the programme but also appreciated the enthusiasm shown by the girls.

IAEA was represented in the programme by Smt. Kalpana Kaushik, Programme Officer.

Dr. A. R. Kidwai has been Conferred Padma Vibhushan



Dr. Akhlaq-ur-Rehman Kidwai has been conferred Padma Vibhushan Award for his outstanding service in Public Affairs.

Dr. Kidwai is a scientist, educationist, administrator, researcher, leading parliamentarian and above all a freedom fighter. On the call of Mahatma Gandhi, he took active part in the historic Quit India Movement in August 1942.

He had the distinction of being the Governor of Bihar twice (1979-85 & 1993-98), West Bengal (1998-99) and Haryana (2004-09).

On this joyous occasion Indian Adult Education Association congratulates Dr. Kidwai who is the Life Member of IAEA since 1976.

Dr. Rajni Kumar has been Conferred Padma Shri



Dr. Rajni Kumar has been conferred Padma Shri Award for her outstanding service in the field of Literature and Education.

Dr. Rajni is the Chairperson of the Springdales Education Society. She is a veteran educationist having worked for more than 60 years in the field of education. She founded Springdales in 1955 and worked as Founder Principal for 32 years raising the school from a small kindergarten to the prestigious complex of schools with over 5000 students.

After retirement in 1988 she gave her voluntary services to coordinate the Delhi Schools Literacy Project under the programmes of National Literacy Mission and has been the inspirational force behind it. She is at present the Honorary Advisor and is still playing an active role in its activities.

On this joyous occasion Indian Adult Education Association congratulates Dr. Rajni Kumar who is the recipient of IAEA's Tagore Literacy Award 2008.

Youth and Lifelong Learning

Supreme value of youth period is incalculable and indescribable. Youth is the most precious time of life. The way in which this life is utilised will decide the nature of coming years. Youth is the wealth of any nation and we are fortunate enough to have highest percentage of youth in the world. Investing in youth is investing in the prosperity of the nation. Swami Vivekanand said, "This wonderful period of the first state of your life is related as the soft wet clay in the hands of potter." This period of time provides the suitable and favourable fields for the working out of this extremely important and most indispensable process in life. Youth decides man's success of life. But a successful life is the one that succeeds in producing an ideal individual, a noble man.

Approximately one billion youth live in the world today. This means that approximately one person in five is between 15 and 24 years. The majority of the world's youth live in developing countries, with approximately 60% in Asia alone. By 2025, the number of youth living in developing countries will grow to 89.5%. Therefore, it is necessary to take youth issues into considerations in the development agenda and policies of each country. In India, as many as 56.9% persons fall in the age group of 15-59 years.

However, the scenario of such a youthful nation troubles us when we see the growing incidences of rapes, family disputes, naxalism, terrorism, crime rates etc. Besides all these problems, widespread illiteracy is a major stumbling barrier.

According to census 2001, the literacy rate of our country is 65.38%. The need of the hour is to educate the 34.62%, who are non-literates.

Is not then the issue of youth and lifelong learning the relevant one before the nation? What is then lifelong learning? Lifelong learning-along with ideas such as 'the learning society'- has been popular with policymakers today. But what do we mean by it? Is the idea of lifelong learning helpful? If youth are the greatest priceless possession a nation can have, can lifelong learning change the mindset of youth from materialism to nation building?

John W. Gardner, a great thinker said that "Much education today is monumentally ineffective. All too often we are giving young people cut flowers; when, we should be teaching them to grow their own plants." Back home, more than a hundred years ago, Swami Vivekanand said that, "Education is the panacea of all evils". He saw India and saw it "whole". He realised that at the root of all impediments to growth of man and society is the ignorance of the people. This ignorance is a resultant effect of illiteracy. The vested interests capitalise upon "ignorance due to illiteracy" consciously evolve utilising their knowledge, wisdom and experience. For the education of the toiling masses, the so called "formal education" would be of no use. According to him, education should enable them to acquire greater skill and

efficiency so that their performance is improved and there sustenance guaranteed in our society. Education thus, is a permanent national necessity, an inseparable aspect of citizenship and therefore should be both universal and lifelong.

Learning, we believe is a lifelong process of keeping abreast of change. There is no doubt that the need of LLL is today stronger than ever. The notion "what I have learnt in school will get me through entire working life" is outdated. The amount of available knowledge is growing too fast to be mastered during years of formal education and the existing knowledge becomes outdated on a daily basis. There are varying definitions of adult learning in different countries. European commission has defined it as, "All forms of learning undertaken by adults after having left initial education. It includes learning for personal, civic, social purposes, as well as for employment related purposes and can take place in a variety of environments, in and outside formal education and training system."

Lifelong Learning aims at the making of learning society. The general objective of LLL is to contribute towards the development of community as an advanced knowledge society. The idea of lifelong education was first articulated in this century by Basil Yeaxlee (1920). He along with Eduard Lindeman (1926) provides an intellectual basis for a comprehensive aspect of everyday life.

If we consider the youth then we look at the need for LLL. Following factors are important for LLL:

- **Self-directed education** - The education should be self-directed. By self-directed, we mean that an individual or a group or a society themselves plan their education. This is need felt literacy. So the thirst is quenched by the individual himself or themselves if they are a group.
- **Direct education** - LLL can also be achieved through books, films, pictures etc. even in formal education, this plays a major role. As one can keep oneself updated for best performance. Even professionals like doctors, engineers, and an advocate are important in LLL as they can get the latest available knowledge which is also a LLL.
- **Learning society** - An unquenchable thirst for learning is essential for a society to be a learning society. Learning society belongs to the people as a whole, the rich and the poor.

After looking at the important factors of LLL let us concentrate on why youth need LLL?

1. For employability - It is the poverty that threatens the nation the most. Illiteracy is the real culprit. Illiteracy hinders the employment possibilities of youth. This results into his loss of confidence, he puts up with every form of humiliation and leads life of impotence, ignominy and insignificance. Thus it is only LLL that clears his path for more chances of employability- various vocational courses, short term courses, skill up- gradation programmes open new avenues for work.
2. For mobility- A confident person delivers more in society, he can communicate better, he becomes agile and mobile. With the knowledge of his new found skill, he often is willing to cross geographical boundaries, this makes him more mobile.
3. For self-esteem - There is extensive reference to the positive impact of literacy and learning on self esteem. More self-confidence leads to high increase in one's self-esteem.
4. For cultural benefits - LLL may facilitate the transmission of certain cultural values and help challenge attitudes and behavioral patterns. Many programmes also aim to promote values such as equity, inclusion, and respect for cultural diversity, peace and active democracy.
5: For social benefits - LLL can be instrumental in people's achievement of a range of capabilities such as good health, controlling reproductive behavior, raising healthy children (nutrition and health status), LLL thus has potentially large social benefits.

To conclude, Swami Vivekanand called LLL as "man making education". The education which can bring about the all round and balanced development of the personality of an individual is only that, which continues lifelong.

The entire nation imposes faith in the high potential of the youth. It is only the empowered, literate youths, who will make the 'second coming'.

The second coming is at hand where, Bharat will be the supreme power of the world. But to make this dream come true youth need to be reactivated, develop in them a strong love and dedication for nation, give them proper opportunities and employment, stop brain drain and utilise the youth for the making of the nation. Let us value each and every youth and make him participate in LLL to generate and sustain personal productivity in the pursuit of national growth and development. For the youth is our present, and thus they need the utmost concentration from our part, and LLL is the best way to empower them for fruitfulness.

Dr. Swati Chandorkar
Director, SRC, Bhopal

Training on Research Methodology





The Department of Adult, Continuing Education and Extension, University of Delhi conducted twelve days training programme on Research Methodology sponsored by Indian Council of Social Science Research (ICSSR) for the students belonging to SC, ST, OBC and Minorities from January 21 to February 2, 2011. The main objective of the programme was to enable the participants to understand the value of research and different methodologies which can be adopted while conducting research studies. In all 35 persons participated in the training programme. Dr. Rajesh, Assistant Professor, Dept. of Adult Continuing Education and Extension, University of Delhi coordinated the programme.

As part of the training programme the participants visited Indian Adult Education Association on January 31, 2011 from 11.30 am to 1.30 pm and they were addressed by Dr. V.Mohankumar, Director, IAEA. The topic of the address was "Civil Society Organisations and Research". He said that due to the voluntary character and freedom of expression, the civil society organisations have become one of the important stakeholders in the implementation and assessment of government programmes. Their assessment is given due importance as they are conducted by professionally qualified researchers and generally not biased.



Thereafter, the participants visited the Extension Centre of IAEA at Trilokpuri from 2.30 pm to 4.30 pm where they interacted with the trainees of the vocational training programmes and the community members. Their interaction was more on domestic violence and ill treatment of women at home.











Committee to Review Literacy Awards



(From L to R) Anita Priyadarshini, Vandana Chakrabarti, Kumud Bansal, V. Mohankumar, Nishat Farooq, O.P. Arya

The Director General, National Literacy Mission Authority constituted a five member committee under the Chairpersonship of Smt. Kumud Bansal, Former Secretary to Govt. of India, Department of Elementary Education and Literacy to review the literacy awards given on International Literacy Day on 8th September so far and to suggest measures to bring transparency, objectivity and recommend strategies for improvements in the categories and scope of awards in the context of Saakshar Bharat Programme. Other member of the committee is:

1. Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi.
2. Dr. Vandana Chakrabarti, Director, Department of Adult, Continuing Education and Extension, SNDT Women's University, Mumbai
3. Dr. Anita Priyadarshini, Project Director (DEP-SSA), Indira Gandhi National Open University, New Delhi.
4. Smt. Nishat Farooq, Former Director, State Resource Centre, Jamia Millia Islamia, New Delhi.

The committee met for five times, twice in DAE, New Delhi and thrice in SNDT University, Mumbai and discussed each of the term of reference in detail and formulated the recommendation for submission to National Literacy Mission Authority.

Three Days Orientation Training to JSS Directors





Aruna Mohite



S. Ramakrishna



V.Mohankumar

The Directorate of Adult Education, Govt. of India in collaboration with the Jan Shikshan Sansthan, Worli, Mumbai organised a three day orientation programme for the Directors of newly sanctioned Jan Shikshan Sansthans at Mumbai from February 3-5, 2011. The venue was Rambhau Mhalgi Prabodhini, Keshav Srushti, Essel World Road, Village Uttan, Bhayander (West), Thane. In all 47 persons participated in the programme.

After lighting of ceremonial lamp, Smt. Aruna Mohite, Director, JSS, Worli, Mumbai welcomed all the participants. Shri S. Ramakrishna, Joint Director, DAE, New Delhi gave an introductory remarks.

Various subjects of important in nature were covered in the orientation programme by Resource Persons drawn from different institutions. The subjects and Resource Persons were:

- Scheme of JSS - Introduction and New Initiatives and Role and Functions of Chairman and Board of Management - Shri S. Ramakrishna, Joint Director, DAE, New Delhi.
- Role of Director and Programme Functionaries and Maintenance of Registers and Records - Smt. Priya A. Patil, Director, JSS, Nashik.
- Programme Planning, Execution and Certification and Resource Mobilisation and Collaboration - Shri V. Balasubramanian, Director, JSS, Coimbatore.
- Administration and Management of Jan Shikshan Sansthans and Strategies for Selection of Vocational Courses and Curriculum - Dr. V. Mohankumar, Director, IAEA, New Delhi.
- Monitoring, Supervision and Reporting - Dr. Vandana Chakrabarti, Director, Department of ACE&E, SNDT University, Mumbai.



V. Balasubramanian



Priya Patil



Vandana Chakrabarti

- Communication and Presentation Skills - Shri Nitin Naik, International Institute of Emergency & Rescue Management, Mumbai.
- Practices on Team Building - Shri Milesh Mandlecha, Freelancer, Mumbai.
- Financial Management and Settlement of Accounts - Shri S.K. Agrawal, Chartered Accountant, Mumbai.
- Integration of Life Enrichment Education - Ms.Vinita Nathani, SKY-IYF, New Delhi.
- Preparation of Annual Action Plan - Shri Amarjit Sin Vohra, DAE, New Delhi.

The participants had ample opportunity to rai questions and get clarifications in the general discussi which followed each of the presentations given by t Resource Persons.

JSS, Warangal: Vocational Training in Central Prison

Jan Shikshan Sansthan, Warangal organised a three months Literacy Linked Vocational Training Programme on Fabric Painting and Patch Work to 20 women prisoners of Warangal Central Prison from October-December 2010. The training started on October 2nd Gandhi Jayanti Day. This programme was organised in collaboration with ZLSS which provided primer, note books and pencils.



The successful beneficiaries were given certificates on January 26, 2011 jointly by Dr. A. Shankaraiah, Chairman, JSS and Shri Jhonson, Superintendent, Central Prison. Shri J. R. Murali, Deputy Director, ZLSS was also present on the occasion.



A Dream Come True

Rajendran is from a small village Panayampalli near Coimbatore, Tamil Na His parents are Raakiannan and Chellammal. After completing his schooling in 1985 he was looking for an employment opportunity in Coimbatore city. As he was from a village under rain shade area and also with no skill on hands he faced a lot of problems in getting employment in the city. One day he heard an announcement in All India Radio, Coimbatore about the vocational courses conducted by Coimbatore Jan Shikshan Sansthan (then it was called Shramik Vidyapeeth) and immediately took admission in one year Four Wheeler Motor Vehicles Repairing Course.



Rajendran with his Technicians

As part of the course he underwent practical training at Anaimalai Agenci which has dealership for the vehicles Eicher, DCM Toyota, Hindustan Motors, e Immediately after the course was over, with the help of JSS he got placement the same agency which he continued for the next five years. At that time acquired compiete knowledge and practice in repairing and management of Automobile Service Centre.

His confidence and skill enabled him to start his own service centre Chinniampalayam, a sub urban area which he named as Lakshmi Auto Gara Today he is not only a leading mechanic but also gives employment to 20 worke According to him he has more than 1200 customers which include big Corpor Houses and Educational Institutions. His annual turn over is around Rs.50 lakh. is also a good pay master to his workers as he pays a minimum of Rs.10,000/- p month to Mechanics and Electricians and Rs.30,000/- to Tinkers. In addition t workers and their family members get Medical reimbursement also.

In the meantime, he continued his studies through distance education and a a Bachelor's Degree in Commerce.

Lakshmi Auto Garage is now a placement centre for the trainees who under Four Wheeler Repairing Course in JSS. The trainees also get a stipend of Rs.300 per month. If any trainee is from out station he is also given free food a accommodation. Rajendran is now going to achieve one more credit as he is the process of getting dealership for Eicher vehicles.

Library and Documentation Centre, IAEA

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Editor: Dr. Madan Singh

Tel: 011-23379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org

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गांधी भी प्रांसगिक है और विद्यापीठ का मॉडल भी -प्रोफेसर बी.एस.गर्ग



राष्ट्रपिता महात्मा गांधी के आदर्शों को कार्यरूप प्रदान करने के उद्देश्य से 31 अगस्त 1937 को सामान्य प्रकल्प के रूप में स्थापित एक संस्थान को सन् 1986 में सरकार द्वारा डीम्ड विश्वविद्यालय का दर्जा प्रदान किया गया। भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के नव निर्वाचित अध्यक्ष प्रोफेसर बी. एस. गर्ग इसी जर्नादन राय नागर राजस्थान विद्यापीठ के कुलाधिपति हैं। प्रोफेसर गर्ग राष्ट्रीय ही नहीं अंतर्राष्ट्रीय परिप्रेक्ष्य में भी शैक्षिक विश्व में हो रहे अद्यतन प्रयोगों के बारे में विशद् अनुभव रखते हैं। विगत 19 फरवरी को प्रोफसर गर्ग प्रौढ़ शिक्षा संघ के राष्ट्रीय कार्यकारिणी की बैठक में भाग लेने हेतु दिल्ली आये थे। इस दौरान उन्होंने सामुदायिक विकास हेतु आयोजित विस्तार गतिविधियों तथा ग्रामीण विकास के उद्देश्य से केन्द्र सरकार द्वारा संचालित विविध लैगशिप कार्यक्रमों में विश्वविद्यालय के छात्रों की भूमिका जैसे अनेक मुद्दों पर बातचीत की। प्रस्तुत है प्रौढ़ शिक्षा संघ के सहायक सम्पादक बी. संजय से हुई इस बातचीत के प्रमुख अंशः

बी.संजयः प्रोफेसर साहब आप न केवल लम्बे अरसे से राजस्थान विद्यापीठ से जुड़े हुए हैं बल्कि सामान्य कार्यकर्ता से लेकर आज इसके कुलाधिपति जैसे दायित्व का निर्वहन कर रहे हैं। आपके अनुसार वह कौन सा मुख्य कारक है जिसके कारण वर्षों पूर्व प्रारंभ एक प्रकल्प को डीम्ड विश्वविद्यालय का दर्जा प्राप्त हो सका?

प्रो. गर्गः पं. जर्नादन राय नागर का कुशल मार्गदर्शन, अनेक उच्च शिक्षित प्राध्यापकों सहित कर्मचारियों का व्यावसायिक रूप में ही नहीं बल्कि संस्थान के समर्पित कार्यकर्ता के रूप में टीमवर्क आदि के अतिरिक्त स्थानीय जरूरतों के अनुरूप इस कृषि प्रधान इलाके के तकरीबन 80 प्रतिशत पिछड़े एवं वंचित आबादी के शैक्षिक जरूरतों को सामुदायिक विकास हेतु विस्तार प्रकल्पों के माध्यम से अनवरत पूरी करने की कोशिश वह मुख्य कारक है जिसे स्थानीय समुदायों, अकादमिक जगत एवं सरकार ने स्वीकारा, सराहा और राजस्थान विद्यापीठ को एक डीम्ड विश्वविद्यालय का दर्जा प्रदान किया।

बी.संजयः आपने सामुदायिक विकास हेतु विस्तार गतिविधियों का उल्लेख किया है। सुनने में आता है कि विद्यापीठ के छात्र बड़े पैमाने पर इस प्रकार की गतिविधियों में भाग लेते हैं। वस्तुस्थिति क्या है?

प्रो. गर्गः जैसा कि मैंने कहा है, विद्यापीठ का कार्य महात्मा गांधी की प्रेरणा से शुरू हुआ। प्रारंभ से ही रात्रि पाठशालाओं के माध्यम से खेतों–खलिहानों में कार्य करने वाले आम लोगों को व्यवहारिक शिक्षा प्रदान की जानी लगी। इलाके के शिक्षित लोग साथ आये, संगठित हुए और राष्ट्रीयता, राष्ट्रभाषा तथा आदर्श नागरिक निर्माण का उद्देश्य लेकर स्थानीय जरूरतों के अनुरूप इलाके में जाने लगे और लोगों को पढ़ाने लगे। सच मानो तो विद्यापीठ का स्वरूप आज भी वही है केवल शब्दावली में आवश्यकता अनुसार परिवर्तन किया गया है। इस प्रकार यदि सीधे शब्दों में कहें तो विद्यापीठ के हर विभाग का प्रत्येक छात्र सामुदायिक विकास कार्यक्रमों के संचालन में प्रत्यक्ष रूप से भाग लेता है। यही विद्यापीठ की परंपरा है और उसकी सफलता का राज भी।

बी.संजयः क्या इसका अर्थ यह माना जाय कि सामुदायिक विकास गतिविधियां विद्यापीठ द्वारा संचालित सभी कोर्सों के पाठयक्रम का अनिवार्य अंग है?

प्रो. गर्गः बिल्कुल ठीक। विद्यापीठ के हर छात्र के लिए यह अनिवार्य है कि वह स्थानीय इलाकों में विश्वविद्यालय के विभिन्न विभागों द्वारा चलाये जा रहे सामुदायिक विकास कार्यक्रमों में प्रत्यक्ष हिस्सा ले। इससे न केवल छात्र को व्यवहारिक ज्ञान, आत्मविश्वास, आम आदमी की मौलिक जरूरतों एवं उनकी समस्याओं का ज्ञान होता है बल्कि उसमें राष्ट्र के प्रति संवेदना और प्रतिबद्धता का निर्माण भी होता है। इतना ही नहीं सामुदायिक विकास के क्षेत्र में छात्रों द्वारा किये गये सहभाग का यहां मूल्यांकन किया जाता है और इसके लिए

उसे अंक तथा सर्टिफिकेट के माध्यम से श्रेय (क्रेडिट) भी प्रदान किया जाता है।

बी.संजयः अकादमिक स्टाफ जिनका ध्यान मुख्यतः कोर्स सम्पन्न करने पर केन्द्रित होता है क्या वे भी इन कार्यों में रूचि लेते हैं और इसके लिए समय निकाल पाते हैं?

प्रो. गर्गः जैसा कि मैंने बताया विद्यापीठ में कार्यरत अकादमिक स्टाफ उच्च योग्यता सम्पन्न है जो प्राचार्य या प्राध्यापक के लिए तय शाब्दिक दायित्व से आगे बढ़ एक सामाजिक कार्यकर्ता की हैसियत से अध्यापन कार्य करते हैं। यही कारण है कि उन्हें सामुदायिक विकास गतिविधियों के लिए समय निकालने में खास मुश्किल नहीं होती। इसके अतिरिक्त हमारे यहां तो ये गतिविधियां नियमित पाठयक्रम का हिस्सा हैं।

बी.संजयः क्या आप राजस्थान विद्यापीठ के छात्रों द्वारा किये जा रहे सामुदायिक विकास गतिविधियों के स्तर से संतुष्ट हैं?

प्रो. गर्गः विद्यापीठ अपने छात्रों द्वारा संचालित सामुदायिक विकास गतिविधियों के माध्यम से ही आज तक स्थानीय समाज के सर्वांगीण विकास में महत्वपूर्ण भूमिका निभाता रहा है। पर अभी बहुत कुछ करना शेष है। 'देश में विकास की बयार बह रही है' यह कहते हम शायद ही थकते हों लेकिन यह भी सच्चाई है कि ग्रामीण जन का विकास अपेक्षित स्तर से काफी पीछे है। इसलिए यह आवश्यक हो जाता है कि देश में विश्वविद्यालयों के छात्र और अधिक प्रभावी भूमिका का निर्वहन करें।

बी.संजयः हमारे देश के कई शहरों में निवास कर रही गरीब आबादी की स्थिति गांवों से भी बद्तर है। ऐसे में राजस्थान विद्यापीठ का मॉडल क्या शहरों में स्थित विश्वविद्यालयों के लिए भी प्रासंगिक तथा अनुकरणीय है? आप क्या मानते हैं?

प्रो. गर्गः विद्यापीठ का मॉडल किसी भारतीय विश्वविद्यालय चाहे वो शहर में कार्य हों या गांव में, सभी के लिए प्रासंगिक स्थानीय समुदायों के विकास में विश्वविद्यालय छात्रों का योगदान तो इस प्रासंगिकता का कारण मात्र है। वस्तुतः विद्यापीठ का मॉ छात्रों के स्वयं के विकास के लिए भी अ उपयोगी है। इसके तहत जैसा कि मैं बार– कहता रहा हूं छात्र के मन–मस्तिष्क, हृदय हाथ सभी का संतुलित विकास संभव हो पा है। इस प्रकार के मॉडल से निकला छात्र अप जड़ों से सदैव जुड़ा हुआ महसूस करता है। अपनी सभ्यता, संस्कृति तथा विरासत की करते हुए नवीन विश्व की ओर सहज ही क बढ़ा पाता है। संक्षेप में कहें तो हमारे देश सर्वांगीण विकास हेतु गांधी भी प्रांसगिक हैं विद्यापीठ का मॉडल भी।

कहानी निशा के आत्मनिर्भरता की



यह मेरी शुरूआत है मंजिल की तरफ कदम बढ़ाने की। मैं निशा लूथरा, पुत्री श्री विजय लूथरा, निवासी कठायतबाड़ा, बागेश्वर जन शिक्षण संस्थान से एक माह का सॉफ्ट ट्वायज बनाने का प्रशिक्षण लिया। प्रशिक्षण सुश्री गीता आर्या द्वारा दिया गया। प्रशिक्षण प्राप्त करने के बाद मैंने घर पर ही सॉफ्ट ट्वायज बनाने का कार्य करना शुरू किया। कच्चा माल मंगाकर सॉफ्ट ट्वायज बनाने शुरू किये तो मुझे ट्वायज बनाने के आर्डर भी मिलने लगे और इन आर्डर के आधार पर तथा बाजार में बिक्री हेतु मैंने विभिन्न आकृति के सॉफ्ट ट्वायज बनाने शुरू किये। साथ ही इस विषय पर महिलाओं, लड़कियों को प्रशिक्षण देना शुरू किया। अब मैं संस्थान के प्रशिक्षणार्थियों को भी प्रशिक्षण प्रदान करती हूं।

जिला उद्योग केन्द्र की ओर से चलाये गये 15 दिवसीय उद्यमिता विकास प्रशिक्षण में भी मैंने जन शिक्षण संस्थान प्रशिक्षण कक्ष में सॉफ्ट ट्वायज मेकिंग का प्रशिक्षण दिया जिसमें 30 प्रतिभागियों ने भाग लिया। प्राइमरी स्कूलों एवं कण्ट्रीवाइड स्कूल में भी मैंने सॉफ्ट ट्वायज मेकिंग का प्रशिक्षण दिया। यह प्रशिक्षण समय–समय पर चलता रहता है। इसके साथ ही मैं अन्य प्राइवेट स्कूलों में भी प्रशिक्षण देने का कार्य करती हूँ। घर पर भी मैं लगभग 50 से अधिक महिलाओं को इन विषयों में प्रशिक्षण प्रदान कर चुकी हूं जो कि भविष्य में आत्म निर्भर होकर स्वरोजगार प्रदान कर सकती हैं। मैं स्वयं भी चीजों को निर्मित कर बेचती हूँ, जिससे मेरी आजीविका चलती है। शुरूआत में मैं लगभग 4000 मासिक आय प्राप्त कर लेती थी लेकिन अब मेरी आय बढ़ने लगी है। 1000 से कार्य शुरू करने के पश्चात अब मेरे पास 2 लाख रूपये तक का कच्चा म है। मैंने स्वंय का रोजगार खोलने हेतु जन शिक्षण संस्थान की सहायता से जि उद्योग केन्द्र, बागेश्वर से लीडर ट्वॉयज एण्ड ट्रेनिंग सेन्टर नाम से अप रजिस्ट्रेशन भी कराया है। अब मैं जनपद में लगने वाले विभिन्न स्थानीय मेलों में अपना स्टॉल लगाती हूं। मुझे उत्तरायणी मेला 2009 का पुरस्कार जिला उद्योग केन्द्र की ओर से दिया गया। जन शिक्षण संस्थान द्वारा लाभार्थी सम्मेलन में वर्ष 2007–08 का सफल उद्यमी सम्मान भी मुझे दिया गया। सम्मान मा. स्वास्थ्य राज्य मंत्री उत्तरांचल सरकार श्री बलवन्त सिंह भौर्याल द्व प्रदान किया गया। इस सम्मान से मेरा आत्म विश्वास और बढ़ गया है जिस मुझे कार्य करने की दोगुनी उर्जा मिल रही है। प्रगति मैदान दिल्ली में ल वाले प्रदर्शनी एवं स्टॉल में भी मेरे द्वारा स्टॉल लगाया गया। मेरे लिए अत्य हर्ष का विषय है कि मैं अपनी मेहनत से सफलता प्राप्त कर रही हूँ। मैं शिक्षण संस्थान की आभारी हूँ कि संस्थान से जुड़ने के बाद मुझे स्वरोज करने हेतु एक मार्ग मिला। आज मैं जहां पर भी हूँ वह सब जन शिक्षण संस्था की देन है।



Interpersonal Communication

Fatima and Noorjahan are good friends and wanted to be literacy workers. Lots of activities are going on in their village to motivate people for literacy. Last week, before Friday prayers Maulana Sahib talked about the importance of education in Islam. It had positive impact on their families and they were allowed to join literacy centers as VTs. They received a list of non-literates from the Gram Panchayat. Many of these non-literate women are living near their houses. They motivated them to join the literacy centers. Books and other teaching learning materials are already provided to them by the Panchayat.

Although Fatima and Noorjahan started literacy centers simultaneously, there is a lot of difference between their classes. Noorjahan's center is very active. Many officials started visiting her centre. Her learners are motivated. People from the community are taking keen interest in the literacy activities organised by her. None of the learners have dropped out of the center except one, Abida, who migrated to the nearby city with her parents.

Contrary to this Fatima's centre is just functioning. Everyday she has to go to the learners' homes to call them to come to the center. Neither the community nor the officials have ever visited her center. Noorjahan as a close friend is very much worried for Fatima. Fatima infact is a trained teacher. Then what is the problem? Noorjahan observed that Fatima is not able to communicate effectively with her learners and the community. She recalled the statement of the trainers in the training programme that VTs who are weak in communication skills are bound to be ineffective in all the activities under teaching learning process.

So, one day she asked Fatima, "You remember during training we were told that the communication plays a very important role in dealing with the learners, especially women learners who belong to Scheduled caste/Scheduled Tribe and minority?". Otherwise also communication skills are very important to present, clarify anything, negotiate, persuade and win.

Fatima: I remember very well. Resource Persons said that communication is critical for the success of our programme.

Noorjahan: Fatima, it means you have clearly understood what is communication?

Fatima: Yes, communication in general refers to the way people relate among themselves. It is essentially a tool of expression. Communication could also refer to the process of interaction, sharing ideas and information, influencing attitudes, values etc.'

Noorjahan: Very good, you should also remember that even if you decide to say nothing you are still communicating. You might have observed that sometimes the silence speaks louder than words. I have read that when someone gives a spoken message, only 7% of the listener's understanding and judgment of the message comes from the words themselves, 38% from the way in which the message is spoken like accent, tone, inflection etc. and 55% from the speaker's body language like posture and gestures, looks, facial expressions, eye contact, expressions of emotions etc. That is why it is always said "Silence speaks louder than words."

Fatima: Are you sure?

Noorjahan: Yes. I have observed in your class that most of the time you speak. Learners don't say much. But you must be able to interpret 93% of your learners' messages, which are usually non-verbal. As you have already said communication is very important in our programme, do you know why?

Fatima: why?

Noorjahan: Effective communication is important not only to motivate the learners to come to the centers but also to retain them for long. Similarly, during teaching learning process communication plays a vital role. While interacting with the people in community also effective communication is equally important. Moreover, we have to involve officials of different departments like Health, Rural Development, Women and Child Development etc. in our programmes. To clarify, negotiate and persuade them to participate and support the programme, our communication should be very effective. Fatima you are a good communicator, but I suggest you to improve it further.

Fatima: Tell me what should I do to improve my communication skills?

Noorjahan: Thought for a moment and then said your

communication should be more effective. Why don't you try some of these?

- For successful net-working know about the people you will be talking, plan in advance what you want to say and what you want to accomplish.
- While talking to officials of different departments, know what you want to say, say it quickly and to the point. Rambling is a barrier to effective listening. People will not listen to you unless you get to the point quickly.
- When you want to say something your message, know the outcome you want from your conversation.
- Give attention to what you say and by doing so you increase your chances of persuading the other person to your point of view. You will also minimise the chances of making mistakes or blunders.
- Believe in your message because this is the crux of any successful communication. When you passionately believe in your message, you speak with passion. Your feelings, delivery, body language and voice flow naturally. Show your enthusiasm but avoid faking it. If you fake it you risk loosing your credibility.
- Know the major points and repeat it. Rrepetition reinforces your main point and aids in listener's retention.
- Find out what learners want Focus on learners and ask questions. Ask lots of questions to avoid interference, clarify your message, improve understanding, get deeper into issues and discover motives.
- Be sensitive. Avoid questions that pry into personal matters. When asking questions frame them tactfully.
- While teaching, ask your learners for feedback. Ask such questions that will indicate the learners' understanding of your main points.
- Stop talking and listen People say that conversation should be like tennis match, every person having turn to give and receive. Allow you conversation partner to spe e.g. allow learners to shar their views. They are adult having vast knowledge an experience.
- Listen to your learners an give them verbal and no verbal feedback. Use suc non-verbal clues like noddin and smiling.
- Help learners to relate to yo by sharing person experiences. Use stories fro your past to illustrate you point or messages.
- Treat learners as equal Avoid feeling superior. Sho genuine respect for the uniqueness.
- It is unrealistic to think tha every one will always agre with your opinion. When othe person does not agree wit you stay calm and accept th response as a difference o opinion, rather than personal rejection.

Fatima: I am sure there may b many more things. But this enough for today. I will try thes and start a new beginning.

Nishat Faroo

त्रिलोकपुरी सेन्टर में परिक्षाओं का आयोजन

भारतीय प्रौढ़ शिक्षा संघ द्वारा आर्थिक एवं सामाजिक स्तर पर पिछड़े वर्ग की महिलाओं के लिए दिल्ली के त्रिलोकपुरी इलाके में आजीवन शिक्षा केन्द्र के माध्यम से सिलाई–कटाई एवं ब्युटी कल्चर तथा हेल्थ केयर पर प्रशिक्षण प्रदान किया जा रहा है। इस समय केन्द्र पर लगभग 60 किशोरियों तथा महिलाओं को प्रशिक्षण दिया जा रहा है। पाठयक्रमों की अवधि 6 माह की है। फरवरी 19, 2011 को ब्युटी कल्चर एवं हेल्थ केयर के चौथे बैच तथा सिलाई पशिक्षण के तीसरे बैच की 17 तथा 15 छात्राओं के लिए प्रयोगात्मक एवं मौखिक परीक्षाएं आयोजित की गई।

सौन्दर्य संवर्धन की 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।

सिलाई प्रशिक्षण की छात्राओं को प्रयोगात्मक परीक्षा में बच्चों के कपड़े सिलने का कार्य दिया गया। 15 छात्राओं को तीन वर्गों में विभाजित करके उन्हें तीन तरह की पोशाक सिलने को कहा गया। इसके लिए उन्हें दो घण्टे की समय सीमा दी गई। शिक्षार्थियों द्वारा सिले गये कपड़े स्पष्ट बता रहे थे उन्होंने बेहतर हुनर प्राप्त किया है।



फरवरी 15, 2011 को सभी प्रशिक्षणार्थियों के लिए सैद्धांन्तिक परीक्षा आयोजि की गई जिसमें लिखित में शिक्षार्थियों से प्रश्नों के उत्तर लिए गए। इस परी में सौन्दर्य सवंर्धन की 17 छात्राओं तथा सिलाई पशिक्षण की 11 छात्राओं प्रतिभाग किया।

IAEA Kerala State Branch: Seminar on Secrets of Success

A one day seminar was organised at Thiruvananthapuram by IAEA Kerala State Branch on February 26, 2011 in collaboration with Dr.K.Sivadasan Pillai Foundation and State Resource Centre, Kerala. The subject of the seminar was "Secrets of Success". The main objective of this programme was capacity building in students and functionaries working in the field of education to come forward to shoulder more responsibilities. The programme was held in the Conference Hall of the State Resource Centre and was presided over by Dr.T.Sundaresan Nair, Director, State Resource Centre, Kerala. Dr. Venugopala Reddy, Physician and Life Skills. Mentor from USA was the Chief Guest and main speaker. Dr.A.M. Thampi, President, IAEA Kerala State Branch moderated.

In all 37 persons participated which included teacher educators, college students, adult education functionaries and staff of State Resource Centre.

Dr. Reddy in his speech stressed the importance of deep thinking for better performance and managerial skills to tide over the issues related to educated unemployed. He desired the students and teacher educators to know and learn soft skills so that they can face any situation in their life with regard to employment. He also stressed the importance of hiring efficient and trained manpower to impart proper training by the educational and training institutions. He gave a lot of importance for time management and productivity strategies for the youth as they are the most unemployed or underemployed.

Shri. S. Harish Kumar, Secretary, IAEA Kerala State Branch welcomed the Chief Guest and the participants while Dr. Valsala, Principal, BNV College of Teacher Education proposed the vote of thanks.

The Sales Girl in Chennai Giri Store

After the temple darshan at the Kapaleeswarar Koil at Mylapore we entered the Giri Trading stores and started searching for this book on "Thathva Bodha. We found many people buying various books and CDs and from their smart walks and accumulation of CDs from Bhajans to Bombay Jaishree, sent a nice feeling in us, that we have come to the right place indeed. While I was looking for this book my wife started collecting Bharathiar's songs and MS's music.

There was this girl, standing next to the Cashier, sincerely watching all our movements - a dark complexioned girl, should be from a nearby village, might be 17 or 18, should not have crossed 8th std., might be out of poverty she is here. All my Journalist's brain unnecessarily calculated about this gullible girl and though she was repeatedly watching me, I ignored her and started searching for "Thathva Bodha." I saw many books from "Sandhya Vandanam" to Swami VIvekananda's "Chicago Speech" but having spent a good 40 minutes, I looked at her, she also looked at me curiously.

I asked her, knowing fully well that such a girl cannot have any idea of anything, leave alone "Thathva Bodah."

Sir, may I help you? (in Tamil)

Yes, I am looking for 'Thathva Bodha'.

In Sanskrit Text or in English/Sanskrit?

God, she knows.

In Sanskrit and English.

Do you like to have the publication from Chinmaya Mission or Indu Publications or by Ramakrishna Mutt?

"I don't know, I just want to only learn, you see. I don't really know indeed.

Do you read Tamil Sir?

Yes, I am a Tamilian. (thinking to myself how most of my lifetime I like to act in most other places that I am not)

Then Sir, you can take this. She ran to the shelf where I had searched for 30 minutes, removed the books in the front and came out with a book in Tamil.

This one is in Tamil by N. Sivaraman by Indu Publications. infact it is simple and wonderful. You have the Sanskrit Text too inside. My God, why did I under estimate such a genius. Just because of my arrogance that I am an NRI, or Just because I presumed such a black, dark complexioned, gullible girl, who would have come for this job out of absolute poverty, wouldn't have any idea of 'Thathva Bodha'.

I decided to change my attitude and realised that I am absolutely an Idiot at this moment in front of this wonderful girl and submitted myself in all humility.

Madam, I really don't have any idea of even who wrote 'Thathva Bodha' till yesterday. I just attended a lecture on this subject and was fascinated by the lecture and hence.....

Did you attend Goda Venkateswara Sastri's lecture in Bharathiya Vidya Bhavan?

"Oh God, How did you know?"

He regularly takes classes on

such subjects. In fact he is one of the best in the city on such subjects.

You are interested in such subjects?

Yes sir, I read a lot about Swami Vivekananda and Ramakrishna and 'Thathva Bodha' incidentally is my favorite subject.

You mean to say you have read 'Thathva Bodha'?

I have read this one by Sivaraman and once you read it you won't feel like keeping that book on the table at all.

Why? What is so great about this Book?

Sir, you must be joking that you don't know about 'Thathva Bodha'.

Really I accept my ignorance.

My wife was watching from the corner, admiring all her CD collections.

"Sir, according to me if you read this it gives the entire 'Vedanthic Saramsam' and to say it in one word you become a bit more humble in life, leaving 'Ahamkaram' once for all.

Is it a fact that reading this simple book one would get so humble?

Of course one should be involved totally into the text. It needs a lot of conviction and devotion.

My wife joined the conversation and she felt this girl is indeed a very talented intelligent girl, so she told me "Why don't you interview her for Washington Post. Why at all you should think of Paris Hilton?

I also felt that I owe something to her. So I asked her whether she can spare some time for an interview. She politely refused saying my boss is to give me permission. Besides many people are looking for guidance like you and hence, I have to go.

What is your name?

Kalaivani.

My wife's admiration for her devotion to duty and her total involvement in her work made her go direct to the boss. Sir, that girl Kalaivani...

Yes, very hard working girl.

This is my husband Viswanath.

Nice meeting you, Sir.

He is the Senior Journalist in Washington Post.

The boss stood up, Washington Post?

Yes Sir. I would like to interview this girl. I am highly impressed with her ethics.

Boss called her. Time was 5:45 p.m.

Kalaivani, they have come all the way from USA, they would like to spend sometime with you. Can you?

Sir, there are so many customers waiting for some guidance. It is a rush time. If they can come again tomorrow?

OK, I can come again tomorrow.

I again came next day morning leaving all my appointments with "Times of India" just to see this girl. It was no rush hour. My wife and I found out. Kalaivani is from a village near Arcot. She has five sisters. She is the eldest one. Her father was a drunkard and he died a few years ago caring for none of them. Her mother used to work as a helper in masonry and passed away two years back, leaving all the six on the streets.

This girl who had completed her IX std. decided to search for a job and Giri Trading came forward to help her out. She brought all her five sisters with her and with her meagre salary she is taking care of them. All the five sisters are going to a nearby Chennai Corporation School.

Kalaivani, but when did you get this enthusiasm to learn about 'Thathva Bodha'?

Sir, after joining here, I decided that the best way to be of help to the customers is to know the subjects first. I took small books on Swami Vivekananda and started reading. I found the subject so fascinating.

I decided to read other books in Tamil like Bagavad Gita and Viveka Choodamani. That is how.

What is your salary?

Rs 2500, Sir.

Are you able to manage all your expenses with the five sisters?

Not at all sir, but the boss helps me a lot.

What is your aim in Life?

I want all my sisters to get education. Then they would get easily employment, is it not?

If I give monthly Rs 10,000 for meeting all your expenses, would that suffice?

It is indeed too much, but that also I would accept only through my boss.

We took her to the boss and told him that we would like to send Rs.10,000 every month so that all her sisters' education would be completed. The boss said "She deserves it Sir, you can trust me, I will hand over the amount to her every month or alternately you can open an account in her name and start transferring to that account.

My friend John Paul, who is the Regional Manager of "Times of India" had also come with me. He said, "You have done a good thing."

My wife said, "I pray that 'Karpagambal' helps Kalaivani to become an expert in 'Vedantha' and start giving lectures in USA. We can arrange for her lectures.

We left wonder struck! If we go into the interiors of India, how many more 'Jewels' like Kalaivani can be found!! I really became humbled.

- taken from e-mail

International Conference of the World Education Fellowship

The 45th International Conference of the World Education Fellowship will be held at Kamakura City, Japan from August 23-26, 2011. The theme of the conference is "Education for Sustainable Development in the 21st Century".

Any one interested to participate in the conference may see the website: http://www.seisen-e.ac.jp

Farewell to Smt. Veena Mahajan



Smt. Veena Mahajan, administrative Officer, Indian Adult Education Association retired from service on February 28, 2011. Smt. Mahajan joined the Association in April 1972 as Hindi Typist-cum-Clerk and promoted as Office Superintendent in December 1997 and became Administrative Officer in July 2009.



In honour of Smt. Mahajan, the Office Bearers and staff of the Association gave a farewell party on March 3, 2011. The speakers praised her for the services rendered by her. Shri K.C.Choudhary, General Secretary, IAEA presented her a shawl, coconut and gift.

Earlier on February 19, 2011 Prof. B.S.Garg, President, IAEA honoured her with bouquet in the presence of the members of the Executive Committee.

Forty Thousand Posts for Scheduled Tribes lying Vacant

Shri Tsering Samphel, former Member of National Commission for Scheduled Tribes while delivering Extension Lecture-cum-Interactive Session at the Department of Lifelong Learning, University of Jammu said that the Central and state governments have initiated a lot of measures for the welfare and betterment of Scheduled Tribes but still over 40,000 posts for the scheduled Tribes are lying vacant for lack of suitable qualified candidates. Besides, a number of welfare schemes and other related measures like educational scholarships do not reach the marginalised ST communities for lack of information and awareness.

Shri Samphel also said that 667 Rajeev Gandhi Fellowships for Scheduled Tribes for M.Phil and Ph.D have never been availed by the ST students.

International Women's Day

What is special about International Women's Day this year?

This year, March 8, celebrated as International Women's Day (IWD) marks 100 years of the declaration and observation of the first International Women's day. The first official celebration of Women's Day happened on March 19 in 1911 in Austria, Denmark, Germany and Switzerland. The decision to observe an International Women's Day happened in 1910 at the second international conference of working women held in Copenhagen. At the meeting, Clara Zetkin, leader of the Women's Office for the Social Democratic Party in Germany, proposed that every year in every country there should be a celebration on the same day of Women's Day to press for various demands made by women. Zetkins suggestion was unanimously approved and the decision was implemented for the first time the following year, in 1911.

How did the idea of women's day develop?

Towards the end of the 19th century, there was a lot of turbulence in industrialized societies with women



Women release baloons at the International Women's Day celebrations

increasingly demonstrating against oppressive working conditions, poor pay and inequality. This also coincided with the rising demand by women for voting rights in various countries. In 1908, 15,000 women marched through New York City demanding shorter hours, better pay and voting rights. In 1909, the Socialist Party of America declared that February 28 would be celebrated as the first National Women's Day across the country. Until 1913, the last Sunday of February was celebrated as National Women's Day in the US. Fair wages and dignified conditions of work became the focus of many demonstrations by women. Russian women campaigning for peace on the eve of World War I observed their first IWD on the last Sunday of February in 1913. However, in 1913, a common agreement was reached and the IWD was transferred to March 8.

How did the IWD become globally accepted?

The United Nations designated 1975 as International Women's Year and the same year it gave official sanction to the IWD and began sponsoring International Women's Day events. All its member countries too started observing the IWD and women's group working for change in the status of women in these countries use the IWD to focus attention on issues about women's rights and to help push their agenda.

Theme 2011: Equal access to education, training and science and technology: Pathway to decent work for women

अंतर्राष्ट्रीय महिला दिवस पर विशेष.....

बोए जाते हैं बेटे उग जाती हैं बेटियाँ,
खाद पानी बेटो में पर लहलहाती हैं बेटियाँ।

एवरेस्ट तक ठेले जाते हैं बेटे पर चढ़ जाती हैं बेटियाँ,
रूलाते हैं बेटे और रोती हैं बेटियाँ।

कई तरह से गिराते हैं बेटे पर सम्भाल लेती हैं बेटियाँ,
पढ़ाई करते हैं बेटे पर सफलता पाती हैं बेटियाँ।

कुछ भी कहें पर बेटों से अच्छी होती हैं बेटियाँ।

– श्रीमति रश्मि दीक्षित
कार्यक्रम अधिकारी
जन शिक्षण संस्थान, होशंगाबाद

International Conference on Education and New Learning Technologies

The 3rd International Conference on Education and New Learning Technologies (EDULEARN11) is being organised in Barcelona, Spain from July 4-6, 2011.

It will be an international forum to present and share the experiences in the fields of New Technologies in Education, E-learning and methodologies applied to Education and Research. It is expected that 700 delegates from more than 70 countries will participate in the conference as it is an annual meeting point for lecturers, researchers, academics, educational scientists and technologists from all cultures and continents.

The organising committee of EDULEARN11 invited abstracts from all those interested in the conference. The last date for submission of abstracts is March 31, 2011.

For more information please see edulearn11@iated.org and www.edulearn11.org

International Seminar Cum Workshop

An International Seminar cum Workshop is being organised by Duisburg-Essen University, Germany on March 28-29, 2011. The topic for this programme is International Cooperation and Networking in Literacy and Adult Education: Experiences, Issues and Policy Implications. The main objectives of the workshop are to:

- Critically review the different international collaborative projects in literacy and adult education implemented during the last two decades;
- Examine the existing mechanisms of international cooperation in literacy and adult education;
- Discuss the select case studies of programs/projects implemented by the four agencies viz; bilateral, non-governmental, academic institutions and the UNESCO;
- Analyse the issues related to international cooperation in literacy and adult education;
- Recommend further strategies for strengthening international cooperation in literacy and adult education.

Four main themes will be transacted through key note addresses, papers and discussions. They are:

1. Role of UN organisations, especially UNESCO, UIL, UNICEF, UNFPA;
2. Role of Governmental agencies,
3. Role of Academic Institutions, and
4. Role of Non-Governmental organisations

The speakers will be from international organisations, UNESCO, non-governmental organisations and universities from Asia and Europe.

The programme is coordinated by Prof. S.Y.Shah, Visiting Professor.

Those who are interested to know further information may contact - eike.Huemmecke@uni-due.de or mario.ganz@uni-due.de

Eighth World Assembly of ICAE

The World Assembly of the International Council for Adult Education (ICAE) is a forum that brings together people and organisations working on lifelong learning and adult education around the world. Now the Eighth World Assembly (conference) is scheduled to be held from June 14 - 17 at Malmo, Sweden for which registration has been opened. The registration fee for ICAE members of Asia has been waived by the organisers. The last date for registration is April 15, 2011.

Those who are interested to participate may log on to http://destoresund.mallverkstan.net

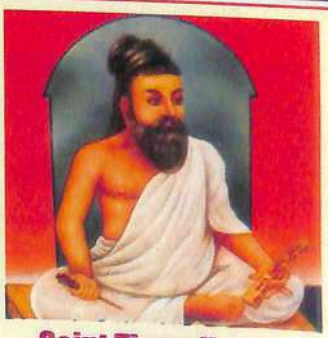
The conference secretariat will send a letter of invitation to any individual requesting one, once their registration and fee have been received. However, participants may have to check with the Swedish Consulate or with the travel agency for visa and passport requirements.

Award to Dr. L. Raja



Dr. L. Raja, Reader, Dept. of Adult, Continuing Education & Extension, Gandhigram Rural University, Gandhigram, Tamil Nadu has been awarded "The Best citizen of India for 2010" by International Publishing House, New Delhi for his excellent academic as well as extension activities.

Dr. Raja is the Life Member of Indian Adult Education Association since 1993. He is one of the Vice Presidents of the Association from 2008.



Saint Tiruvalluvar
संत तिरूवल्लुवर

"Learn the good without flaw and live accordingly."

"विषय सभी है सीखना, बिनु शक यर्थाथ रीति।
सीखे पथ पर गमन हो, यही हमारी नीति।।"

IAEA Office Bearers' Visit to University Extension Programmes

On the invitation of Prof. B.S.Garg, Chancellor, Janardan Rai Nagar Rajasthan Vidyapeeth University, Udaipur a team from IAEA visited the extension programmes organised by different departments from March 10-12, 2011. The members of the team included Shri K.C.Choudhary, General Secretary, Dr. M.S. Ranawat, Vice President, Dr. Madan Singh, Treasurer, Shri A.L. Bhargava, Joint Secretary and Dr. V. Mohankumar, Director.






Women at tailoring class, Women participating in video conference, A participant asking question during video conference, Inmates of Destitute home (Tribal Boys)

Janardan Rai Nagar Rajasthan Vidyapeeth University historically believed in the Gandhian thought and in the third dimension - Extension with the result it organises a number of activities in selected rural areas in which both the faculty and students are actively involved. The main motto of extension programmes is creating awareness through education. The activities included women empowerment, child care, rural development, community mobilisation and better health practices. The funds for extension work is received from University Grants Commission and the Department of Social Welfare, Govt. of Rajasthan

The team from IAEA visited the extension programmes at Bedla, Kanpur, Saiumbar and Jhadol. In all these places the university has its own community centres in specious buildings with a number of rooms to carry out different activities. The community centres offer different programmes which include computer training, vocational training, library and reading room, mobile library, film shows, cultural programmes and adult education. The successful candidates of the vocational training programmes are given certificates by the university itself. Video conference facilities linked to the control room in the university is also available. Selected topics are discussed by experts with women in groups through video conference and appropriate answers given and clarifications offered for the questions raised. These centres also have residential facilities for destitute children who are given free food clothing and education.

The extension centres are managed by Organisers and the destitute children taken care of by Home Mothers (Grah Mata) who are full time workers. However the training is given by part time resource persons.

The programmes are well coordinated by the Department of Adult Continuing Education and Extension and the Department of Community Centres of the university.

As part of information dissemination one of the extension activities is "Janpath" through which daily news is read from a control room and broadcast for the local people. The Janpath office is also having reading room and documentation of news paper cuttings subject wise.





Documentation of news clippings - subject wise, Evening news reader, Reading room in Janpath programme





Team members with the Chancellor - (From L-R) B.S. Garg, K.C.Choudhary, Madan Singh, M.S.Ranawat, A.L.Bhargava

At the end of the visit the team met the Heads of Departments and shared the views on adult education programmes in the country.

Team members with the Chancellor - (From L-R) B.S. Garg, K.C.Choudhary, Madan Singh, M.S.Ranawat, A.L.Bhargava

The visit was coordinated by Dr.S.L.Sharma, Director, Department of Adult Continuing Education and Extension. The members also had three rounds of discussion with Prof. B.S.Garg, the Chancellor of the university.

Role of Voluntary Organisations in Community Development: Political Commitment - a need of the hour

Voluntary organisations play an important role in the area of education and community development in India. It is a known fact that the educational institutions run by private managements have the best infrastructure facilities and offer the students quality education. Eventhough, voluntary organisations work in the community for long, recognition of their services by governments - central and states and accepting them as partners in developmental activities has come into reality only after independence and during the plan periods. Today, almost all the departments, particularly those in social sector, have separate budgetary allocation for projects, programmes and activities to be implemented through voluntary organisations.

The voluntary organisations can be broadly classified as national level institutions, state level institutions, district level institutions and community level institutions. This classification is based on the role, functions, area of operation and financial strength of the institutions. As they are registered organisations under Societies Registration Act (either under the Act of 1860 or State Acts), they are regulated by Registrar of Societies.

Eventhough, the voluntary organisations were trusted more as partners in the beginning, in course of time the confidence level of the government departments have come down with the result the amount earmarked for voluntary organisations for sanction of projects and programmes are not sanctioned or released. The confidence loss in the voluntary organisations is the loss for the field of community development. Hence, it is high time that the political bosses take a call on this important aspect and repose confidence on the voluntary organisations.

In order to have brainstorm on this, a one day meeting was organised by All India Council for Mass Education and Development (AICMED), Kolkata on March 4, 2011 at Ramakrishna Mission Lokshiksha Parishad, Narendrapur in which representatives from 20 voluntary organisations participated.

The theme paper for discussion was presented by Shri Sudhir Chatterjee, General Secretary, AICMED and Vice President, Indian Adult Education Association, New Delhi. Shri Chatterjee in his paper narrated the good work done by different voluntary organisations and appreciations received for their work



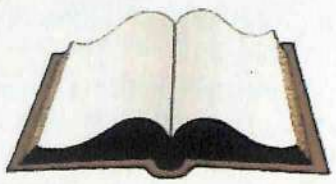
from many departments including Planning Commission of India. He was of the opinion that in the recent past the role of voluntary organisations is getting minimised through less budgetary allocations and non-sanction of approved projects and programmes. He was of the firm view that this situation can be reverted only by political bosses who head the individual departments.

The participants after detailed discussion passed a resolution to send to all political parties for inclusion in their election manifesto their commitment and recognition on the role of voluntary organisations in the area of community development and partners of government.

The meeting was presided over by Shri Pradip Nath Bhadury, President, AICMED and the vote of thanks was given by Shri Mihir Vasu, Ramkrishna Mission Lokshiksha Parishad.

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Documents



Matheswaran, **V.P. Dropouts: A Challenge to Distance Education.** Delhi, Authorspress, 2010, 160 p.

This study on dropout tries to understand the problems for dropout in distance education, and suggest measures to prevent or minimise the dropout rate.

It emphasises on identifying the underlying causes and factors that lead to the process of dropping out the learners in distance education. What are the factors that hinder the learners to pursue their studies? How can one identify the potential dropouts that preventive measure can be taken to retain them till their successful completion of the course. This book seeks to answer the above questions.

Memoire, Aide. **Sarva Shiksha Abhiyan (SSA): 10th Joint Review Mission of Sarva Shiksha Abhiyan.** Government of India, 2009, 121p.

The main objective of the Joint Review Mission (JRM) is to review progress in the implementation of the programme with respect to SSA goals and agreed indicators, and to discuss follow-up action, including capacity issues. The Tenth JRM looked at the processes being adopted to achieve the development objectives of SSA, particularly in respect of equity and quality at both primary and upper primary stages, and to review State and district specific strategies being adopted that underpin the impact of the programme.

Planning Commission. **Evaluation Report on Sarva Shiksha Abhiyan.** New Delhi, Programme Evaluation Organisation, 2010, 112p.

The study covered eleven states for both rural and urban samples. Thirteen towns were also canvassed for assessment of SSA interventions in urban schools in slum areas.

The study has brought out certain achievements in terms of access to education. More than 98% of the sampled rural habitations have access to elementary schools within 3 kms. While 93% of sampled slum children have access to neighbourhood schools within 1 km. it is also worth mentioning that the numbers of unserved habitations in the sampled villages have declined across all the states. The overall, gross enrollment ratio in the sampled districts rose from 89% in 2003 to 93% in2007. In sampled slum area schools enrollment rose by 18% during the same period.

A positive picture that has also come into light by the study relates to social and gender equality. It has been found that despite prevalence of gender bias, there has been improved in enrolment of girls with gender parity ratio of 0.89 min sampled rural schools and 0.82 in sampled urban slum schools. Gender parity in enrolment has been achieved in Assam in rural as well as urban schools under study. An impressive increase is also seen in the enrolment of differently abled children with their shares rising from 0.43% in the total enrolment to 1.17% in the sampled rural areas.

The quality of education imparted to children is a real major concern under SSA. It has been observed that there has been moderate improvement in Pupil Teacher Ratio (PTR), availability of infrastructure facilities and awareness among parents regarding SSA.

According to the study, there are still some outstanding issues, which need to be addressed such as shortage of upper primary schools in both rural and urban areas, mainstreaming of "out of school children" and "dropouts", seasonal migration, weak monitoring and supervision linkages and quality of education imparted especially in the States of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh.

Rajan, Y.S. **Way beyond the three Rs: India's educational challenge in the 21st century.** New Delhi, Penguin, 2010, 157p.

The education of their children is of paramount importance to all Indian parents. They spend tens of thousands of crores each year to get their young educated. The country fetes its successful students: from Class board toppers and those who 'crac the IIT JEE' to those who clear th civil-services examination.

Yet things on the ground are dire.

About 70 per cent of all students (in villages, towns and cities) have to study in inferior schooling. Metropolitan newspapers are full of the difficulty of getting a nursery seat in a good school. And while there is a seat crunch in the better colleges too only 10 per cent of all students between the ages of 18 and 21 are enrolled in college. Crores of educated India discover too late that they do not have the skills to land a suitable job.

Y.S. Rajan examines the gamut of issues involved in India's efforts to educate its young people and the work required to fix schools, vocational training centres, colleges and universities. He argues that Indian education needs reforms on a scale comparable to those which freed the economy of the shackles of the license-permit raj almost twenty years ago.

(SC Dua and Neha Gupta)

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Editor-in-Chief: Prof. B.S.Garg
Editor: Dr. Madan Singh
Tel: 011-23379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org

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Dr. B. R. Ambedkar - A Great Leader and Reformist



Dr B R Ambedkar, popularly known as Babasaheb Ambedkar, was one of the architects of the Indian Constitution. He was a well-known politician and an eminent jurist. Ambedkar's efforts to eradicate the social evils like untouchablity and caste restrictions were remarkable. The leader, throughout his life, fought for the rights of the dalits and other socially backward classes. Ambedkar was appointed as the nation's first Law Minister in the Cabinet of Jawaharlal Nehru. He was posthumously awarded the Bharat Ratna, India's highest civilian honour in 1990.

Bhimrao Ambedkar was born to Bhimabai Sakpal and Ramji on April 14, 1891 in Madhya Pradesh. He was the fourteenth child of his parents. He completed his school education in Satara and college education from Bombay University in 1912. His degree was in Political Science and Economics. For higher education he went to USA with the scholarship money he got from Gaikwad ruler of Baroda. In 1920 he went to England at his own expenses for further studies where he was awarded D.Sc. by the London University. Then he studied Economics at the University of Bonn, Germany and got Doctorate in June 1927 from the University of Colombia.

After returning to India, Bhimrao Ambedkar decided to fight against the caste discrimination that almost fragmented the nation. He favoured the concept of providing reservations for Dalits and other religious communities. In 1936, he founded the Independent Labour Party and won 15 seats in the elections held in 1937 to the Central Legislative Assembly.

Ambedkar was appointed on the Defence Advisory Committee and the Viceroy's Executive Council as Minister for Labour. His reputation as a scholar led to his appointment as free India's first Law Minister and chairman of the committee responsible to draft a constitution.

In 1950, Ambedkar travelled to Sri Lanka to attend a convention of Buddhist scholars and monks. After his return he converted himself to Buddhism. On October 14, 1956 he organised a public ceremony to convert around 5 lakh of his supporters into Buddhism.

Dr. Ambedkar died on December 6, 1956 at his home in Delhi.

Disaster Management - A Lesson to be learnt from Japanese People

Whenever I travel by flight I never bother to see or hear with care the safety demonstration given by the Air Hostess. I always say to my friends that if there is any disaster during the flight, everything will be over in few minutes and hence, why should I bother about the demonstration. Also when you are in distress at 35,000 ft. height in the mid of the air where is the time to search for life jacket, leave alone wearing the same before jumping from the aircraft to safety. However, the earthquake and Tsunami happened in Japan on March 11, 2011 made me to think seriously about the disasters and how to manage the same.

Disasters whether natural or man-made can strike at any time. In general, the response to a disaster is in terms of relief and rescue operations - after the event. However, if we are

adequately prepared, it is possible to severely reduce the impact of a disaster. The impact can be reduced through a good understanding of preventive actions, as well as having the knowledge of certain life-saving tools and techniques, which when used at the time of the event of disaster can control the total damage to life and belongings.

The biggest problem with the disasters is the suddenness and swiftness with which they arrive. Hence, in order to reduce the severity of a disaster the response also has to equally swift.

Let us first understand, what is a disaster? The Dictionary meaning of "disaster" is "a sudden accident or natural event that causes great damage or loss of life". So, as can be seen, disaster by definition itself is "sudden" and causes immense damage to property and/or life.

Almost all of us can think of several disasters that have occurred in the recent past. Earthquakes, industrial accidents, oil-spills, forest-fires, terrorist activities etc. are some of the more commonly encountered disasters. Disasters themselves are not limited to specific parts of world, though, certain areas might be more prone to certain specific type of disaster, e.g. area around Pacific Rim is more prone to earthquakes, some countries are more prone to terrorist activities, some coastal areas are more prone to cyclones, and, some areas are more prone to floods. However, the more advanced a nation is, typically, their level of preparedness is higher. This higher level of preparedness allows them to have a better control over the loss.

There are certain types of disasters, where, the loss during the actual event is not necessarily as high, but, the losses become very high due to inability to manage the situation in a timely manner. More often than not, it happens due to confusion and chaos in the context of too much loss, and, inefficient utilisation of resources - which are already strained.

Another thing which causes a lot of loss during certain kind of disasters is the inability to properly manage and secure the utilities, like: electricity, gas, water etc. On one side, each of these utilities are very important, and, on the other side, due to leakages/ruptures, some of these might come in contact with each other, when they should not - causing further damage. Thus, the main motivation behind disaster management is to minimise the losses at the time of a disaster as well as ensure most efficient utilisation of resources - which are already scarce.

When Japan's most powerful 8.9 magnitude earthquake struck the coast in the North East of Tokyo triggering massive Tsunami, cars, ships and buildings were swept away by a wall of water. The nuclear power plants at Fukushima exploded which caused radiation leak of unspecified proportions. In this disaster thousands of people died, many thousands not found and many more thousands lost their homes. Every channel in TV and all the newspapers were flashing the news about the disaster. Visuals of big buildings, ships and aircrafts floating in the water were terrific scenes to be seen.

Eventhough, people in the Tsunami affected areas were weeping for the loss of ones own kith and kin, property and the prosperous life, they were also consoling others by embracing them. The entire country stood like a rock to face the most difficult situation. Ofcourse, the Govt. of Japan immediately placed all the disaster management mechanisms in place. But nothing can beat the behaviour of the people of Japan who faced the situation courageously. Some of them are:

The Calm : Not a single visual of chest beating or wild grief. Sorrow itself has elevated.

The Dignity : Disciplined queues for water and groceries. Not a rough word or crude gesture.

The Ability : Incredible architects. Buildings swayed but did not fall.

The Grace : People bought only what they needed for the present so that everybody could get something.

The Order : No looting, no over crowding any where. Just understanding only.

The Sacrifice : 50 workers stayed back to pump sea water in Nuclear Reactors. How will they ever be repaid?

The Tenderness : Restaurants cut prices. An unguarded ATM has been left alone.

The Training : Everyone - old and children knew exactly what to do and they did just that.

They are the best lessons for every one to learn.

Work Plan Review by President, IAEA



A meeting was held on April 19, 2011 at 10.30 a.m. in the committee room of IAEA in which the work plans prepared by the members of the staff of IAEA for the month of April 2011 and work done was reviewed by Prof. B.S.Garg, President, IAEA. Others present were Shri K.C.Choudhary, General Secretary, Dr.M.S.Ranawat, Vice President and Dr. Madan Singh, Treasurer. The staff members were advised to carryout all the activities as per the work allotment and bring in projects from different government departments in the area of education and community development apart from strengthening the extension programmes in the field.

Prof. Garg also proposed that state level branches need to be further strengthened so that literacy related activities reach more areas. For this he said that immediately four states will be taken on priority basis which include Madhya Pradesh, Rajasthan, Uttar Pradesh and West Bengal.

Capacity Building Training to Directors and Programme Staff of JSSs







A two days capacity building training for the Directors and Programme functionaries of Jan Shikshan Sansthans located in Maharashtra, Goa and Dadra Nagar Haveli was held in the meeting hall of Hotel Surya, Nashik on March 22-23, 2011. The programme was organised by Jan Shikshan Sansthan, Nashik and attended by 46 Directors, Programme Officers and Assistant Programme Officers.





Dr. N.R.Shinde, Professor and Director, Student Services Division, Yashwantrao Chavan Maharashtra Open University, Nashik, Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi and Smt. Jyoti Gaikwad, Freelance Trainer (Ex-Director, State Resource Centre, Pune) acted as resource persons.



The programme was inaugurated on March 22, 2011 by Smt. Nileematai Pawar, Chairperson, JSS, Nashik by lighting the ceremonial lamp. On this occasion apart from the resource persons others present were Shri Vijay Kothari, Smt. Pushpatai Galande, Shri Ashok Tambe and Shri Datta Patil, members of the Board of Management. Smt.Priya Patil, Director, JSS welcomed all those present on the occasion.



Dr. N.R.Shinde in his presentation explained in detail about the Open University, its objectives and functioning and how the courses offered can be linked to the activities of JSSs. His presentation evoked much interest in the participants as a large number of courses available with the university are more or less similar to the one already offered by the sansthans. Shri Shinde also requested the participants to join some courses of their interest so that they can improve their academic qualification through open learning system.

Dr. V. Mohankumar made two presentations, one on "Literacy, Development and Education" and the other on "Saakshar Bharat".



In the first presentation he has explained in detail about the linkage between literacy and development followed by growth of elementary, secondary and adult education in India. He has touched upon some of the literacy data including overall literacy rates, highest and lowest female literacy rates, comparison of the literacy rates between India and some of the countries in South Asia.

The second presentation covered about the literacy programmes implemented in India under plan periods, details about Saakshar Bharat, commonalities and differences between the programmes implemented under National Literacy Mission (TLC, PLP and CE) and Saakshar Bharat and the role of JSS in skill development programme









through vocational training and equivalency programme through open learning system.



Smt. Jyoti Gaikwad also took two sessions, one on "Team Building" and the other on "Interpersonal Relation". She has used play way method in both the sessions to enable the participants to understand the contents well. At the end of each game she made the participants to tell the lessons learnt by which she infused self introspection in them.

The concluding session on March 23, 2011 was addressed by Smt. Ranjanatai Patil member of the Board of Management of the JSS, Nashik



National Seminar on Inclusion of Excludes in Education









A two day National Seminar on Inclusion of Excludes in Education was organised by the Department of Adult and Continuing Education, SV University, Tirupati on March 28-29, 2011. The main objective of the seminar was to review the status of education among the disadvantaged groups, causes of their low participation, institutional barriers, programmes conceived, access and utilisation, facilities, deterrents for their participation and to conceive new strategies for promotion of higher education for them.

The seminar was inaugurated by Shri K. C. Choudhary, General Secretary, Indian Adult Education Association. In his address he said that new strategies should be adopted to include the excludes in education so that the facilities available benefit the real clientele. Higher education is still a distant dream for a major chunk of socially deprived people in view of large dropouts in the school education. Ignorance also contributes for not availing the facilities. He was of the view that policy change to reduce the entry level qualification for that particular group of persons and free tutorial system to cope-up with the academic load may encourage

more people to the come to the main stream.

Prof. K. Parthasarathi of Bharathidasan University, Tiruchirapalli in his keynote address said that government should take appropriate action to promote special enrollment drive of excludes in educational institutions at all levels and also help to retain them for longer period so that they gain the minimum level of education.

Prof. K. Rathnaiah, Rector in his message to the seminar desired that the excludes should come forward to utilise ample opportunities provided by the government so that they not only achieve the educational improvement but also social mobility.

The inaugural session was presided over by Prof. M.C.Reddeppa Reddy, Head, Department of Adult and Continuing Education, SV University. Prof. P. Adinarayana Reddy, Seminar Director welcomed all the participants and Dr. B. Shyam Mohan David Raju, Co-Director proposed the vote of thanks.

The seminar organisers received 52 abstracts from the presenters which were divided under four major groups - inclusive education, women's education, education of SC/ST and inclusion of excludes. The papers were presented in four technical sessions which were chaired by Prof. Muthumanickam, Professor of Education, MK University Madurai, Prof. K. Sudha Rani, Department of Adult and Continuing Education, SV University, Tirupati, Prof. T. Kumaraswamy, Department of Adult and Continuing Education, SV University and Prof. D. Janardhana Reddy, Retired Professor of Adult and Continuing Education, SV University.

The concluding address was given by Prof. D. Venkateswarulu, Principal, S.V.U. College and the session was presided over by Prof. P. Adinarayanaa Reddy.

World Health Day

World Health Day is celebrated on 7th April to mark the founding of World Health Organisation (WHO). Each year the organisation selects a key health issue, and encourages people from all ages and all backgrounds to hold events that highlight the significance of this issue for good health and well-being.

World Health Day provides a unique opportunity for communities from across the World to come together for one day to promote actions that can improve our health.

As part of World Health Day 2011, the WHO issued a call for action to halt the spread of antimicrobial resistance by introducing a six point policy package for all countries to combat antimicrobial resistance. They are:

- Commit to a comprehensive, financed national plan with accountability and civil Society engagement.
- Strengthen surveillance and laboratory capacity.
- Ensure uninterrupted access to essential medicines of assured quality.
- Regulate and promote rational use of medicines, including in animal husbandry, and ensure proper patient care and Reduce use of antimicrobials in food-producing animals.
- Enhance infection prevention and control.
- Foster innovations and research and development for new tools.

Bhagwati Chhipa tells her story



When I was a small girl living with my parents in Lunkaransar I had a great ambition of becoming a Beautician. I could not as there was no training centre nearby. Time gradually passed but my eagerness remained unchanged. In the meantime I got married and left for my in-law's house. Eventhough, the place has been changed my ambition remained unchanged. In the meantime an opportunity came to me in 2008 in the form of a training centre in Panwarsar Kuwan area in which Smt. Hariya Tanwar was conducting a three months vocational training on Beauty Culture and Health Care under Jan Shikshan Sansthan, Bikaner. I immediately contacted her and took admission in the course and successfully completed the same.

During the training I took keen interest in the programme and learnt different types of work relating to the vocational trade including bleaching, Massaging, Scrubbing, Manicure, Pedicure, Waifs, Eyebrow trimming, Hair Styles, etc. As part of the training I have prepared a project file of theory work in which I have drawn the pictures of tools used in Beauty parlours, raw materials and methods of work.

I also learnt about physical beauty, yaga, traditional use of natural products, bridal make-up, etc.

I always maintained a good relationship with my fellow trainees and others with the result my self confidence increased a lot. I felt like achieving the ultimate goal on that day when I opened a Beauty Parlour of my own and named the same Just Look Beauty Parlour at Ranivas in Bikaner. Today I am having a number of clients and earning between Rs.4500 to 5000/- per month.

I am sure where there is a will, there is a way.

Census 2011: Some Facts

The provisional data of the Census 2011 has been released on March 30, 2011 by the Census Commissioner of India. The full report with final figures is expected to be out by 2012. Some of the facts relating to the population and literacy rate reflected in the provisional data are given below:

Population

- The total population of India is now 121 crore (1210 million) in comparison to 103 crore (1029 million) in Census 2001. In absolute terms, the population of India has increased by more than 18 crore (181 million) during the decade 2001-2011. For the first time since 1921, India has added fewer people in 10 years than in the previous decade.
- It is significant that the percentage decadal growth during 2001-2011 has registered the sharpest decline since independence. It declined from 23.87 percent for 1981-1991 to 21.54 percent for the period 1991-2001, a decrease of 2.33 percent. For 2001-2011, the decadal growth has become 17.64 percent, a further decrease of 3.90 percent.
- India now makes up 17.5 percent of World's population while 19.4 percent of World's population lives in China.
- India has more people than Bangladesh, Brazil, Indonesia, Japan, Pakistan and United States put together.
- The North East District of National Capital Territory Delhi is having the highest population density with 37,346 sq.km. The lowest population density is Dibang Valley in Arunachal Pradesh (one per sq.km.).
- Sex Ratio is 940/1000 while in the Census 2001 it was 933.
- The Child Sex Ratio (0-6 years) is 914/1000 while in the Census 2001 it was 927. In 27 states/UTs the child sex ratio has shown a decline over Census 2001 which is a matter of grave concern.
- Punjab and Haryana which continue to have among the lowest child sex ratio at 846 and 830 respectively have improved, up from 789 and 819 during Census 2001.
- Himachal Pradesh, Gujarat, Tamil Nadu, Mizoram, Andaman & Nicobar Islands are the only states/UTs than have shown an increase in the child sex ratio.
- Following is the table showing population state wise and the decadal growth:

Population State Wise

State/ UT Code	India/State/Union Territory	Total Population	Males	Females	Percentage Decadal Growth 2001-2011
	INDIA	1,210,193,422	623,724,248	586,469,174	17.64
1	JAMMU & KASHMIR	12,548,926	6,665,561	5,883,365	23.71
2	HIMACHAL PRADESH	6,856,509	3,473,892	3,382,617	12.81
3	PUNJAB	27,704,236	14,634,819	13,069,417	13.73
4	CHANDIGARH	1,054,686	580,282	474,404	17.10
5	UTTARAKHAND	10,116,752	5,154,178	4,962,574	19.17
6	HARYANA	25,353,081	13,505,130	11,847,951	19.90
7	NCT OF DELHI	16,753,235	8,976,410	7,776,825	20.96
8	RAJASTHAN	68,621,012	35,620,086	33,000,926	21.44
9	UTTAR PRADESH	199,581,477	104,596,415	94,985,062	20.09
10	BIHAR	103,804,637	54,185,347	49,619,290	25.07

State/ UT Code	India/State/Union Territory	Total Population	Males	Females	Percentage Decadal Growth 2001-2011
11	SIKKIM	607,688	321,661	286,027	12.36
12	ARUNACHAL PRADESH	1,382,611	720,232	662,379	25.92
13	NAGALAND	1,980,602	1,025,707	954,895	-0.47
14	MANIPUR	2,721,756	1,369,764	1,351,992	18.65
15	MIZORAM	1,091,014	552,339	538,675	22.78
16	TRIPURA	3,671,032	1,871,867	1,799,165	14.75
17	MEGHALAYA	2,964,007	1,492,668	1,471,339	27.82
18	ASSAM	31,169,272	15,954,927	15,214,345	16.93
19	WEST BENGAL	91,347,736	46,927,389	44,420,347	13.93
20	JHARKHAND	32,966,238	16,931,688	16,034,550	22.34
21	ORISSA	41,947,358	21,201,678	20,745,680	13.97
22	CHHATTISGARH	25,540,196	12,827,915	12,712,281	22.59
23	MADHYA PRADESH	72,597,565	37,612,920	34,984,645	20.30
24	GUJARAT	60,383,628	31,482,282	28,901,346	19.17
25	DAMAN & DIU	242,911	150,100	92,811	53.54
26	DADRA & NAGAR HAVELI	342,853	193,178	149,675	55.50
27	MAHARASHTRA	112,372,972	58,361,397	54,011,575	15.99
28	ANDHRA PRADESH	84,665,533	42,509,881	42,155,652	11.10
29	KARNATAKA	61,130,704	31,057,742	30,072,962	15.67
30	GOA	1,457,723	740,711	717,012	8.17
31	LAKSHADWEEP	64,429	33,106	31,323	6.23
32	KERALA	33,387,677	16,021,290	17,366,387	4.86
33	TAMIL NADU	72,138,958	36,158,871	35,980,087	15.60
34	PUDUCHERRY	1,244,464	610,485	633,979	27.72
35	ANDAMAN & NICOBAR ISLANDS	379,944	202,330	177,614	6.68

Literacy

- As per the provisional population total of Census 2011 the number of persons aged 7 years and above is 1,051,404,135. Out of this, 778,454,120 are literates and 272,950,015 are illiterates. There has been an increase of 186,504,094 persons in the age group 7 years and above during 2001-2011, while 217,700,941 additional persons have become literate during the decade.
- A significant milestone reached in Census 2011 is that the total number of illiterates has come down from 304,146,862 in 2001 to 272,950,015 in 2011, showing a decline of 31,196,847 persons.
- One of the interesting features of Census 2011 is that out total of 217,700,941 literates added during the decade, females (110,069,001) out number males (107,631,940). A reverse trend was noticed during 1991-2001. The decadal increase in number of literates among males is of 31.98 percent while the corresponding increase in case of females is of 49.10 percent.
- A notable feature is that out of the total decrease of 31,196,847 in the number of illiterates, the females (17,122,197) out number males (14,074,650). This is a clear indication of the fact that the gender gap in literacy is shrinking in the country.
- The effective literacy rate for India in Census 2011 works out to 74.04 percent. The corresponding figures for males and females are 82.14 and 65.46 percent respectively. Thus three-fourth of the population of aged 7 years and above is literate in the country.

- Four out of every five males and two out of every three females in the country are literate. The country has continued its march in improving literacy rate by recording a jump of 9.21 percent during 2001 - 2011. The increase in literacy rates in males and females are in the order of 6.88 and 11.79 percent respectively.
- An extremely positive development in the present decade is that the gap of 21.59 percent recorded between male and female literacy rates in 2001 has reduced to 16.68 percent in 2011.
- Following is the table showing literacy rates and decadal difference in literacy rates by sex 2001-2011:

Literacy rates and decadal difference in literacy rates by sex 2001-2011

State/ UT Code	India/State/ Union Territory	2001		2011		Decadal difference in literacy rates	
		Males	Females	Males	Females	Males	Females
1	2	3	4	5	6	7	8
	INDIA	75.26	53.67	82.14	65.46	6.88	11.79
1	JAMMU & KASHMIR	66.60	43.00	78.26	58.01	11.66	15.01
2	HIMACHAL PRADESH	85.35	67.42	90.83	76.60	5.48	9.18
3	PUNJAB	75.23	63.36	81.48	71.34	6.25	7.98
4	CHANDIGARH	86.14	76.47	90.54	81.38	4.40	4.91
5	UTTARAKHAND	83.28	59.63	88.33	70.70	5.05	11.07
6	HARYANA	78.49	55.73	85.38	66.77	6.89	11.04
7	NCT OF DELHI	87.33	74.71	91.03	80.93	3.70	6.22
8	RAJASTHAN	75.70	43.85	80.51	52.66	4.81	8.81
9	UTTAR PRADESH	68.82	42.22	79.24	59.26	10.42	17.04
10	BIHAR	59.68	33.12	73.39	53.33	13.71	20.21
11	SIKKIM	76.04	60.40	87.29	76.43	11.25	16.03
12	ARUNACHAL PRADESH	63.83	43.53	73.69	59.57	9.86	16.04
13	NAGALAND	71.16	61.46	83.29	76.69	12.13	15.23
14	MANIPUR	79.54	60.10	86.49	73.17	6.95	13.07
15	MIZORAM	90.72	86.75	93.72	89.40	3.00	2.65
16	TRIPURA	81.02	64.91	92.18	83.15	11.16	18.24
17	MEGHALAYA	65.43	59.61	77.17	73.78	11.74	14.17
18	ASSAM	71.28	54.61	78.81	67.27	7.53	12.66
19	WEST BENGAL	77.02	59 61	82.67	71.16	5.65	11.55
20	JHARKHAND	67.30	38.87	78.45	56. 21	11.15	17.34
21	ORISSA	75.35	50.51	82.40	64.36	7.05	13.85
22	CHHATTISGARH	77.38	51.85	81.45	60.59	4.07	8.74
23	MADHYA PRADESH	76.06	50.29	80.53	60.02	4.47	9.73
24	GUJARAT	79.66	57.80	87.23	70.73	7.57	12.93
25	DAMAN & DIU	86.76	65.61	91.48	79.59	4.72	13.98
26	DADRA & NAGAR HAVELI	71.18	40.23	86.46	65.93	15.28	25.70
27	MAHARASHTRA	85.97	67.03	89.82	75.48	3.85	8.45
28	ANDHRA PRADESH	70.32	50.43	75.56	59.74	5.24	9.31
29	KARNATAKA	76.10	56.87	82.85	68.13	6.75	11.26
30	GOA	88.42	75.37	92.81	81.84	4.39	6.47
31	LAKSHADWEEP	92.53	80.47	96.11	88.25	3.58	7.78
32	KERALA	94.24	87.72	96.02	91.98	1.78	4.26
33	TAMIL NADU	82.42	64.43	86.81	73.86	4.39	9.43
34	PUDUCHERRY	88.62	73.90	92.12	81.22	3.50	7.32
35	ANDAMAN & NICOBAR ISLANDS	86.33	75.24	90.11	81.84	3.78	6.60

Peanuts and Communication

Arriving home from her job, as Prerak at Baskhari Panchayat, Kishwar planned to clean the house and cook special meal for children. When she entered home she saw her daughter Mariyam with a big bag of peanuts. Peanuts were warm and delicious, just out of oven. Forgetting all the work she joined Mariyam. Both mother and daughter started chatting and munching peanuts.

When they were done Mariyam unfolded the empty bag of peanuts and started reading it. It was a paper bag made out of old newspaper. When she finished reading she smiled and said, "Ma, look, here is good news about prevention of dengue fever. It gives full information about symptoms and prevention of dengue fever. This information is very important not only for us but for your beneficiaries as well.

Kishwar was amazed. She used to read newspaper regularly. Through newspaper she was regularly getting news which was useful for the beneficiaries of the Lok Shiksha Kendra. But the idea never crossed her mind to use it for them. She planned to cull out important, relevant and interesting news from newspaper as well as TV and Radio for the beneficiaries on daily basis.

This incident gave her another idea. For a long time Kishwar was trying to convey some messages to the community. But people were not able to come to the Lok Shiksha Kendra due to one or other reason. Kishwar thought if her daughter can get messages even through old news paper, why she can't also use the same as a medium of communication.

Kishwar planned to start her own newsletter to communicate the information and announcements to the beneficiaries as well as community. But it was not easy for her to prepare newsletter without any guidance. So she approached Suresh Kumar. Suresh Kumar was Head Master of High School and an active Member of Panchayat Lok Shiksha Samiti. He was happy to learn that Kishwar was planning to bring out a Community Newsletter. He said, "Active communication between Prerak/literacy team and community is important. The meetings we organise are useful, but every one does not attend the same. In areas where many people can read, even a little, a good way to improve communication is to print newsletter with information and announcements.

Kishwar asked, "Please tell me what should be the size of our newsletter?"

Suresh Kumar said, "Initially we will produce monthly newsletter consisting of two or four pages.

Kishwar said, "I want to start it in collaboration with the community. What should I do about it?"

Suresh Kumar said, "We will invite the village people to contribute articles and announcements. We will ask the school teachers also to help us. Teachers may ask the students write about different issues they think are important for the people in the village like health, nutrition, development schemes, good governance, legal aspects etc.

Kishwar said, "They may also write about interesting and important happenings in the village also."

Suresh Kumar agreed to the idea and said, "The students will write the articles and then choose one or two of their better ones, work together to improve those and contribute them to the newsletter as their joint work. Similarly, our volunteer teachers (VTs) in the villages could also contribute articles for the newsletter.

In this way school students and teachers, mothers, youth and other persons of the area can also help produce newsletter. This will not only save time but also provide you an opportunity to work closely with members of the community.

Kishwar was happy with these ideas. She asked, "Can I also use news items and articles of a regular newspaper in our newsletter?"

Suresh Kumar said, "Sure, for monthly newsletter, collect important news and articles of that particular month, and out of these select the most important and relevant ones for the newsletter. But these will have to be simplified."

Kishwar asked, "Suresh ji, what do you mean by Simplified."

Suresh Kumar said," Most of villagers and our beneficiaries are either neo-literates or school drop-outs. It will be very difficult for them to read and understand the language of a regular newspaper. Therefore, articles and news items should be in very simple language. Newsletter with simple and clear information can help people with little formal education or literacy skills learn to read and write well, especially if they help produce it also.

The skill of being able to write simply and clearly, to organise ideas, and to say strongly what you feel is one of the most powerful tools a person can have. Clear and simple writing is a skill that can best be learned through practice. Working on community newsletter is a good way to get such practice. It helps if someone with more writing experience reviews the articles for clarity, organisation and spelling and makes suggestions accordingly."

Kishwar said,"I will request school teachers Radhika Devi and Anwar Jahan to help me in this regard."

Suresh,"It is important that they only give suggestions and let the writers themselves decide upon and make the corrections."

Kishwar, "May I also use the information conveyed through radio and TV as well?

"It will be a good idea", Suresh Kumar said, "in fact along with newspaper, information conveyed through radio and TV may also be used. But all the information can not wait to be included in a monthly newsletter.

Some important news need to be communicated urgently. Therefore, disseminate the urgent news on daily or weekly basis by pasting it in the Lok Shiksha Kendra or reading it out during prime time."

Kishwar was keen to start newsletter as soon as possible. She asked, "Please give me some idea about good and simple writing."

Suresh Kumar smiled, "Kishwar ji, we will discuss the rules of good writing once we organise the team for production of newsletter."

- Nishat Farooq

मुस्लिम महिलाओं की तालीम पर संगोष्ठी, छत्तीसगढ़

छत्तीसगढ़ में मुस्लिम महिलाओं की असाक्षरता को दूर करने के लिए प्रथम बार राज्य संसाधन केन्द्र, छत्तीसगढ़ द्वारा होटल मयूरा के सभागार में एक दिवसी संगोष्ठी का आयोजन किया गया। संगोष्ठी में साक्षरता के क्षेत्र में मुस्लिम महिलाओं की सहभागिता तथा अल्पसंख्यकों के बीच साक्षरता में जेंडर के मुद्दों पर च की गई। संगोष्ठी के मुख्य अतिथि डॉ. दीपक क्लॉडियस, अध्यक्ष, राज्य अल्पसंख्यक आयोग, छत्तीसगढ़ थे। अध्यक्षता डॉ. शाहीन निलोफर, राज्य प्रमुख, युनीसे द्वारा की गई। विशिष्ट अतिथि के रूप में डॉ. रमा पाण्डेय, विभागाध्यक्ष, रसायन शास्त्र विभाग, पं. रविशंकर शुक्ल विश्वविद्यालय, डॉ. रजिया पटेल, विभागाध्य





अल्पसंख्यक शिक्षा प्रकोष्ठ, इंडियन इंस्टीट्यूट ऑफ एजुकेशन, पुणे तथा श्री युनूस कुरैशी, अध्यक्ष, छत्तीसग मदरसा बोर्ड उपस्थित थे। राज्य संसाधन केन्द्र के निदेशक तुहिन देब ने संगोष्ठी में बीज वक्तव्य दि संगोष्ठी के उद्घाटन सत्र का संचालन राज्य संसाधन केन्द्र की प्रलेखन व नवाचार प्रकोष्ठ प्रभारी श्रीमती शबाना आज़मी ने किया। राज्य संसाधन केन्द्र की प्रशिक्षण प्रकोष्ठ प्रभारी श्रीमती आरती श्रीवास्तव ने स का आभार व्यक्त किया।

संगोष्ठी का कार्यक्रम दो सत्रों में विभाजित था। प्रथम सत्र में 'साक्षरता के क्षेत्र में मुस्लिम महिलाओं सहभागिता' विषय पर राज्य संसाधन केन्द्र की प्रलेखन प्रभारी एवं संगोष्ठी की संयोजिका श्रीमती शब आज़मी ने पावर पाइंट के द्वारा उपस्थित जनों को विस्तृत जानकारी प्रदान की। शिविर में शामिल प्रेरक सु नौशीना जबी एवं सुश्री गजाला ने साक्षरता कार्यक्रमों में मुस्लिम महिलाओं के अनुभव की जानकारी से उपस्थि जनों को अवगत कराया। इसी कड़ी में श्रीमती शमशाद बेगम, अध्यक्ष सहयोगी जन कल्याण समिति, गुण्डरदे तथा प्रसिद्ध लेखिका श्रीमती सुधा वर्मा ने भी अपने विचार रखे। प्रथम सत्र का संचालन व आभार रा संसाधन केन्द्र की नवाचार व प्रलेखन प्रकोष्ठ प्रभारी श्रीमती शबाना आज़मी द्वारा प्रदान किया गया।

द्वितीय सत्र का विषय 'अल्पसंख्यकों के बीच साक्षरता के क्षेत्र में जेण्डर के मुद्दों का प्रभाव' था। उपरो विषय पर डॉ. रजिया पटेल, प्रसिद्ध मनोचिकित्सक डॉ. सोनिया परियल, सुश्री उज्मा अख्तर, पूर्व अध्यक्ष, राज उर्दू अकादमी तथा सुश्री शीबा रहीम के द्वारा विचार व्यक्त किया गया। इस सत्र का संचालन डॉ. मनी वत्स ने किया।

समापन समारोह की मुख्य अतिथि राष्ट्रीय साक्षरता मिशन की कार्यकारी परिषद की सदस्य डॉ. रजिया पटेल थीं। संगोष्ठी की अध्यक्षता श्री तेजिंदर सिंह ग निदेशक, भारतीय प्रसारण सेवा प्रसार भारती, दूरदर्शन केन्द्र ने की। विशिष्ट अतिथि श्री मो. शेख आरिफ हुसैन, पुलिस अधीक्षक, स्पेशल टॉस्क फोर्स बघेरा दुर्ग

Ahilyabai Holkar Award Conferred on Jan Shikshan Sansthan, Nashik



Jan Shikshan Sansthan, Nashik, run under the aegis of Maratha Vidya Prasarak Samaj was established in the year 1995. In the last 15 years this Jan Shikshan Sansthan has given vocational training to around 46,000 people, out of which 90 percent were females. In view of its excellent work in the field of adult vocational education and literacy, this sansthan received NLM-Unesco Award from the President of India on September 8, 2007 on the occasion of International Literacy Day.

Jan Shikshan Sansthan Nashik has been conferred the prestigious Ahilyabai Holkar Award on March 8, 2011 at Pune for its excellent contribution in the field of women empowerment and child development by the Department of Women and Child Welfare, Govt. of Maharashtra. The award w received by Smt. Nileematai Pawar, Chairperson, Jan Shikshan Sansthan, Nashik and Smt. Priya Patil, Director from Shri Prithvir Chavan, Chief Minister of Maharashtra. On this occasion Shri Ajitdada Pawar, Deputy Chief Minister and Prof.Varsha Gaikwa Minister for Women and Child Development, Govt. of Maharashtra was also present.

The award included a citation, memento and cash prize of Rs.25,000/-.

Rural Adult Education in China

Since 1980s, rural adult education has been consistently emphasised by the Chinese government. As a result primary, secondary, rural adult cultural and technical schools for farmers and farmers' colleges have been set up in China.

As the learning base serving farmers directly, those rural adult cultural and technical schools in China offer educational and training activities adapted to local conditions and play an important role for improving rural laborers' cultural and technical competence, bettering the rural living environment, enhancing farmers' living standard and promoting rural economic and social progress. In 2001, the coverage rates of farmers' technical schools at the country, township (rural/town) and village levels were 93%, 94% and 64% respectively.

In 2006, 43,397 primary schools for farmers had accomplished the task of literacy education for 16,46,100 farmers and primary education for 10,87,200 farmers. There were 1,50,900 rural adult cultural and technical schools, including 1,426 sponsored by country governments, 22,100 by township governments and 12,400 by village committees. Altogether 2,32,600 teaching staff served in these schools, including 1,03,100 full-time teachers. The total number of farmers who had received variety of skill training reached 45.20 million persons.

Source: Chinese National Commission for Unesco

महिला सम्मेलन

अन्तर्राष्ट्रीय महिला दिवस 8 मार्च 2011 के शताब्दी वर्ष के उपलक्ष्य में राज्य संसाधन केन्द्र, भोपाल ने साक्षर भारत कार्यक्रम के तहत सेवित जिलों के जन शिक्षण संस्थानों के सहयोग से बैतूल, मुरैना, श्योपुर तथा टीकमगढ़ में क्रमशः 8, 14, 15 तथा 17 मार्च 2011 को महिला सम्मेलनों का आयोजन किया। इन सम्मेलनों में बड़ी संख्या में ग्रामीण महिलाओं को संबोधित कर उन्हें अपना आत्मसम्मान बढ़ाने व हर क्षेत्र में आगे आने का आह्वान किया गया। आंकड़ों की मदद से महिलाओं की विकट दशा पर भी समुचित प्रकाश डाला गया। इस अवसर पर स्थानीय कर्मठ महिलाओं को पुरस्कृत भी किया गया।

श्योपुर में 1500, बैतुल में 1000, मुरैना में 500 तथा टीकमगढ़ में 200 महिलाएं लाभान्वित हुईं। सभी स्थानों पर बड़ी संख्या में पचांयत सदस्यों को शामिल किया गया क्योंकि साक्षर भारत कार्यक्रम की क्रियान्वयन इकाई पंचायत ही है। इस परिप्रेक्ष्य में वीडियो सीडी के माध्यम से भी वातावरण निर्माण की समुचित चेष्टा की गई।





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

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Action Plan Review Meeting of SRCs



A two day meeting of the Directors of State Resource Centres was held at the Academy of Administration, Bhopal on April 10 -11, 2011 to review the Action Plans. The meeting was organised by the Directorate of Adult Education, GOI in collaboration with the State Resource Centre, Bhopal. Shri Jagmohan Singh Raju, Director General, National Literacy Mission Chaired the meeting. Others present were Shri SPS Sangwan, Director (AE), Shri PRA Nair, Deputy Secretary (AE), Shri VK Sharma, Under Secretary (AE), Dr. Nasim Ahmed, Assistant Educational Adviser (AE), Shri Ramakrishna Sura, Joint Director (DAE), Shri AM Rajashekhar, Joint Director (DAE), Shri OP Arya, STA (DAE) and NLM Consultants.



In his inaugural address Shri Raju desired all the State Resource Centres to work hard at the grass root level to accelerate the Saakshar Bharat Programme so that tangible outcomes are shown at the end of the financial year 2011-12.

Shri SPS Sangwan while appreciating the efforts of State Resource Centres in the GP/BP orientation programmes requested them to concentrate more at Panchayat level so that success of the programme is ensured.

The inaugural was followed by an indepth discussion to standardise a format for presenting Action Plans. Thereafter, the participants were divided into groups to prepare the Action Plans. All the groups had the benefit of expert advice from the officers of NLMA, DAE and NLM Consultants.

On the second day the Directors of State Resource Centres presented their Action Plans in the general session.

In the concluding session, it was decided to organise Capacity Building Programmes for the SRC programme staff as part of improving their academic excellence and training capabilities.

One such meeting was also held earlier at Srinagar from March 31 to April 2, 2011 in which apart from the format for presentation of Action Plan, special strategies to be taken to make Saakshar Bharat Programme a success were discussed and implementation of the programmes in the state of Jammu & Kashmir reviewed. Prof. Riyaz Punjabi, Vice Chancellor, the University of Kashmir also participated in the inaugural session.



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Gurudev Rabindranath Tagore



Rabindranath Tagore was a poet, philosopher, patriot, humanist, internationalist and above all educationist. 'Jana Gana Mana' composed and scored by him is the National Anthem of our great country. The 150th birth anniversary of this Nobel laureate is being celebrated both in India and abroad this year. On this joyous occasion Indian Adult Education Association salutes the great soul.

Speaking at a function in New Delhi to commemorate Tagore's 150th birth anniversary on May 7, 2011, the Prime Minister Dr. Manmohan Singh said that the government would institute an International Award named after Rabindranath Tagore in recognition of his contributions towards promotion of global brotherhood and would be bestowed annually on a public figure whose life and work epitomised the ideals Tagore stood for. The jury will be headed by the Prime Minister.

Rabindranath Tagore was born on May 7, 1861 as the fourteenth child for his parents Maharshi Debendranath Tagore and Sarada Devi. He did not have regular schooling. However, when he was 12 years old his father taught him Sanskrit, Astronomy and the Scriptures at Santiniketan, the meditation centre established in 1863. After the lessons were over Rabindranath used to roam in the fields and forests to enjoy the nature. When his father took him to Dalhousie in the Himalayan foothills he used to roam on the mountains and forests after studying Sanskrit, English Literature and religion.

In 1878, when he was 17, he was sent to London by his father to qualify for the Indian Civil Service or Lawyer. He took his matriculation examination and then joined University College, London. He liked the lessons in English Literature and became exposed to British social life and western music, both of which he enjoyed. But he returned home suddenly after 18 months without completing his education. Back in India he continued his personal education and his creative writing and music.

Tagore's philosophy of education is based on the idea of spiritual unity of all races. As one of the earliest educators to think in terms of the global village, his educational model has a unique sensitivity and aptness for education within multi-racial, multi-lingual and multi-cultural situations, amidst conditions of acknowledged economic discrepancy and political imbalance.

Asia's first Nobel Laureate, was born into a prominent Calcutta family known for its socio-religious and cultural innovations during the 19th Bengal Renaissance. The profound social and cultural involvement of his family played a strong role in the formulation of Rabindranath's educational priorities. His grandfather Dwarkanath was involved in supporting medical facilities, educational institutions and the arts, and he fought for religious and social reform and the establishment of a free press. His father was also a leader in social and religious reform, which encouraged a multi-cultural exchange in the family mansion Jorasanko. Within the joint family, Rabindranath's thirteen brothers and sisters were mathematicians, journalists, novelists, musicians, artists. His cousins, who shared the family

mansion, were leaders in theatre, science and a new art movement.

The tremendous excitement and cultural richness of his extended family permitted young Rabindranath to absorb and learn subconsciously at his own pace, giving him a dynamic open model of education, which he later tried to recreate in his school at Santiniketan. Not surprisingly, he found his outside formal schooling to be inferior and boring and, after a brief exposure to several schools, he refused to attend school. The only degrees he ever received were honorary ones bestowed late in life.

His experiences at Jorasanko provided him with a lifelong conviction concerning the importance of freedom in education. He also realised in a profound manner the importance of the arts for developing empathy and sensitivity, and the necessity for an intimate relationship with one's cultural and natural environment. In participating in the cosmopolitan activities of the family, he came to reject narrowness in general, and in particular, any form of narrowness that separated human being from human being. He saw education as a vehicle for appreciating the richest aspects of other cultures, while maintaining one's own cultural specificity.

In the 1890s, he was put in charge of the family's rural properties in East Bengal. His first experiments in adult education were carried out there as he gradually became aware of the acute material and cultural poverty that permeated the villages, as well as the great divide between the uneducated rural areas and the city elites. His experiences made him determined to do something about rural uplift, and later at Santiniketan, students and teachers were involved with literacy training and social work and the promotion of cooperative schemes. As an alternative to the existing forms of education, he started a small school at Santiniketan in 1901 that developed into a university and rural reconstruction centre, where he tried to develop an alternative model of education that stemmed from his own learning experiences.

Rabindranath conceived Visva-Bharati as a national centre for the arts and encouraged renowned artists to stay at Santiniketan to promote a national form of art. Tagore was one of the first to support and bring together different forms of Indian dance. He helped revive folk dances and introduced dance forms from other parts of India, such as Manipuri, Kathak and Kathakali.

In terms of curriculum, he advocated a different emphasis in teaching. Rather than studying national cultures for the wars won and cultural dominance imposed, he advocated a teaching system that analysed history and culture for the progress that had been made in breaking down social and religious barriers. Such an approach emphasised the innovations that had been made in integrating individuals of diverse backgrounds into a larger framework, and in devising the economic policies which not only ensured social justice but also narrowed the gap between rich and poor.

Tagore's educational efforts were ground-breaking in many areas. He was one of the first in India to argue for a humane educational system that was in touch with the environment and aimed at overall development of the personality. Santiniketan became a model for vernacular instruction and the development of Bengali textbooks as well, it offered one of the earliest co-educational programmes in South Asia. The establishment of Visva-Bharati and Sriniketan led to pioneering efforts in many directions, including models for distinctively Indian higher education and mass education, as well as pan-Asian and global cultural exchange.

Tagore's 150th Birth Anniversary Celebrated at JSSs



(From L to R) V. Ponnuraj, Vidya, D.S. Nagabhushana, S.Y. Aruna Devi, D.S. Manjunath

Shimoga

Jan Shikshan Sansthan, Shimoga celebrated the 150th birth anniversary of Gurudev Rabindranath Tagore in collaboration with Swamy Vivekananda Vidya Samsthe and Shimoga Belli Mandala on May 7, 2011 at Suvarna Samskruthika Bhavan, Shimoga. The Programme was presided over by Smt. S.Y. Aruna Devi, Director, Jan Shikshan Sansthan, Shimoga and the inaugural speech was given by Shri V. Ponnuraj, Deputy Commissioner, Shimoga. Shri. D.S. Nagabhushana, a famous film critic was the Chief Guest.

On this occasion a documentary on the life and works of Rabindranath Tagore and a movie "Charulata" based on the short story "Nastanirh" written by Rabindranath Tagore and directed by Satyajit Ray were screened. Prof. D.S Manjunath, Lecturer, Acharya Tulasi College and Vice President Belli Mandala spoke on the importance of the movie at the end.

An essay competition was conducted on the "Works of Gurudev Rabindranath Tagore with special focus on

Gitanjali" in which JSS beneficiaries and general public participated. Best three essays were given the awards.

Hoshangabad

The celebration was held on May 7, 2011 at New Yard Itarsi sub-centre of JSS in which JSS programme functionaries, vocational resource persons, beneficiaries and general public participated. Shri S. A. Hussain, Director Incharge gave a talk on Tagore's contribution to Indian literature and social development. At the end of the programme certificates were distributed to the successful beneficiaries who have completed various skill training programmes during 2010-11.



नरसिंहपुर

जन शिक्षण संस्थान नरसिंहपुर द्वारा 7 मई को गुरूदेव रवीन्द्र नाथ टैगोर की 150 वीं वर्षगांठ के अवसर पर एक विचार गोष्ठी का आयोजन किया गया। विचार गोष्ठी का शुभांरम्भ माँ सरस्वती एवं गुरूदेव की प्रतिमा पर पुष्प अर्पित कर हुआ। कार्यक्रम में उपस्थित विभिन्न केन्द्रों के प्रशिक्षणार्थियों एवं अनुदेशकों द्वारा इस अवसर पर गुरूदेव के जीवन दर्शन के संदर्भ में अपने–अपने विचार व्यक्त किये गये तथा इस अवसर पर संस्थान द्वारा गुरूदेव के जीवन से जुड़े विभिन्न पहलुओं को दर्शाती एक डाक्यूमेन्ट्री भी प्रशिक्षणार्थियों के बीच दिखाई गई।



संस्थान के प्रभारी निदेशक जयसिंह ने कहा कि गुरूदेव इस अखंड भारत के बहुमुखी प्रतिभा के धनी व्यक्तियों में से एक थे। आप विश्व के एकमात्र ऐसे कवि थे जिनकी रचनायें दो राष्ट्रों के राष्ट्रगान के रूप में अंगीकार हुई। आज आप द्वारा रचित राष्ट्रगान भारत एवं बंगला देश के राष्ट्रध्वजों को गरिमा प्रदान करता है। गुरूदेव का जीवन हर पीढ़ी के लिये अनुकरणीय एवं मार्गदर्शी है।

मीरजापुर

जिला पंचायत सभागार, मीरजापुर में गुरूदेव रवीन्द्र नाथ टैगोर की 150वीं जयन्ती के उपलक्ष्य में जन शिक्षण संस्थान, मीरजापुर द्वारा एक भव्य कार्यक्रम का आयोजन किया गया। कार्यक्रम में बेसिक साक्षरता मूल्यांकन कार्यक्रम के अन्तर्गत उत्तीर्ण परीक्षार्थियों को प्रमाण पत्र प्रदान किये गये। इस अवसर पर दूर–दराज से आये प्रतिभागियों ने रंगारंग सांस्कृतिक कार्यक्रम भी प्रस्तुत किया। इस कार्यक्रम में बड़ी संख्या में साहित्यकार, अधिवक्तागण, पत्रकारगण एवं गणमान्य नागरिकों ने भाग लिया।





कार्यक्रम में श्री भगवती प्रसाद चौधरी, पूर्व विधायक एवं जिला पंचायत अध्यक्ष, वरिष्ठ अधिवक्ता श्री सुरेश त्रिपाठी, के0बी0पी0जी0 कालेज के विभागाध्यक्ष डा0 गौरी शंकर द्विवेदी, वरिष्ठ अधिवक्ता एवं पत्रकार श्री दिनेश सर्राफ, ध्रुव पाण्डेय, प्रवक्ता बिन्नानी पी0जी0 कालेज, वरिष्ठ अधिवक्ता श्री सुरेन्द्र नाथ दूबे तथा वरिष्ठ चिकित्सक एवं विन्ध्यवासिनी महिला महाविद्यालय के प्रबन्धक डा0 नीरज त्रिपाठी ने गुरूदेव रवीन्द्र नाथ के जीवन के विविध पहलुओं पर प्रकाश डाला।

सामुदायिक कार्यक्रम हमें नई समझ देते है-प्रो. भवानी शंकर गर्ग



भारतीय प्रौढ़ शिक्षा संघ पुर्नवास बस्ती त्रिलोकपुरी, दिल्ली में महिलाओं एवं किशोरियों के सशक्तीकरण हेतु जमीनी स्तर पर कार्य कर रहा है। संघ द्वारा इस बस्ती में एक आजीवन शिक्षा केन्द्र की स्थापना की गई है जिसके माध्यम से व्यावसायिक दक्षता एवं सामाजिक जागरूकता आधारित कार्यक्रम संचालित किये जा रहे हैं। 20 अप्रैल 2011 को संघ के वरिष्ठ पदाधिकारियों ने केन्द्र का दौरा किया। इस अवसर पर प्रशिक्षणार्थियों ने एक भव्य सांस्कृतिक कार्यक्रम का आयोजन किया जो इस बात का द्योतक था कि अवसर मिलने पर महिलाएं अपनी अभिव्यक्ति को साकार रूप देने में सक्षम हैं। इस अवसर पर वर्तमान एवं पूर्व प्रशिक्षण प्राप्त 80 से अधिक लाभार्थी उपस्थित थे। कार्यक्रम की संरचना एवं रूपरेखा शिक्षार्थियों द्वारा स्वयं ही तैयार की गई थी।

केन्द्र पर अतिथियों का स्वागत सुश्री रीटा द्वारा किया गया। सुश्री पूनम एवं मीनाक्षी ने सांस्कृतिक परम्परा के अनुरूप दीपमाला द्वारा आरती एवं पुष्प अर्पण कर अतिथियों का स्वागत किया। इसके उपरान्त सुश्री लक्ष्मी एवं सोनिया ने 'एक हाथ में दीपक' शीर्षक से देशभक्ति गीत गाया। जीवन के यथार्थ पर आधारित एक अन्य

कविता 'मुश्किल और आसान' सुश्री संतोष द्वारा प्रस्तुत की गई। रोहन एवं आयुषी, 5–6 वर्ष के नन्हे–मुन्हें बच्चों ने राधा–कृष्ण लीला पर आधारित एक बहुत ही मनमोहक नृत्य प्रस्तुत किया। बाल सुलभ स्वरूप में इस नृत्य प्रस्तुति को सभी ने सराहा। माननीय प्रो. भवानी शंकर गर्ग, अध्यक्ष, भारतीय प्रौढ़ शिक्षा संघ ने उत्साहवर्धन हेतु दोनों बच्चों को समुचित रूप से पुरस्कृत किया।

देश में व्याप्त भ्रष्टाचार की गम्भीर समस्या आज हर व्यक्ति को झकझोर रही है। इस विषय पर एक तीखे व्यंग को अभिव्यक्ति देते हुए सुश्री प्रियंका, रिंकी, नीलम, सोनिया, लक्ष्मी एवं गीतांजली द्वारा एक नुक्कड़ नाटक 'चाय पानी' की प्रस्तुति की गई। नाटक अत्यंत प्रभावी रहा और सभी ने इसे पसंद किया।

'अगर लड़की न होती' कविता की प्रस्तुति सुश्री रीटा ने की। कविता हमारी सिलाई प्रशिक्षिका श्रीमती सुनीता द्वारा रची गई थी। इस कविता में समाज में लड़कियों की कम होती जनसंख्या एवं हमारे सामाजिक जीवन और पारिवारिक रिश्तों पर पड़ने वाले इसके प्रभाव को उजागर किया गया है। सुश्री सुविधा एवं रूचि ने एक मधुर कविता का पाठ किया तथा सुश्री दीपा एवं लक्ष्मी ने एक चापल्य एवं गतिशील गढ़वाली लोक नृत्य प्रस्तुत किया जिसकी ताल पर सभी झूम उठे। सांस्कृतिक कार्यक्रम के अंत में मीनाक्षी, पूनम एवं अंजना ने 'देश रंगीला' गीत प्रस्तुत कर वातावरण को ओजस्वी बना दिया।

इस अवसर पर प्रो. गर्ग ने केन्द्र पर आयोजित परीक्षा में सफल प्रशिक्षणार्थियों को प्रमाण पत्र वितरित किये। कटिंग एवं टेलरिंग तथा हैल्थ एवं ब्यूटी कल्चर की परीक्षा में सर्वप्रथम स्थान प्राप्त करने वाले शिक्षार्थियों को पारितोषिक प्रदान कर उनका उत्साहवर्धन किया गया।

प्रो. गर्ग ने इस अवसर पर उपस्थित महिलाओं तथा किशोरियों को संबोधित करते हुए कहा कि आजीवन शिक्षा केन्द्र के माध्यम से भारतीय प्रौढ़ शिक्षा संघ वंचित समूहों की महिलाओं और किशोरियों के मध्य एक महत्वपूर्ण कार्य कर रहा है। व्यावसायिक शिक्षा एवं सामाजिक जागरूकता के कार्यक्रम उन्हें सशक्तीकरण के मार्ग पर अग्रसर करते हैं। साथ ही साथ सामुदायिक कार्य हमें एक नई समझ भी देते हैं। उन्होंने सुझाव दिया कि कुछ अन्य व्यावसायिक कार्यक्रम जो रोजगार दिलाने में सक्षम हों तथा महिलाओं की रूचि के अनुरूप हों, आरम्भ किये जाने चाहिए। प्रशिक्षकों के कार्य से प्रभावित हो श्री गर्ग ने प्रति प्रशिक्षक पांच सौ रूपयों के वेतन वृद्धि की भी घोषणा की।

संघ के महासचिव श्री कैलाश चौधरी ने प्रशिक्षणार्थियों को संबोधित करते हुए कहा कि आप सभी ने जिस उत्साह से कार्यक्रम किया है उससे मैं अत्यंत प्रभावित हुआ हूं। आपकी भावनाओं ने मेरे मन को छुआ है। हमारी कोशिश है कि आजीवन शिक्षा केन्द्र के कार्यक्रमों में कुछ नये आयाम जोड़े जाएं।

संघ के उपाध्यक्ष डा. मनोहर सिंह राणावत ने अपने विचार प्रस्तुत करते हुए कहा कि सामान्य जन के बीच हमें निरंतर काम करते रहना चाहिए और कोशिश करनी चाहिए कि महिलाएं सदैव हमारी कार्यक्रमों के मूल में रहें।

संघ के कोषाध्यक्ष डा. मदन सिंह ने इस अवसर पर कहा कि शिक्षा निरंतर चलने वाली एक प्रक्रिया है। आप अपनी शिक्षा को आजीवन बढ़ाते रहें जो हमारे केन्द्र का लक्ष्य भी है।

कार्यक्रम की व्यवस्था श्रीमती कल्पना कौशिक, सहायक निदेशक, भारतीय प्रौढ़ शिक्षा संघ एवं समन्वय श्री जय भगवान द्वारा किया गया। कार्यक्रम का संचालन संघ के सलाहकार श्री सुभाष दुआ द्वारा किया गया।

UGC National Workshop on Lifelong Learning at University of Madras



(From L to R) S.Y. Shah, K. Meena, G. Thiruvasagam, V. Mohankumar, N. V. R. Kapali

A two day UGC National Workshop on Lifelong Learning for Skill Development organised by the Department of Adult and Continuing Education, University of Madras, Chennai was held at Centenary Building, Tholkappiar Campus of the University on April 20-21, 2011. The participants were Directors and senior level functionaries of the University Departments of Adult Education, Jan Shikshan Sansthans and State Resource Centres from Tamil Nadu, Andhra Pradesh, Karnataka, Kerala and Puducherry, Research Scholars, representatives of the NGOs and members of the civil society.

The inaugural session of the workshop was presided over by Dr. G. Thiruvasagam, Vice Chancellor, University of Madras and the inaugural address was delivered by Dr. K. Meena, Vice Chancellor, Bharathidasan University, Tiruchirappalli. Dr. S. Y. Shah, Professor, Group of Adult Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi gave Keynote address while Dr. V. Mohankumar, Director, Indian Adult Education Association gave Special address. Dr. N. V. K. Kapali, Professor and Head



Department of Adult and Continuing Education, University of Madras welcomed the guests and Dr. N. Nagarajan, Associate Professor, Department of Adult and Continuing Education, University of Madras proposed vote of thanks.

The academic session was divided into two Plennary and two Track sessions. The first Plennary was presided over by Dr. S. Y. Shah and the second one was by Dr. V. Mohankumar. The Track sessions were presided over by Dr. Bhaskaracharyulu, Professor, School of Education, Andhra University, Visakhapatnam and Dr. N. Nagarajan. In both the sessions acacemic papers were presented which was followed by general discussion.

Before the inauguration of the workshop Dr. G. Thiruvasagam, Vice- Chancellor, University of Madras and Dr. K. Meena, Vice-Chancellor, Bharathidasan University, Tiruchirappalli visited the exhibition in which articles crafted by the beneficiaries of Jan Shikshan Sansthan, Chennai were exhibited and both have appreciated the quality of the products.

Low Education, High Dropouts and Unemployability Necessitate Lifelong Learning for Skill Development - Prof. S. Y. Shah

Low education levels, high dropout rates and unemployability of the educated workforce all necessitate lifelong learning for skill development said Prof. S.Y.Shah, School of Social Sciences, Jawaharlal Nehru University, New Delhi and Member, Executive Committee, Indian Adult Education Association while addressing a National Workshop on Lifelong Learning for Skill Development at University of Madras on April 20, 2011. He said that 63.9 percent of the existing workforce is either illiterate or literate upto primary level and skills generated in the unorganised sector have no formal recognition and therefore, there is no career growth for workers. Of the roughly 509 million workers currently employed in the country, only 12 percent are skilled. Besides, 80 percent of workforce had no marketable skills and only 2 percent had skill training, he said, highlighting the need for lifelong learning and skill development as the demand for skilled workforce would be 500 million by 2022.

Prof. Shah also said that out of the over 200 million students enrolling in Class one each year, only 20 million complete Class XII with the dropout rate of staggering 90 percent. Of the total unemployed among educated, 69 percent are without professional skills.



According to Prof. Shah majority of the workforce in the non-formal sector has about 40 to 60 percent skills in the trade but lack in certification to pursue a career. Hence, one of the big challenges would be to offer certification and vertical mobility to youth in the non-formal field by recognised bodies as per National Vocational Qualification Framework (NVQF). Confederation of Indian Industry, Indira Gandhi National Open University and a conglomeration of corporates in manufacturing and services sectors are working on a certification process for vertical mobility of youth in the sector. Apart from the certification process, accreditation, providing financial support to weaker sections, linking universities and local communities, promoting inclusive education and generating employment for weaker sections are the challenges.

साक्षरता सामग्री निर्माण हेतु लोक भाषा का ही प्रयोग हो - ललित सुरजन



छत्तीसगढ़ में साक्षर भारत कार्यक्रम के लिए वातावरण निर्माण हेतु आयोजित एक राज्य स्तरीय पोस्टर एवं नारे निर्माण कार्यशाला के प्रतिभागियों को जाने–माने पत्रकार एवं कार्यशाला के मुख्य अतिथि श्री ललित सुरजन द्वारा सम्बोधित किया गया। श्री सुरजन देशबंधु के प्रधान संपादक हैं। वे एन.आई.टी. रायपुर के ट्रस्टी बोर्ड के अध्यक्ष एवं राष्ट्रीय साक्षरता मिशन प्राधिकरण, मानव संसाधन विकास मंत्रालय, भारत सरकार, नई दिल्ली के कार्यकारिणी के भूतपूर्व सदस्य भी रहे हैं।

इस अवसर पर विचार पर व्यक्त करते हुए श्री सुरजन ने कहा कि स्वाधीनता के पूर्व जिस तरह हम अंग्रेजों के खिलाफ एकजुट हुए उसी प्रकार शत–प्रतिशत साक्षरता के लक्ष्य को हांसिल करने के लिए हमें एकजुट होकर साक्षर भारत का संदेश पोस्टर एवं नारों के माध्यम से जन–जन तक पहुंचाना होगा। इसके लिए सकारात्मक पोस्टर एवं नारों के निर्माण पर जोर देना होगा जिससे साक्षर भारत कार्यक्रम नई उचाईयों तक पहुंच सके। सन् 1857 के स्वाधीनता संग्राम एवं भरतमुनि के नाट्यशास्त्र का उदाहरण देते हुए श्री सुरजन ने बताया कि लक्ष्य समूह तक किस प्रकार पहुंचा जाय। उन्होंने कहा कि पोस्टर में चित्र के साथ–साथ उस पर इंगित शब्दों का चयन भी सादगीपूर्ण होना चाहिए। उन्होंने कहा कि लोकगीत, लोक नाटक, दीवार लेखन, भित्ति चित्र समाज में युगों से संचार के सशक्त माध्यम रहे हैं। इन सभी का समुचित उपयोग करते हुए हमें जनता में विविध अधिकारों के प्रति जागृति लानी होगी।

श्री सुरजन ने कहा कि वर्तमान में भी पोस्टर व नारों का उतना ही महत्व है जितना पहले था। आज हम कम्प्यूटर, टेलिविजन, रेडियो, प्रिंट एवं इलेक्ट्रॉनिक मीडिया का भी साक्षरता संबंधी वातावरण निर्माण में बेहतर प्रयोग कर सकते हैं। हमारा किसान बुद्धिमान जरूर है लेकिन उसे अक्षर ज्ञानरूपी शक्ति की नितान्त आवश्यकता है। इस जरूरत को रेखांकित करने के लिए हमें जन–जन तक पंहुचना होगा। रेडियो इस हेतु एक सशक्त माध्यम बन सकता है। कम शब्दों में हम शासन की योजनाओं को हितग्राहियों तक पोस्टर के माध्यम से भी पहुंचा सकते हैं। पोस्टर सुन्दर, आकर्षक होना चाहिए और उसकी भाषाशैली संदेशात्मक होनी चाहिए। रंगों एवं रेखाओं में ताकत आनी चाहिए, सादगी से ही ताकत आ सकती है। उन्होंने प्रेमचंद, महात्मा गांधी, पं. जवाहरलाल नेहरू की सादगीपूर्ण लेखन शैली का उदाहरण भी प्रस्तुत किया। पोस्टर व नारों को ज्यादा उलझाए बिना आप अपनी बात सादगीपूर्ण तरीकों से कैसे प्रस्तुत करेंगे इस पर उन्होंने विशेष जोर दिया।

श्री सुरजन ने कहा कि सबको मिलकर तटस्थ व निरपेक्षभाव से कार्य करना होगा। हम सभी के प्रयत्नों से ही साक्षरता दर बढ़ सकती है।

– तुहिन देब, निदेशक,
रा.स.के. रायपुर

National Seminar on Lifelong Learning at Manipur University



(From L-R) Lamalu, Jamini Devi, H.N.K. Sharma, M.C. Reddeppa Reddy, M.V. Alam, Dilip S. Patil

A two day national seminar on Adult and Lifelong Learning was organised by the Department of Adult Continuing Education and Extension (DACEE), Manipur University, Imphal on April 7-8, 2011 at Senate Hall of the university. The seminar was inaugurated by Prof. Dilip S. Patil, Head of the Department of Adult Education, University of Mumbai and the Keynote Address was given by Dr. Lamalu Thaimei, Assistant Professor, DACEE, Manipur University. Smt. P. Jamini Devi, Head of the Department, DACEE, Manipur University presided.

The academic session was divided into four plenary in which papers were presented by invited guests. Each of the plenary was chaired by Dr. S. Gunadhar Singh, Guest Faculty DACEE, Manipur University, Dr Lakshmi Reddy, Reader, School of Education, IGNOU, New Delhi, Prof. Dilip S. Patil University of Mumbai and Dr M.C. Reddeppa Reddy Professor, S.V. University Tirupati.

The valedictory address was delivered by Prof. H.N.K Sharma, Vice Chancellor Manipur University.

China Population is 1.3 billion

China released its Census results on April 28, 2011. The total population of China is 1.34 billion in 2010. It added 73.9 million more people since 2000. Other highlights are:

- China's population growth slowed to an annual 0.57 percent during the last decade, down from 1.07 percent in the nineties.
- The lower birth rate and higher migration shrank average household size from 3.4 persons to 3.1. China's family planning policy limiting urban families to one child and rural families to two children prevented about 400 million births since 1980. This sixth census has churned internal debate on allowing two children per family.
- China's urban population now almost equals its rural population, with 49.7 percent living in cities, up 13.4 percent since 2000. The economic boom has led to the fastest decade of urbanisation in Chinese history.''
- One out of every six Chinese is away for over six months. Migration has swollen faster than forecast to 221 million, with over 100 million more new migrants straining urban resources as the economy shot to number two status.
- China's ageing population is increasing quickly while the birth rate remains low. Chinese citizens above 60 years old constitute 13.26 percent of the population, up 3 percent from 2000. Chinese below 14 years make up 16.6 percent of the population, down 6.29 percent. Fertility has dropped to an alarmingly low level, putting China at the level of Spain and close to Germany.
- College-educated Chinese more than doubled in the last decade while people with only primary schooling is declining, giving China an advantage over India where a 74.04 percent literacy level is still lower than China's 94 percent.
- India, which added 181 million in the last decade to hit 1.21 billion, will surpass the Chinese population size by 2025.
- By 2020, when India is likely to contribute 136 million to the global labour force compared to China's 23 million, the average Indian will be 29 and the average Chinese 37.

University Students are Literacy Volunteers

Department of Adult Continuing Education and Extension, Manipur University, Imphal is conducting two years Post Graduate Degree Course in Adult Education. First year students in the second semester as part of field work conduct literacy classes in one of the adopted villages Thongju Part-II for 45 days. Illiterates identified through survey divided into different groups are taught basic literacy by the students. Primer prepared by the department is used for literacy transaction and other teaching learning materials are provided to the beneficiaries free of cost by the department itself.



Gram Pradhan with a few beneficiaries and student volunteers

At the end of 45 days written test is conducted by the faculty members of the department and successful beneficiaries are given vocational training as part of continuing education.

A literacy centre with fresh batch of beneficiaries was inaugurated by Shri S. Romeo Singh, Gram Pradhan, Thongju Part-II on April 15, 2011.

Presentation of Review Committee Reports

National Literacy Mission Authority constituted two committees - one the Task Force on State Resource Centres and the other one to Review the Literacy Awards under the Presidentship of Dr. Kumud Bansal, Former Secretary to Govt. of India, Department of Elementary Education and Literacy. The members of the Task Force were Prof. S.Y. Shah, Dr. Vandana Chakraborti, Dr. Vinod Raina and Dr. V. Mohankumar. The members of the committee to review Literacy Awards were Dr. Vandana Chakraborti, Dr. V. Mohankumar, Dr. Anita Priyadarshini and Smt. Nishat Farooq. Both the committees submitted the reports to the Director General, NLMA intime.

A presentation was made before Smt. Anshu Vaish, Secretary, Department of School Education and Literacy on April 26, 2011 in the Committee Room at Shastri Bhavan in which the members of the committee, Shri Jagmohan Singh Raju, DG, NLMA, Officers of the AE Bureau and DAE were present.

Once upon a time

Once upon a time there was a girl.....,Shrivanti is at it again. She is narrating an interesting story about a poor girl who was very clever. Children are listening in rapt attention as Shrivanti is weaving her magic on them. Their eyes are bright with enthusiasm. They are absorbing every word of Shrivanti.

Shrivanti is an expert story teller. She uses different type of stories to teach children. According to her, story telling is an effective and interesting tool in teaching. But I never agreed as I was not sure if this was true for adults.

Once on her insistence I tried to use the story method to teach the importance of nutrition for pregnant mothers. I told them about different food groups. I even used flash cards also to make the class interesting. But I failed miserably. None of the learners were interested in the story. So when Shrivanti asked me for the feedback I could not control my anger and shouted, "I already told you my learners are adults, not innocent children who could be cajoled by a lollypop. Stories are for children. Adults are experienced lot, who have faced the truth of life and stories will be just stories for them."

Shrivanti did not react to my outburst. She just put her hand on my shoulder. "Then you start with what learners already know," She said, "I think you started with what you know. You must learn to see things through their eyes."

After that we decided that one day Shrivanti will take the class on the same topic and use the story method. As decided, after few days Shrivanti came to the class. When all the learners gathered, Shrivanti started telling a story about a family whose crop of mango failed because they did not put manure for the trees in time. She expressed herself beautifully. Learners never saw any thing like this in class. She told a very simple story beautifully in a narrative form. I realised the beauty of story and language as her words created images in my mind.

After finishing the story she asked, "If fruits look weak by the time of harvest, is this the time to think of adding manure for the field?"

"Oh! No" said the learners, "it is too late."

"So it is the same with giving birth to the child. Difficulty at birth is usually caused if mother and baby become weak due to lack of proper nutrition. Since mother share her food with the child, she need to eat plenty of food which contain Takat (energy) and Dhatu (iron). Due to this reason food that contains takat and dhatu should be eaten all through the pregnancy period. The women were excited. They knew many foods that contained dhatu and takat. Taking the opportunity Shrivanti discussed about the importance of iron and miners and the need for iron-rich food during pregnancy. She reminded them that redness of the body and blood is considered a sign of health and iron is traditionally used to protect in time of danger. She talked about many traditions to help them realise the need of iron rich food like food given to girls when they start menstruating and before marriage to improve their beauty. The learners were eager to know more and more about nutrition. This was the first time they were taking so much interest in discussion. Along with learners I was also spell bound.

Later, Shrivanti told me story telling is useful for teaching adults also because it provides opportunity to put many new ideas in a familiar yet adventurous setting. It allows people to see how new and old ideas fit together or conflicts in real life situations. Also, stories are a traditional form of learning that most people have experienced since childhood. Shrivanti informed me different ways to teach by using stories like:

1. **Parables or stories with morals:** In this method stories teach a lesson or moral which is stated at the end. These may be make believe stories with animals (fables) like Jatak Kathas and stories of Panchtantras, imaginary stories about people (tales) or true stories.
2. **Stories that help people think about local problems:** Such stories do not give any answer or moral but point to existing problems. This type of stories help people think about social issues and discuss about them.

3. **Stories completed by learners:** In this method the learners read stories about social problems that relates to their own lives. Parts of the stories are left blank for the learners to fill-in themselves. In this way the learners take part in creating the stories. It has been observed that often the best teaching stories are those the learners tell or complete themselves, based on their experiences.
4. **Stories told by a group:** Under this method every one tells the story. One person starts the story about a family or community and when a critical situation comes, passes the story to the next learner. She tells howthe character/community resolved the problem and then creates a new problem. Another learner will now take the story further. In this way story continues. It is a very participatory method of teaching as all the learners think and take part in it.
5. **Analogies or comparisons:** This is a good method that helps learners discover answers. This method is often used by adult educators to make comparison between big and small families, realise that breast milk is healthier for babies than powder milk, etc.
6. **Story Salad:** In this method old and new stories are mixed together like salad. The story salad may be created by story teller or group of learners e.g. in the old stories kings used to have seven brave sons and not brave girls. The same story may be mixed with other traditional or modern stories for highlighting women empowerment/small family norm etc.
7. **Acting out stories:** Stories may be acted out by learners for it has greater impact. The group leader tells the story and learners themselves choose the character they want to act. Then the group acts out the story. After story is told learners ask questions about it and if possible make songs about main messages.

Shrivanti said, "You may tell stories with the help of various props like pictures, comics, puppets,photonovela, filmstrips, music and dance etc. also. But remember voices and body movements play key role in narration of stories. Moreover, stories must be analysed by you for its positive impact. For this purpose ask many questions and allow learners to ask questions and discuss issues freely."

Now I use story method with confidence. But it is quite challenging as I have to make a lot of preparations, like know the local problems and culture concerning the identified issues, select right story, prepare searching questions etc. But I say it is fun.

- Nishat Farooq

Two Day Meeting of Member Secretaries of SLMA and SRC Directors

A two day meeting of Member Secretaries of State Literacy Mission Authorities and Directors of State Resource Centres was held at Committee Room - A, Vigyan Bhavan Annexe, New Delhi on May 6-7, 2011. The meeting was convened by National Literacy Mission Authority to discuss various important issues relating to Saakshar Bharat. Shri Jagmohan Singh Raju, Director General, NLMA presided over the meeting. Apart from the officers of AE Bureau and DAE, Prof. S. Y. Shah, Dr. V. Mohankumar and Dr. Anita Priyadarshini also attended the meeting as special invitees.

The topics covered in the meeting were Result Framework Document (RFD) for Saakshar Bharat - Strategy for 2011-12, Creating Islands of Success Under Saakshar Bharat, New Authrorisation



System for Release of Grants, Mapping of Revenue Villages with GPs, Uploading of Data of Survey, Formation of Committees and other Related Issues, Accounts Management and Banking Issues, Learner's Assessment and Certification, Web Based Monitoring of SRCs and Specific Issues Relating to SLMAs. Each of the session was followed by detailed open house discussion.

A One Day Meeting of the Directors of SRCs

A one day meeting of the Directors of State Resource Centres was held on May 8, 2011 in the Committee Room of the Directorate of Adult Education, GOI, New Delhi to discuss and approve the Action Plan for the year 2011-12. Shri Jagmohan Singh Raju, Director General, NLMA presided over the meeting. Apart from the officers of AE Bureau and DAE, Dr. V. Mohankumar also attended the meeting as a special invitee.

The Action Plans prepared by the Resource Centres based on the standardised format were discussed and approved.

Prof. Alok Banerjee meets Dr. Soren Ehlers



(From L_R) Krishna Banerjee, Jyotsna Kr. Mandal, Alok K. Banerjee, Soren Ehlers, Ashok Sengupta, Sujit Kr. Datta, Prasenjit Deb, Shital Kr. Chattopadhyay

Dr.Soren Ehlers, Professor, Danish School of Education, University of Aarhus, Denmark during his visit to India met Prof. Alok Banerjee, Vice Chancellor, University of Kalyani, West Bengal on April 23, 2011 and discussed about the lifelong learning as a discipline of study in the universities. He gave a brief account of the curriculum framework of lifelong learning followed in his university, availability of teaching faculty, admission of students with special reference to foreign students, academic transactions in the classrooms, field work for practical experience and student evaluation through examination. He said that he had fair knowledge of lifelong learning in different universities of India and felt that a lot of improvement is necessary to upgrade the system and academic contents.

Prof. Banerjee gave an account of UGC guidelines on lifelong learning and the work done by his university in this area. He was of the opinion that there should be more interaction between different universities particularly foreign universities where lifelong learning is in much advanced position than in India. He was also of the opinion that teachers-students exchange programme should be worked out so that both gain from each ones experience.

During the meeting a few university Departmental Heads, Faculty Members and Shri Sujit Kr. Datta, Life Member, Indian Adult Education Association were present.

National Workshop on Capacity Building in University of Delhi

The Department of Adult, Continuing Education & Extension, University of Delhi organised a two Day National Workshop on April 28-29, 2011 in the university campus. The main objective of the workshop was to sensitise the teachers and research scholars on various academic issues.

Dr. Rajesh, Faculty Member of the Department of Adult, Continuing Education & Extension, University of Delhi and Coordinator of the Workshop while welcoming the participants said that his Department has taken several initiatives to built capacity of the teachers and research scholars with special emphasis on Schedule Caste, Schedule Tribe and Other Backward Class students through teaching and research initiatives directly and also in collaboration with various government and non-government organisations.

The Keynote address was delivered by Prof. S. Y. Shah, Member, UGC XI Plan Committee. In his address he said that there is an urgent need to give importance for skill training for youth to enable them to be productive partners in the fast growing Indian economy. He also said that there is a gap in the projected figures with regard to the need of trained manpower for organised and unorganised sectors and available human resources in our country.

The business sessions were chaired by Prof. S. M. Bhatti and Shri Suresh Ambekar from Jamia Millia Islamia in which around 40 papers were presented by the participants who represented university departments including adult education and voluntary organisations. Some of the key presenters were Dr. Toppo from Jadavpur University, Dr. Naveen Singh from B.R. Ambedkar College, Shri Biresh Pachisia, Shri Manoj Kumar, Dr. Ghazala and Ms. Shalini Aggarwal from University of Delhi.

Dr.V.K. Dixit, Faculty Member of the Department of Adult, Continuing Education & Extension, University of Delhi proposed vote of thanks.

International Conference on Literacy for Inclusive and Sustainable Development

As a follow-up to the Abuja Framework or Action and Cooperation, 2010, the National Literacy Mission Authority, Department of School Education and Literacy, M/o Human Resource Development, Govt. of India is organising an International Conference on "Literacy for Inclusive and Sustainable Development" from September 8-10, 2011 in New Delhi. Around 120 participants form E-9 countries, SAARC countries, International Organisations, National and International NGOs, Private Partners of Adult Education, National Participants including Officials of GOI and Academia/Experts in Adult Education.

The main objectives of the conference are:

(i) To demonstrate key aspects of Saakshar Bharat to facilitate adoption/adaptation of Saakshar Bharat for E-9/ other countries.

(ii) Share experiences on the planning, organisation & management, monitoring, financial systems, management information system, ICT enabled literacy under Saakshar Bharat.

(iii) Facilitate a network of countries which will continue to exchange knowledge and technical expertise on planning, management, monitoring and financial management models for literacy.

(iv) Develop the outline of a capacity building plan in planning, organisation & management, monitoring, financial systems, management information system (FMIS), ICT enabled literacy under Saakshar Bharat, as part of South-South Collaboration.

An Executive Committee for the International Conference has been constituted by the competent authority with Joint Secretary (AE) & DG, NLMA as Chairperson. Other members are Divisional Heads of Adult Education Bureau, M/o HRD, GOI, Director (Finance), Department of SE & L, GOI, Director (Coordination Desk), M/o External Affairs, GOI, Dr. V. Mohankumar, Director, IAEA, Shri Sohail Hashmi, Directors of State Resource Centres, Rohtak and Delhi. Director, DAE is the Member Secretary.

The first meeting of the Executive Committee was held on April 28, 2011.

A Study on Parent Teacher Associations for DCPCR



Indian Adult Education Association conducted recently a study on Parent Teacher Associations for Delhi Commission for Protection of Child Rights (DCPCR). The title of the study was "A Situational Analysis of Parent Teacher Associations in MCD/MCD Recognised Primary Schools, Rohini Zone, Delhi."

There are 198 schools which are directly administered by Municipal Corporation of Delhi (MCD) and 56 MCD recognised schools run by registered educational societies. Evaluation team from IAEA visited all the schools directly under the control of MCD and recoginised schools to interact with the principals, teachers, parents as well as children. The relevant data was collected through questionnaire specially constructed for this purpose. The outcome of the study clearly brings out the difference between the status of Parent Teacher Associations in MCD schools and that of the MCD recognised schools.

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जन शिक्षण संस्थान इन्दौर ने दिया रोजगार मार्गदर्शन



जन शिक्षण संस्थान इन्दौर द्वारा अपनी प्रशिक्षित महिलाओं को रोजगार दिलाने के लिए एक कारगर पहल करते हुए रोजगार मार्गदर्शन कार्यक्रम आयोजित किया। इस कार्यक्रम में प्रमुख रूप से पीथमपुर औद्योगिक क्षेत्र स्थित प्रतिभा सिंटेक्स प्रा. लि. के अधिकारियों ने रोजगार मार्गदर्शन दिया। उनके द्वारा आधुनिक तकनीकों से किए जा रहे वस्त्र निर्माण की विस्तार से जानकारी दी गई। श्री देवेन्द्र शर्मा ने कहा कि, वर्तमान समय में बड़े पैमाने पर वस्त्र निर्माण करने वाली ईकाइयां कम्प्यूटरीकृत होती हैं। श्री अशोक शर्मा ने बताया कि वस्त्र निर्माण में चेन सिस्टम काम करता है और प्रायः सभी काम मशीनों के द्वारा ही सम्पन्न होता है। सिलाई–कटाई के कार्य में कई स्तर पर कार्य किया जाता है। इन अलग–अलग कार्यों में महिलाएं अपने कौशल के अनुरूप कार्य कर सकती है। इसमें बहुत ज्यादा पढ़ाई–लिखाई के बजाय लगन,



निष्ठा और समर्पण भाव की जरूरत होती है।

इस रोजगार मार्गदर्शन कार्यक्रम में ज्यादातर ऐसी महिलाओं ने भागीदारी की, जो अल्पशिक्षित या नवसाक्षर हैं। महिलाओं ने अत्यधिक जिज्ञासा प्रकट करते हुए अधिकारियों से उन्हें मिलने वाले पारिश्रमिक, काम के घंटे, कार्य स्थल तक आवागमन के संसाधन और मिलने वाली सुविधाओं की जानकारी हासिल की।

प्रारंभ में संस्थान की श्रीमती मीता ओझा ने कार्यक्रम के बारे में प्रारंभिक जानकारी दी। संस्थान के निदेशक डॉ. भूपेन्द्रसिंह बघेल ने बताया कि, जन शिक्षण संस्थान से प्रशिक्षण प्राप्त करने का लक्ष्य रोजगार हासिल कर स्वाभिमान से जीवनयापन करना है। वर्तमान में रोजगार के अवसरों की कमी नहीं है। आवश्यकता इस बात की है कि, सबका नियोजन सही रोजगार में हो। इस रोजगार कार्यक्रम का प्रमुख उद्देश्य महिलाओं को सुरक्षित और गुणवत्तापूर्ण रोजगार दिलाना था। द्वितीय दौर में रोजगार के लिए महिलाओं का साक्षात्कार और नामांकन किया जाएगा। इसके उपरांत महिलाओं को आधुनिक तकनीकों का प्रशिक्षण देकर उन्हें नियुक्ति दी जाएगी। सिस्टर टेरेसा तथा श्रीमती धापूबाई प्रजापत ने प्रशिक्षार्थियों की जिज्ञासा का समाधान किया। अंत में श्री रविकांत तिवारी ने आभार माना।

डॉ. भूपेन्द्रसिंह बघेल–निदेशक

श्रमिक दिवस पर आयोजन

जन शिक्षण संस्थान उमरिया



जन शिक्षण संस्थान उमरिया द्वारा मई 1, 2011 को श्रमिक दिवस के अवसर पर ग्राम पंचायत भरौला में "श्रमिक–परिचर्चा" का आयोजन किया गया। इस दौरान मजदूर हित, महात्मा गांधी राष्ट्रीय ग्रामीण रोजगार गारंटी योजना, जल संरक्षण, वृक्षारोपण, महिला साक्षरता, स्वास्थ्य एवं स्वरोजगार संबंधी विविध तथ्यों में विस्तृत चर्चायें की गई।

ग्रामीण मजदूरों को संबोधित करते हुए जन शिक्षण संस्थान उमरिया के प्रभारी निदेशक राहुल देव सिंह ने कहा कि देश के विकास में मजदूरों का अहम योगदान है। आज के समय में श्रमिक हित के लिए विभिन्न सरकारी योजनाओं के द्वारा उनकी दशा सुधारने के भरसक प्रयास किये जा रहे हैं। जिससे जहां एक ओर उनका व्यक्तिगत विकास संभव हुआ है वहीं सामाजिक दशायें भी बेहतर हो रहीं है।

कार्यक्रम में उपस्थित श्रमिक महिलाओं को जन शिक्षण संस्थान के कार्यक्रम एवं सहायक कार्यक्रम अधिकारियों ने भी संबोधित किया।

जन शिक्षण संस्थान गुना



जन शिक्षण संस्थान गुना व जिला विधिक सेवा प्राधिकरण के संयुक्त तत्वाधान में संस्थान के मुख्यालय हीरा बाग में विधिक श्रमिक सप्ताह के अन्तर्गत जागरूकता शिविर का आयोजन किया गया। इस कार्यक्रम का उद्घाटन जिला विधिक सहायता अधिकारी श्री वीरेन्द्र खरे ने किया। विशिष्ट अतिथि श्री भरतभूषण पाठक थे। कार्यक्रम की अध्यक्षता जन शिक्षण संस्थान के निदेशक श्री प्रशांत व्यास ने की।

श्री खरे ने कहा कि श्रमिकों के कल्याण हेतु लगातार कानून बनाए जाते रहे हैं। इसके लिए जागरुकता लाना अति आवश्यक है। श्रमिकों के लिए न्यूनतम वेतन 122/–रू प्रतिदिन रखा गया है। श्री पाठक ने बाल श्रम अधिनियम, बंधुआ मजदूरी, दास प्रथा को समाप्त करने के लिए शासन द्वारा किए जा रहे प्रयासों को विस्तार से बताया। श्री प्रशान्त व्यास ने अपने वक्तव्य में कहा कि श्रमिकों की जागरूकता के लिए यह साक्षरता कार्यक्रम चलाया जा रहा है। इसका लाभ स्वयं लें और दूर तक फैलाऐं, उन्होंने श्रमिकों को विधिक सहायता व लोक अदालत योजनाओ का लाभ लेने के लिए प्रेरित किया।

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Editor-in-Chief: Prof. B.S.Garg
Editor: Dr. Madan Singh
Tel: 011-23379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org

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अध्यक्ष ने किया संघ के कार्यों का अवलोकन

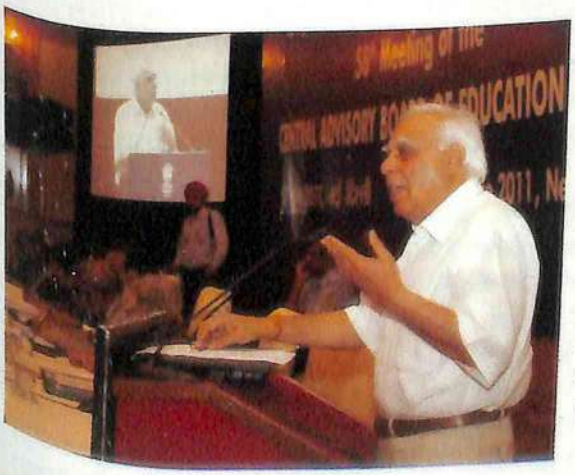


(बायें से दायें) मनोहर सिंह राणावत, भवानी शंकर गर्ग, कैलाश चौधरी

भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष तथा जर्नादन राय नागर राजस्थान विद्यापीठ (डीम्ड यूनिवर्सिटी) के कुलपति प्रोफेसर भवानी शंकर गर्ग तीन दिनों (20–22 जून, 2011) के दौरे पर दिल्ली आये। इन तीन दिनों में अध्यक्ष महोदय ने भारतीय प्रौढ़ शिक्षा संघ के कार्यों तथा सभी कार्यकर्ताओं के व्यक्तिगत उपलब्धियों का गहन अवलोकन किया। अध्यक्ष महोदय ने इस दौरान संघ के भोपाल और उदयपुर स्थित क्षेत्रीय कार्यालयों को और अधिक सुदृढ़ करने पर बल दिया। उन्होंने कहा कि इन क्षेत्रीय कार्यालयों द्वारा व्यापक गतिविधियों का संचालन किया जाना चाहिए। गौरतलब है कि राष्ट्रीय महिला आयोग, नई दिल्ली ने स्वयं द्वारा प्रायोजित पांच विधिक शिविरों (Legal Literacy) के आयोजन का दायित्व भारतीय प्रौढ़ शिक्षा संघ को सौंपा है। अध्यक्ष महोदय ने यह आशा व्यक्त किया कि ये सभी शिविर संघ के उदयपुर स्थित क्षेत्रीय कार्यालय द्वारा स्थानीय पांच गांवों में बेहतर ढ़ंग से क्रियान्वित किये जा सकेंगे।

इस दौरान संघ के उपाध्यक्ष डा. मनोहर सिंह राणावत, महासचिव श्री कैलाश चौधरी तथा कोषाध्यक्ष डा. मदन सिहं भी उपस्थित थे।

Free and Compulsory Education upto Class X



The Central Advisory Board of Education (CABE), the highest decision making body on education in the country in its 58th meeting in New Delhi on June 7, 2011 recommended free and compulsory education upto class X. As of now the Right of Children to Free and Compulsory Education Act, 2009 provides for free and mandatory education upto primary level, i.e. from class I to VIII.

The CABE Committee on extension of RTE will look into finance, infrastructure and legal requirements. The Rashtriya Madhyamik Shiksha Abhiyan, promising free education at the secondary level is already in place and could become the vehicle for extending RTE till the secondary level.

Innovative Curriculum for Prison Literacy

There are 1.30 lakh jail inmates in India who are illiterate. The percentage of illiterate inmates in 33 jails across the country stands at 33.68 percent which is higher than the national average of 26 percent. A small place like Daman and Diu which is a Union Territory has the maximum illiterate jail inmates at 67.44 percent and Kerala which is the most literate state has the illiterate jail inmates at 18.54 percent.

In 2009, at the Unesco conference on Higher Education, a special reference was made with regard to including prison inmates in the efforts to provide universal education. Hence, a humble beginning was made on April 13, 2011 by launching a Pilot Project at Tihar Jail, New Delhi by the National Literacy Mission Authority to educate the jail inmates for which NCERT has designed an innovative curriculum by integrating both the technology and life skills components aimed at their rehabilitation. It will not only teach them to read and write but also provide them the knowledge and skills to use the computer and mobile phone.

The National Literacy Mission Authority will review the outcome of the pilot programme before it is implemented in the rest of the jails across the country.

National Rural Livelihood Mission Launched



The National Rural Livelihood Mission (NRLM) of Union Ministry of Rural Development was launched by the Chairperson of UPA Smt. Sonia Gandhi on June 3, 2011 at the tribal dominated district of Banswara in Rajasthan. The main objective of this Mission is to reduce poverty through building strong grassroots institutions of the poor. These institutions enable the poor households to access gainful self-employment and skilled wage employment opportunities, resulting in appreciable increase in their incomes on a sustainable basis.

The National Rural Livelihoods Mission will put in place a dedicated and sensitive support structure from the national level to the sub-district level to focus on the poor, build and sustain their organisations at different levels. This will provide the poor a platform for collective action based on self help and mutual cooperation and they intern become a strong demand system, build linkages with mainstream institutions, including banks, and Government departments to address the various dimensions of poverty. These institutions would focus on ensuring timely and sustainable access to savings and credit services to meet their priority needs, both for social needs and livelihoods purposes and graduate them out of poverty.

Under NRLM emphasis will be given to the group approach, under which the rural poor are organised into Self Help Groups and efforts will be made that most of the benefits of the scheme are provided to the poor through Self Help Groups. However, in certain cases it may not be possible. In such cases, an individual member can also be considered for providing the benefits of the scheme. The first task for considering the benefits under the scheme to the individual beneficiary is to identify the most deserving beneficiary through a participatory identification of the vulnerabilities. The second task is to provide financial literacy and business counseling services to help the person in developing a business plans for financing. It is possible that the number of such potential beneficiaries would be more than the availability of the funds in a particular block. In such a case, the efforts would be made to select the best of the potential entrepreneurs.

Most Reverently Dedicated to the Poet's Poet Rabindranath Tagore

Poets like Tagore are seldom born. He was a great poet, not only of Bengali, but also of English, not only of India but also of the world. In one of his famous couplets, Poet Mohammad Iqbal says; the daffodil weeps for a thousand years over its blindness. Then is born a seer in the garden. So is true of Tagore who, like Iqbal, has transcended the confines of time. He is for all ages, for all people, for all generations. Recognising, this vital fact about Tagore, W.B. Yeasts, strongly recommended his name for the award of Nobel Prize, which the poet received in 1913, for his excellent work, GITANJALI, a collection of beautiful poems translated by the author himself from Bengali into English.

Though Tagore had no formal schooling and academic grind yet he was a genius of the first water and a man of multidimensional personality. According to M.K. Naik, Tagore "who touched and enriched Indian life at several points" was "a versatile genius of his age"- poet, dramatist, novelist, short story writer, musician, painter, thinker, educationist, nationalist and internationalist.

Tagore was a practical idealist who turned his dreams into reality at Shantiniketan. He was many persons, a darling of versatility, and still the same man at heart, an integral whole, the Rishi, the Gurudev.

The very characteristic of his personality finds its significant expression in the form of art- in his remarkable attempt to shape the destiny of his society, of his race, of his nation. He stirred them from their deep slumber and made them conscious; he gave form to their formless emotions; he showed them light. "Heaven of Freedom" is a representative poem is this regard:

- Where the mind is without fear and the head is held high;
- Where knowledge is free;
- Where the world has not been broken up into fragments by narrow domestic walls;
- Where words come out from the depth of truth;
- Where tireless striving stretches its arms towards perfection;
- Where clear stream of reason has lost its way into the dreary desert sand of dead habit;
- Where the mind is led forward by three into everwidening thought and action-Into that heaven of freedom, my father, let my country awake.

The poem in the form of a prayer articulates human freedom of all kinds and at the same time country's redemption. The significance of this poem in the Indian context as well as in the human context is evident from the fact that many are the schools in India today recite this at the school assembly every day.

It is clear that the above poem reveals Tagore's deep bond with his race. The heart of the society finds its meaning and completion in his words and contribution, Great personality also derive much from their internal connection with the masses- from their dim desires and green longing which affect and move their hearts and minds. Tagore is a priceless exhibition of greatness and illumination. There is no doubt about his tremendous capacity but at the same time he loved people and sang for them. His love for man was thick and deep.

It is undoubtedly creditable that without renouncing the values of ancient and middle Indian, Tagore accepted the challenges of modern Indian and Modern times. That is why he left an indelible mark on the Indian life and literature. Those who had cut themselves off from their own culture and civilization and followed the western movements had been uprooted from the national life. But by establishing a strong tie with the people and nation Tagore carried the flow of life to great heights and gave a spiritual meaning to it.

In sum, Rabindranath Tagore is among those who have surpassed the boundaries of time. This poet of Nature, Devotion and Humanity is for all places and for all civilizations. Like pure gold Tagore shines as brightly as ever.

Let us all salute the great soul!

Dr. Swati Chandorkar
Director
State Resource Centre
Bhopal

Celebration of Tagore's 150th Birth Anniversary

Gandhigram Rural Institute - Deemed University

The 150th birth anniversary of Gurudev Rabindranath Tagore was celebrated at Gandhigram Rural Institute, Gandhigram. Dr.SM.Ramasamy, Vice Chancellor in his inaugural address said that youth should imbibe the values, vision and mission of Rabindranath Tagore in their day today life. His ideas on education and universal brotherhood are not for one particular time or period but for



Dr. SM.Ramasamy, Vice-Chancellor while Inaugurating the programme

the times to come also.

Dr.N.Narayanasamy, Registrar in his presidential address said that Gandhigram Rural Institute was built on the lines of Srinikethan and Sevagram for education and rural reconstruction. Hence, as a mark of respect to Tagore an Academic block will be constructed at the cost of Rs.1.5 crore and will be named "Gurudev Rabindranath Tagore Block".

On this occasion Shri S.P.Srinivasan and Shri R.Venkaiyan were facilitated for their work in the area of youth development and involvement in sarvodaya activities.

A Cultural programme was also organised in which a number of children participated.

Dr.K.Chellappan, Head, Department of Lifelong learning welcomed the gathering while Dr.L.Raja, Associate Professor, Department of Lifelong Learning proposed the vote of thanks.

JSS, Silchar

Jan Shikshan Sansthan, Silchar celebrated the 150th birth anniversary of Rabindranath Tagore by organising a meeting in collaboration with Nandini Sahitya O Patha Chakra, an Indo-Bangla literary and cultural organisation. The main speakers of the meeting were Dr. Biswatosh Choudhury, Prof. Santanu Sarkar, Lecturers in Department of Bengali, Assam University and Shri Atin Das, a veteran journalist and poet. The topic was on women empowerment. All the speakers analysed the writings of Tagore and highlighted the inner contents of his writings on the empowerment of women. They



have taken particularly the points from 'Prabandha', 'Kalantar' and 'Russiar Chiti'.

The meeting was attended by the beneficiaries of on-going vocational courses, ex-beneficiaries, Resource Persons, members of the Board of Management, representatives of NGOs and cultural organisations and general public.

Local artists of Silchar presented a cultural programme in which they sang the songs written by Tagore. The entire programme was coordinated by the staff of JSS under the leadership of Shri Shauvik Das Choudhury, Director Incharge.



JSS, Coimbatore

Jan Shikshan Sansthan, Coimbatore celebrated Gurudev's 150th birthday by organising a series of programmes which included song (singing of National Anthem correctly) and essay writing for which topics given were "Gurudev Rabindranath Tagore", "Mahatma Gandhi and Nobel Laureate Gurudev" and "Gurudev in Freedom Movement". The functionaries, Resource Persons and trainees of JSS participated enthusiastically in the competitions.

Prizes were distributed to the winners of the competitions in a function which was presided over by Dr. V. Janarthanam, Member of the Board of Management of JSS. The Chief Guest was Dr. P. Kanagasabapathy, Director, Tamil Nadu Institute of Urban Studies.



JSS, Bengaluru

Jan Shikshan Sansthan, Bengaluru celebrated the 150th birth anniversary of Rabindranath Tagore by organising a meeting in the community hall, Ramamurthynagara, Bengaluru East. Smt. Muktha B. Kagali, Coordinator, JSS Foundation for Science and Society was the Chief Guest. In her address she highlighted Gurudev as a poet, artist, painter, musician and play writer. She also said that he was the first recipient of Noble prize in Asia and a proud privilege to have his two songs the National Anthem of India and Bangladesh.

Shri Mylarappa, Headmaster, Government School, Ramamurthynagara was the Special Invitee. He spoke in detail about Tagore as a Cultural Ambassador who visited several countries to deliver lectures on various topics.

The meeting was attended by the beneficiaries of JSS and general public.

Shri S. Rajappa, Director, Jan Shikshan Sansthan presided over the meeting.

JSS, Mysore and State Resource Centre, Karnataka

The Jan Shikshan Sansthan, Mysore in collaboration with the State Resource Centre, Karnataka celebrated the 150th Birthday of Rabindranath Tagore. Around 200 people participated out which a large number was beneficiaries from different vocational training courses of Jan Shikshan Sansthan. Prof. Lingadevaru Halemane, Director, Rangayana (Karnataka Repertory) presided over the function. Prof. N.S. Raghunath, Retd. Head of the Departments of English and Humanity Studies, Regional Institute of Education, Mysore who was also the Guest Faculty of Santiniketan for some years



was the Chief Guest. Others present were Shri Channabasappa, Director, Jan Shikshan Sansthan, Mysore and Shri Basavaraja Devanura, Programme Co-ordinator, Karnataka State Resource Centre.

Prof. N.S. Raghunath in his speech said that Gurudev Rabindranath Tagore was a self moulded, multifaceted personality. He was a writer, poet, educationist, painter, dramatist, musician, an ardent patriot and freedom fighter. He was the person who got referred as Gurudev by Mahathma Gandhi himself.

Prof. Lingadevaru Halemane in his presidential address said that Tagore's work 'Geetanjali' received Noble Prize in the year 1913 reflects the greatness of Indian Literature and Culture which was greatly appreciated by western people also. The National Anthem of India and Bangladesh are also the greatest contribution of Gurudev to humanity. Prof. Halemane further said that Tagore toured a large number of countries in the World and with that rich experience he started Shantiniketan with a lot of emphasis on education through mother tongue.

Some of the rarest photographs of Rabindranath Tagore with great personalities like Mahatham Gandhiji, Einstein, Tagore's family House, Shantiniketan Campus and some of his paintings were shown to the audience. Rabindra Sangeet was played for the benefit of the audience.

राज्य संसाधन केन्द्र, रायपुर

गत् 12 मई 2011 को कविगुरू रवीन्द्रनाथ ठाकुर की 150 वीं जन्मशती के अवसर पर राज्य संसाधन केन्द्र छत्तीसगढ़ द्वारा केन्द्र के सभागार में एक संगोष्ठी का आयोजन किया गया। संगोष्ठी



के मुख्य वक्ता प्रसिद्ध साहित्यकार डॉ. रमाकान्त श्रीवास्तव थे। जिला लोक शिक्षा समिति रायपुर के सहायक परियोजना अधिकारी एवं कवि श्री नर्मदा प्रसाद मिश्र, कार्यक्रम अध्यक्ष, श्रीमती जया भगवानानी, विशिष्ट वक्ता श्री समीर रक्षित, वरिष्ठ पत्रकार एवं देशबंधु पत्र समूह के प्रधान संम्पादक श्री ललित सुरजन ने भी संगोष्ठी में भाग लिया। इस अवसर पर स्वागत भाषण राज्य संसाधन केन्द्र के निदेशक श्री तुहिन देब ने दिया। कार्यक्रम का संचालन डॉ. मनीषा वत्स द्वारा किया गया।

मुख्य वक्ता डॉ. रमाकान्त श्रीवास्तव ने रवीन्द्र

साहित्य पर विस्तार से प्रकाश डाला। डॉ. श्रीवास्तव ने कहा कि कविगुरू रवीन्द्रनाथ ठाकुर के साहित्य में जीवन दर्शन छुपा हुआ है। कविगुरू रवीन्द्र का साहित्य साम्राज्यवाद तथा वर्ण व्यवस्था का विरोधी है। यह भारत की महान परम्परा, प्रेम एवं सौन्दर्य पर केन्द्रित रचना है।

श्री ललित सुरजन ने कहा कि कविगुरू की रचना में एक महत्वपूर्ण बात यह है कि वे अपनी कविता में ईश्वर से संकट में रक्षा करने की प्रार्थना नहीं करके संकट में लड़ने की शक्ति देने की प्रार्थना करते हैं। उन्होंने युवाओं से कहा – रवीन्द्रनाथ की कविताओं में मृत्यु का जिक्र कई बार हुआ है। उनकी कविताओं में मृत्यु से न डरने की भावना प्रबलता से परिलक्षित होती है। आज के युवाओं के लिए यह अत्यंत प्रासंगिक है।

श्री तुहिन देब ने कहा कि सन् 1913 में रविन्द्रनाथ ठाकुर को गीतांजलि पर नोबल पुरस्कार मिला। उसके अगले वर्ष 1914 में ही प्रथम विश्व युद्ध छिड़ गया। युद्ध क्षेत्र में मृत कवि विल्फेड आवेन की जेव से गीतांजलि (सांग आफरिग) की एक कविता मिली थी। "विदाई की बेला में यही बात जो मैं कह के जाऊगा" शीर्षक इस कविता को आवेन की माँ सूजान ने बाद में रवीन्द्रनाथ को भेजी थी।

इस अवसर पर श्रीमती दीपा श्रीवास्तव ने रवीन्द्रनाथ द्वारा रचित गीतों को रवीन्द्र संगीत की लय पर प्रस्तुत किया।

Disaster Drifters

In the small boat surging through waters of Brahmaputra River, Saajidha Bibi heard the warning shouts and looked back. A cliff of blue water filled the sky, as high as a house. The thin and frail 36 year old fisherwoman grabbed the handhold and braced herself. The boat was small and not meant for this. There were 10 people on board. They were going to attend a marriage party in the nearby village. At the oars Manghi was working hard and shouting, "Be careful... hold tight...it is a cyclone....very strong one."

Every one was scared. Saajidha Bibi was trembling and repenting. On radio she had heard the warnings about the cyclone but never paid attention. She remembered that Kalavati Didi, her Volunteer Teacher, when came to know about her trip, also reminded her about the cyclone warning. But now no use of repenting.

The tiny boat was tossing about in a vast wilderness of river water. Its violent swoops were worse than anything Saajidha had known. Everyone was shouting for help. Saajidha feared a breaking wave would roll the boat and rip it apart. Something has to be done but what is to be done is a big question? Water was continuously filling the boat and it may sink any moment.

She tried to recall the things that Kalavati Didi had taught her in the literacy centre about various types of disaster managements. But in this situation she could remember none. Then slowly she recalled that Didi had told that in such a situation most important is to keep calm, compose and be in senses. She also remembered some other things. She conveyed the same to others and it had some impact on them. Instead of shouting for help they started taking measures to encounter the cyclone. All of them were fishermen. By maintaining their cool and joint effort within four hours they were able to row their boat to a safer place.

Disaster whether natural or man made can strike at any time. The biggest problem with the disaster is the suddenness and swiftness with which it arrives. Hence, in order to reduce the severity of a disaster the response also has to be equally swift. If we are adequately prepared, it is possible to reduce the impact of a disaster. The impact can be reduced through a good understanding of preventive actions, as well as having the knowledge of certain life-saving tools and techniques, which when used at the time of the event of disaster can control the total damage to life and belongings.

According to experts there are certain types of disasters, where the loss during the actual event is not necessarily as high, but, the losses become very high due to inability to manage the situation in a timely manner. More often than not, it happens due to confusion and chaos in the context of too much loss, and inefficient utilization of resources - which are already strained.

Another thing which causes a lot of loss during certain kind of disasters is the inability to properly manage and secure the utilities, like: electricity, gas, water etc. On one side, each of these utilities are very important, and, on the other side, due to leakages/ruptures, some of these might come in contact with each

other, when they should not - causing further damage. Thus, the main motivation behind disaster management is to minimize the losses at the time of a disaster as well as to ensure most efficient utilization of resources.

In our country there are 17 states which are multi-hazard prone. These States are Assam, Arunachal Pradesh, Bihar, Delhi, Gujarat, Maharashtra, Meghalaya, Mizoram, Manipur, Nagaland, Orissa, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, Uttarakhand and West Bengal. In these states a Disaster Risk Management Programme has been taken up by the government of India with the assistance from UNDP, USAID and European Union. These states are being assisted to draw up state, district and block level disaster management plans. Village disaster management plans are being developed in conjunction with the Panchayati Raj Institutions and Disaster Management Teams consisting of village volunteers. Volunteers are being trained in preparedness and response functions such as search and rescue, first aid, relief coordination, shelter management etc. States and district level multi-hazard resistant Emergency Operation Centres are also being set up under the programme. Orientation training of masons, engineers and architects in disaster resistant technologies has been initiated in some of the districts and disaster resistant houses are being constructed on experimental basis.

The thrust of the programme is to build up capabilities of the community since the community is invariably the first responder. Capacity building of the community has been very helpful even in normal situations when isolated instances like drowning in water, fire etc. take place. With the creation of awareness generation on disaster management, the communities will be able to function as a well-knit unit in case of any emergency.

- Nishat Farooq

I am Proud of My Students



On the other day I went to Chentex (Chennimalai Weavers Cooperative Society Ltd.) in Loom World located in Saibaba Colony, Coimbatore alongwith my friend to purchase handloom bed sheets and towels. Loom World has a number of outlets opened by different cooperative weaving societies at one place. When we were making the purchase, a person was standing behind us. The sales man of Chentex asked him what he wanted for which he told in a low voice that he can wait. After we have completed our purchase and settling the bill in the counter, the person standing behind us said Namaskar to us in all humbleness. I immediately could not recognise the person. Realising this he himself told that he underwent Motor Rewinding Course for six months in the year 1992 in JSS, Coimbatore which he said changed his life totally.

I got interested in him and asked for more information. He said that when he came to JSS he was only 10th standard pass with no technical skill on hand. After the training in JSS he joined in M/s Aqua Pumps as a worker on daily wage. After a few years he had joined in a technical institution as a part time student in 1997 and got a Diploma in Electrical and Electronics in the year 2001. Today he is working as a Technician in the same company and getting a salary of Rs.17,000/- per month. He told that he is quite satisfied with his family life as he is having a decent income and additionally he gets around Rs.45,000/- as Deepawali bonus every year.

In the meantime, a lady entered into the shop and said Namaskar to us. I could immediately recognise her as Manjula Babu who was a JSS trainee in the course Cutting and Tailoring in the year 2009. Now she is working in Kalico Tex. She told us that she was working on daily wage in the same Cooperative society before training. She had undergone six months training in JSS during lunch break which has given her a permanent position in the cooperative society with a fixed monthly salary of Rs.4000/-.

My friend was spell bound on seeing those two prosperous trainees of JSS. I looked at him with proud and said my dear they are my students.

- V. Balasubramaniyan
Director, JSS
Coimbatore

आयोजित हुई सी. एल. एस. की प्रयोगात्मक परीक्षा



राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, भारत सरकार द्वारा 'पुस्तकालय विज्ञान में प्रमाण पत्र' कोर्स संचालित किया जाता है। इस कोर्स के संचालन का एक केन्द्र भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली भी है। दिनांक 18 मई, 2011 को भारतीय प्रौढ़ शिक्षा संघ द्वारा संचालित केन्द्र पर उपरोक्त कोर्स हेतु प्रयोगात्मक परीक्षा आयोजित की गई जिसमें नौ विद्यार्थियों ने भाग लिया। इस कोर्स के लिए लिखित परीक्षाएं 5 से 13 मई, 2011 को राजकीय सर्वोदय बाल विद्यालय, पहाड़गंज, नई दिल्ली में आयोजित की गई थी।

Say No to Tobacco

In a bid to spread awareness about the dangers of smoking and tobacco use in any form, the Anti Tobacco Day was observed on May 31st all over the world including India. A number of programmes were organised both by Government organisations and NGOs to crate awareness about the ill effects of tobacco.



One of the awareness programmes was organized in Delhi by All India Women Conference (AIWC) in collaboration with HRIDAY-SHAN (Health Related Information Dissemination Amongst Youth-Student Health Action Network), a known Delhi based NGO of health professionals and social scientists engaged in activities aiming to promote health awareness and informed health activism among school and college students in India.

Hriday-Shan works in collaboration with World Health Organisation (WHO) and the Ministry of Health and Family Welfare, Government of India to promote health awareness and has been awarded the WHO Director General's Award for contribution to tobacco control in 2002.

On the invitation of All India Women's Conference, 20 trainees of the vocational courses along with the Resource Persons from Trilokpuri Extension Centre of Indian Adult Education Association participated in the programme. They were guided by Smt. Kalpana Kaushik, Assistant Director and Shri Jai Bhagwan.

Prof. K. Srinath Reddy, the Honorary Executive Director of Hriday-Shan and former Professor and Head, Department of Cardiology at the All India Institute of Medical Sciences made a slide presentation in which he highlighted the global data of tobacco users.

In another presentation Dr. Neha Singh said that there is an alarming increase in the number of tobacco users in the last many years all around the world, out of which almost 40% are in China and India alone. She further said that smoking may give a comfortable feeling to the user but in reality it eats him from inside. Shri Nikunj Sharma in his presentation said that to say no to tobacco one really needs a strong self determination.

As part of the programme an exhibition was organized in which ill effects of tobacco was highlighted.

World Environment Day



World Environment Day was observed by all the member countries of UN on June 5th. The theme for the year 2011 was Forests: Nature at Your Service as it covers one third of the earth's land mass, performing vital functions and services around the world which make our planet alive with possiblities. Infact, around 1.6 billion people depend on forests for their livelihood.

Gold Medal for Shri Biresh Pachisia



Shri Biresh Pachisia did one year Post Master Diploma in Adult and Continuing Education in the year 2010-11 in the Department of Adult, Continuing Education and Extension, University of Delhi and successfully completed the same with a Gold Medal. The Department organized a small function on May 28, 2011 in the University Guest House in which Shri Biresh was handed over the Gold Medal by Prof. Umesh Rai, Director of South Campus. On this occasion Prof. Anand Prakash, Dean, International Relations, Dr. Rajesh, Member, Academic Council were also present. Dr. V. K. Dixit of the Department of Adult, Continuing Education and Extension facilitated the function.

The Indian Adult Education Association congratulates Shri Biresh Pachisia, a Life Member of the Association for the merit achieved by him.

Capacity Building Training for Course Instructors

Jan Shikshan Sansthan, Mysore recently introduced Machine Embroidery training course for which it procured fashion maker machines from a leading company. In order to enable the vocational resource persons to use the machines well, a one day capacity building training was organised by JSS in which 50 persons participated. Ms. Rashmi and Shri Anand from M/s Singer India Limited Company imparted the training.



While inaugurating the training Shri Channabasappa, Director, JSS stressed the need and importance of capacity building training programmes for resource persons to improve the quality of training.

Award of Ph.D. Degree



Shri Prabhakar Singh, Programme Associate in State Resource Centre, Indore has been awarded the "Doctor of Philosophy" (Ph.D.) Degree by Barakatullah University, Bhopal in the field of Sociology for his research topic titled **"Impact of Libraries and Cultural Centres in Rural Socio-Economic Development"**. He has completed the research study under the guidance of renowned Social Scientist Prof. R. G. Singh.

JSS, Warangal: Jute Bag Making Training for Minority Girls



Warangal in Andhra Pradesh is a tri-city which includes Hanamkonda and Khajipet. The city has large number of business establishments, shops and molls. In view of the district administration's recent ban on use of plastic bags, there is a sudden demand for jute bags. Hence, JSS Warangal started a training programme on Jute Bag Making with three months duration at Khajipet in which 16 Muslim girls are undergoing training. Already market survey has been done both by JSS and the participants to promote sale of bags.

C. Nageswara Rao
Director

राज्यपाल श्री शेखरदत्त ने किया 'नई इबारत' का विमोचन



गत 3 जून 2011 को छत्तीसगढ़ के महामहिम राज्यपाल श्री शेखर दत्त द्वारा साक्षर भारत कार्यक्रम के तहत राज्य में संचालित "साक्षरता से महिला सशक्तीकरण" पर केन्द्रित राज्य संसाधन केन्द्र की पत्रिका "नई इबारत" का विमोचन किया गया। महामहिम ने पत्रिका देखकर बधाई दी और राज्य संसाधन केन्द्र की साक्षरता से महिला सशक्तीकरण के पथ पर यात्रा के लिए शुभकामनाएं दीं। उन्होंने कहा कि महिलाओं की सफलताओं को संजोए यह अंक छत्तीसगढ़ की जनता के लिए निश्चित ही उपयोगी साबित होगा। इस अवसर पर केन्द्र के प्रतिनिधियों ने राज्य की प्रथम महिला डॉ. सुष्मिता दत्त से भी सौजन्य भेंट की।

नई इबारत के विमोचन के अवसर पर राज्य संसाधन केन्द्र के निदेशक श्री तुहिन देब, केन्द्र के संचार समूह प्रभारी श्री राजकमल नायक, केन्द्र की सामग्री निर्माण प्रभारी डॉ. मनीषा वत्स, कार्यक्रम अधिकारी श्रीमती आरती श्रीवास्तव, कार्यक्रम अधिकारी श्री अतीक जैदी और जनसंपर्क अधिकारी श्री पंकज गुप्ता भी उपस्थित थे।

Think Like Millionaire

A man walked into a bank in New York City one day and asked for the loan officer. He told the loan officer that he was going to Philippines on business for two weeks and needed to borrow $5000. The bank officer told him that the bank would need some form of security for the loan. Then the man handed over the keys of a new Ferrari car parked on the street in front of the bank. He produced the title and everything checked out. The loan officer agreed to accept the car as collateral for the loan. The bank's president and its officers all enjoyed a good laugh at the guy for using a $2,50,000 Ferrari car as collateral against a $5000 loan.

An employee of the bank then drove the Ferrari car into the bank's underground garage and parked it there. Two weeks later, the guy returned, repaid the $5000 and the interest, which came to $15.41.The loan officer said, "Sir, we are very happy to have had and this transaction has worked out very nicely, but we are a little puzzled. While you were away, we checked you out and found that you are a multi-millionaire. What puzzles us is, why would you bother to borrow "$5000?. The millionaire replied: "Where else in New York City can I park my car for $15.41 and expect it to be there when I return".

Well that's how the rich stay rich; they know a lot more about Money Management. All the millionaires I have met in my life were penny wise. Look after your cents and the Dollars will look after themselves.

- taken from e-mail

Every Success also is a Story of Failure

Failure is the highway to success. Tom Watson Sr. said that if you want to succeed, double your failure rate. If you study history, you will find that all stories of success are also stories of great failure. People always see one side of the picture and say that the successful person got luck and must have been at the right place and right time.

The story below is the typical example of how a success came after great failures:

- This was a man who failed in business at the age of 21.
- Was defeated in a legislative race at the age of 22.
- Failed again in business at the age of 24.
- Overcome the death of his sweetheart at the age 26.
- Had nervous breakdown at the age of 27.
- Lost a congressional race at the age of 34.
- Lost a Senatorial race at the age of 45.
- Failed in an effort to become the Vice President of his country at the age of 47.
- Lost a Senatorial race again at the age of 49 and
- Was elected the President of the United States of America at the age of 52.

This man was Abraham Lincoln

Would you call him a failure? He could have quit but to Lincoln defeat was detour but not a dead end.

World Assembly of the International Council for Adult Education

The Eighth World Assembly of the International Council for Adult Education (ICAE) was held at Malmo City in Sweden during June 14-17, 2011. It was attended by 755 delegates from 82 countries representing UN, multi and bilateral agencies, government, civil society and academic institutions. The event is considered as the second biggest after CONFINTEA that brings together adult educators and learners around the world every four years is a celebration of the importance of adult education for the construction of just and equitable societies. The ICAE World Assembly was held back to back with the General Assembly of the European Association of Education of Adults, National Conference of the Swedish National Council of Adult Education and the Nordic conference on Adult Education.

The main theme of the Assembly was- **A world worth living in- Adult learning and education: a key to transformation**

The objectives of the Assembly were:

- To provide a collective space to strongly affirm the right to lifelong learning and education for all and to assert the immense value of adult education and learning in enabling citizens

to build a world worth living in and

To identify the priorities of lifelong learning and education and to develop proposals for action at a global, regional and local level.

The Assembly was preceded by a series of virtual seminars held during March - April 2011 on different themes. They were: (1) Lifelong learning for sustainability in a climate changing world; (2) Follow up to the MDGs, the EFA Goals and the CONFINTEA agenda; (3) No right to decent work without decent learning and (4) The Nordic folkbildning and worldwide challenges. Over the period of one month, a total of 68 contributions and comments circulated by email, paving the way for deepened debate at the World Assembly.

The deliberations of the Assembly revolved around the following four main themes:

1. Adult Education as a Right and a Profession - Follow-up to International Agreements as the MDG's, the EFA goals, and the CONFINTEA Agenda.
2. Lifelong Learning for sustainability in a climate changing world.
3. No right to decent work without right to learn
4. Northern folkbildning / folkeoplysning and worldwide challenges.

There were two keynote addresses delivered by Professor Gita Sen of Indian Institute of Management, Bangalore on **Intellectuals and Intellect-Workers: the Role of the Educator in Today's Fierce World,** and Dr. Richard G. Wilkinson of the University of Nottingham on **The Spirit Level: Why More Equal Societies Always Do Better**. Apart from the two plenary sessions, there were 32 parallel workshops covering different aspects of adult learning and special interest group workshops and study visits. One of the highlights of the Assembly was an opportunity for the participants to gain first hand exposure to the Scandinavian model of adult education which revolved around folk schools.

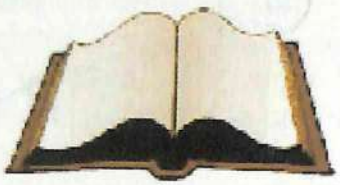
Scandinavia has a more than 150 years tradition of folkeoplysning/folkbildning. From the start of the folk high school movement in Denmark in the 1840th through the "invention" of the Study Circle in Sweden and temperance movements of the 20th century (1902) , the focus was on development of democracy which goes hand in hand with learning and enlightenment.The Nordic term "folkeopplysning"(Danish/Norwegian) or the Swedish synonym "Folkbildning" is close to "liberal education and learning", "popular learning", "popular education" and "community learning" but has also its special characteristics. Nordic folkeoplysning consists of liberal education and learning, the education and learning of organizations within civil society and social movements, day folk high schools, popular universities and residential folk high schools. It has never been ruled neither by tradition, science nor the state, but alone be moved by what the popular movements and the popular meetings face to face show up as "benchmarks" for the good life and the democratic development of society. The core of folkeoplysning is the active and voluntary participation in common activities."This profile of folkeoplysning/folkbildning tells us much about the close connection this tradition has established from the start 150 years ago and up to now.

The Assembly provided an opportunity for developing international collaboration between researchers, practitioners, politicians, social movements, various adult education organizations and other stakeholders in the area of lifelong learning and strengthening the already existing networks. There were three organizations representing India at the World assembly viz; Indian Adult Education Association, Nirantar and PEACE. Professor S. Y. Shah represented Indian Adult Education Association at the Assembly.

Prof. S. Y. Shah
Jawaharlal Nehru University
New Delhi

R.N.I. No. 53577 /1991
Postal Regn. No. DL(C).01/1160/2010-2012

Documents



Jennings, James. **Asia and the Pacific Education for All (EFA) mid-decade assessment: South Asia sub-region synthesis report.** Bangkok: UNESCO, 2009: 224 p.

The EFA mid-decade assessment called for the holding of regional and national assessments aimed at identifying problems, issues, policies and strategies of education reform to ensure that education will reach the unreached groups. The theme of the assessment is "reaching the unreached", focusing on quality and equality in access and participation in achieving each of the six EFA goals. The MDA was conducted in 35 countries of the Asia-Pacific region from 2006-2007. Following the EFA MDA, the Mid-Term Review took place from 2007-2008. As a result, countries prepared national reports, documenting progress and achievements towards the EFA goals by the target date of 2015, as well as remaining challenges.

McKenna, Michael C. ed. **Promoting early reading research, resources, and best practices.** Guilford Press, 2010: 286p.

This book describes ways to enhance early literacy skills in 3- and 4-year-olds, especially those from low-income families. Presented are scientifically based methods and approaches that are being applied in Early Reading First programmes around the country. Important topics include promoting oral language and phonemic awareness, conducting read-alouds, setting up effective classroom environments, meeting the needs of English language learners, providing effective preschool coaching, using assessment to plan instruction, and helping students transition to kindergarten. Contributors also share lessons learned about evaluating and sustaining high-quality programmes.

Pandya, Rameshwari. **Adult and non formal education.** New Delhi; Gyan Publishing House, 2010: 400 p.

This book describes, evaluates and even theorizes, wherever necessary the important issues of adult education and non-formal education. The new and innovative teaching methods which were used over the years for action projects and community outreach programmes are discussed in detail. Combination of teaching strategies, charts, posters, flash cards, mobiles, dramas, folk dramas like bhavai, role plays, street plays, puppets, focus group discussions can be used for imparting education to the people of deprived section of community living under adverse conditions. The book is based upon belief that the education has a larger canvas than literacy and the action itself can and should be used as a medium of education. The important issues like capacity building of rural women through self help groups, vocational education, functional literacy, health education, the development goals environmental education, gender mainstreaming and empowerment of women, training disabled and leadership training are covered in the book. The entire book shows how these content areas can be addressed through action programmes.

Unesco. **EFA Global Monitoring Report 2011: The hidden crisis: Armed conflict and education**. Paris, UNESO; 2011: 416p.

The book documents the devastating effects of armed conflict on education. It examines the widespread human rights abuses keeping children out of school. The Report challenges an international aid system that is failing conflict-affected states, with damaging consequences for education. It warns that schools are often used to transmit intolerance, prejudice and social injustice.

This ninth edition of the Education for All Global Monitoring Report calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on schoolchildren and schools. It sets out an agenda for fixing the international aid architecture. And it identifies strategies for strengthening the role of education peace building.

The Report includes statistical indicators on all levels of education in more than 200 countries and territories.

Yates, Lyn and Grumet, Madeleine ed. **World Yearbook of Education 2011 Curriculum in Today's World Configuring Knowledge, Identities Work and Politics.** Routledge, 2011: 254 p.

This volume brings together international contributors to analyze and reflect on the way the events of the last decade have influenced the curriculum in their countries. As they address nationalism in the face of economic globalisation, the international financial crisis, immigration and the culture of diaspora, they ask how national loyalties are balanced with international relationships and interests. They ask how the rights of women and of ethnic and racial groups are represented. They ask what has changed about history and civics post 9/11, and they ask how countries that have experienced profound political and economic changes have addressed them in curriculum.

These interactions and changes are a subject of particular interest for an international yearbook in that they are almost always permeated by global movements and influenced by multinational bodies and practices. And as these essays show, in curriculum global and international issues are explicitly or implicitly also about local and national interests and about how citizens engage their rights and responsibilities.

This volume brings together a new approach to perspectives on curriculum today and a new collection of insights into the changes from different parts of the world which discuss:

- How is the world represented in curriculum?
- How do responses to world events shape the stories we tell students about who they are and can be?

(SC Dua and Neha Gupta)

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Editor-in-Chief: Prof. B.S.Garg **Editor: Dr. Madan Singh**
Tel: 011-23379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org

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INDIAN ADULT EDUCATION ASSOCIATION

National Conference on Saakshar Bharat, Belem Framework and LIFE

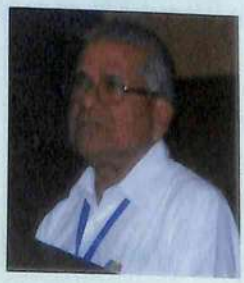


A two day National Conference on Saakshar Bharat, Belem Framework and Literacy Initiative for Empowerment (LIFE) was organized by the National Literacy Mission Authority on June 27-28, 2011 at Eagleton, Bidadi, Bengaluru. This conference was a pre-cursor to International Conference scheduled to be held at New Delhi from Sept 8-10, 2011. The participants included experts, literacy activists, field functionaries, subject specialists and officers of government of India and state governments.

The conference was inaugurated by Dr. D. Purandeswari, Union Minister of State for Human Resource Development. In her address she said that the ultimate goal of literacy programme is not simply eradication of illiteracy but engaging people in lifelong learning through universal access to written culture. She said that lifelong learning has become increasingly the key organising principle for education and training systems and for building learning societies of the 21st century. The overall shift from education to learning has shaped literacy into a broader and more holistic concept. She concluded her speech by stating that economic and cultural globalisation means continues learning for survival, improvement in quality of life and development of human, social, economic and cultural aspects.



The Keynote address was given by Dr. L. Mishra, Former Secretary to Govt. of India and presently Special Rapporteur, National Human Rights Commission. In his address Dr. Mishra narrated in detail about major literacy programmes implemented in India, their achievements and the special features of Saakshar Bharat Programme. He also explained about the Belem Framework for Action and Literacy Initiative for Empowerment and their interconnection with Saakshar Bharat Programme. Dr. Mishra was









of the opinion that each country is uniquely placed with its own geographical, topographical and demographical indicators, ethos and culture, peculiarities, complexities and sensitivities. Hence, one can only draw inspiration and strength from the experiments abroad and may not be able to replicate cent-percent in India. All the experiments made in India in the field of literacy and adult education are learning - experience and contributed a lot for the success of the programme.



Shri Jagmohan Singh Raju, Joint Secretary (AE) & Director General (NLMA) gave welcome address and introductory remarks. Shri G. Kumar Naik, Secretary (Education), Govt. of Karnataka proposed vote of thanks.



Smt. Cauvery, Director of Mass Education, Govt. of Karnataka compere the programme.

The Business Session was divided into six Technical Sessions devoted to chosen topics and each technical session was coordinated by a moderator. They were:

1. LIFE and Saakshar Bharat: Access, Inclusion and Empowerment (Moderator: Ms. Chandana Khan, Principal Secretary, Primary Education, Govt. of Andhra Pradesh)
2. LIFE and Saakshar Bharat: Design and Delivery of Literacy Programme (Moderator: Prof. Denzil Saldanha, Former Senior Faculty, Tata Institute of Social Sciences, Mumbai)



3. LIFE and Saakshar Bharat: Monitoring, Evaluation and Assessment (Moderator: Shri N. Sathyam, Former Secretary to Govt. of India)



4. Belem Framework and Saakshar Bharat: Adult Literacy (Moderator: Shri K.K. Krishnakumar, Chairprson, BGVS)
5. Belem Framework and Saakshar Bharat: Policy and Funding (Moderator: Dr. B. S. Baswan, Former Secretary to Govt. of India)



6. Belem Framework and Saakshar Bharat: Strategic Shifts from Literacy to Lifelong Learning (Moderator: Dr. Aariz Aftab, Principal Secretary, Education, Govt. of West Bengal)



In the Technical Sessions papers were presented on different topics by experts and subject specialists and at the end of each session questions were raised for which



panelists gave answers. The topics and the panelists were: Women and Other Excluded Groups in Rural Areas (Ms. Shalini Joshi), Improving Access and Inclusion Overcoming the Barriers (Dr.Razia Patel), Literacy and Empowerment (Dr. Vandana Chakraborti), Improving Quality for Sustainable Literacy (Prof. Nasreen Rustomfram), Decentralization and Institutionalization for Effective Delivery (Prof. M.K. Jamuar), Convergence (Dr. A. Mathew), Chamba Model of Convergence (Dr. O. P. Bhuraita), Resource Support (Dr. Anita Priyadarshini), Learner Assessment (Prof. S.S. Jena), Management Information System (Dr. Gautam Bose), Benefiting from MIS for Effective Management of Saakshar Bharat (Shri G. Kumar Naik), Evaluation (Prof. Nayan Tara), Achieving EFA Goals for Literacy (Shri Prem Chand), Rights Perspective (Dr. Vandana Chakraborti), Literacy for Inclusive and Sustainable Development (Dr. Anita Dighe), Saakshar Bharat:



Andhra Pradesh Experience (Ms. Chandana Khan), Strengthening India's Adult Education Policy in context of Belem Framework (Shri K. K. Krishnakumar), Allocation of Budgetary Resources for Adult Education (Ms. Shakila Shamsu), Financing and Budgeting of Adult Education (Prof. J.B.G. Tilak), Need for Strategic Shift in context of Belem Framework (Dr. V. Mohankumar), International Models in Contemporary Adult Education (Shri Sanjeev Roy) and India's New Perspective on Adult Education (Dr. A. Mathew).



The valedictory address was given by Prof. R. Govinda, Vice Chancellor, National University of Educational Planning and Administration (NUEPA) and major findings and concluding remarks were given by Shri Jagmohan Singh Raju, Director General, NLMA.



Mushtaq Saheb (1919-2011): An Eminent Adult Educationist



I got a call on July 12, 2011 from Samir, the son of Shri Mushtaq Ahmad about his sad demise which immediately made my thoughts to go on fast track about Mushtaq Saheb, the eminent personality. He was one of the well known adult educationists in India who dedicated his entire life to the field of adult education. He followed with passion his main interest 'Literacy'. He was like a father figure, an intellectual and a dedicated practitioner. I am sure that in his death he joined his fellow colleagues like Satyan Maitra, SC Datta, Chitra Naik and Rama Bahen Desai marking the end of an era.

Mushtaq Saheb was born in district Azamgarh of UP in the year 1919. After completing his primary education from Burma he did graduation from Aligarh Muslim University and post graduation from Michigan State University, USA. He grew up in the days when adult education was in its infancy. It was the period of freedom struggle and later on partition and due to the prevailing conditions in those days he became more interested in adult education and never practiced any religion. He started his carrier from Jamia Millia Islamia in 1942 in the Department of Publication as Assistant Administrator. In 1948 he became Head of the Department of Adult Education. He was one of the persons who initiated the establishment of Research, Training and Production Centre for Adult education in JMI in 1955 and later became its Director. Since then there was no break in his carrier till 2009. He headed institutions like Literacy House, Lucknow, State resource centre Jamia Millia Islamia, State Resource Centre Literacy House and National Institute of Adult Education. He also served as Literacy Advisor to UNESCO Nigeria for 13 years, Member of National Literacy Mission Authority, Chairman of Evaluation Committee and member of several other committees.

I was lucky to have worked with him and learn many things from him. I still remember how at the age of 70 plus he was full of energy and used to ride bicycle and reach office before all the staff. I never saw him tired or exhausted. He had tremendous will power, dedication, punctuality and respect for others. I have learnt from him that obstacles do not deter the determined person. One must keep trying without giving up, until one succeeds. One incident I can not forget till date was that when he got operated for gallbladder and discharged from the hospital; instead of going home he came directly to office in a cycle rickshaw, even when his stitches were raw. That was the dedication he was having for his duties. He always treated the staff members in office as

family and extended even personal help many times.

He had a strong belief that mere theoretical knowledge is not enough and as an adult educator one must spend more time in the field. He himself never missed any opportunity to visit the field. Due to his versatile personality he had in depth knowledge and experience of different subjects concerning literacy and adult education. In 1984 he was honoured with Nehru Literacy Award by Indian Adult Education Association for his contribution in the field of adult education. I remember that day he was very happy as his work was recognised. But he said, "Keep working, and don't expect rewards because you don't get it easily. Always be ready for criticism. If you could bring happiness in some one's life, it will be the greatest reward and honour".

India has lost an eminent educationist, scholar, literacy worker, an intellectual and a social worker in the death of Mushtaq Saheb. I can only say Mushtaq Saheb will always be remembered as he left footmarks on the sand of time.

May his soul rest in peace.

A Tribute by Nishat Farooq

NSSO 66th Round: Urban-Rural Gap Gross

UN Millennium Development Goals say that India has contributed to a large reduction in global poverty. However, it also points out those most vulnerable sections of society are being left out. This has been corroborated by the 66th round of quinquennial survey conducted by National Sample Survey Organisation (NSSO).

The survey for monthly household expenditure conducted by NSSO for the year 2009-10 shows the average rural spending at 1053 and urban spending at 1984. When compared with a similar survey in 2004-05, the new survey shows the average monthly expenditure in urban India increased by 832 as compared to 492 in rural area. It resulted in rural-urban difference in monthly per capita expenditure being 88 percent in 2009-10.

The survey also shows that income in urban India increased much more than in rural India despite the central government introducing Mahatma Gandhi Rural Employment Guarantee Scheme aimed at improving the rural income and social security.

Magic of the Forest

The leaves rustle and I suddenly see a deer peeping out of woods. "Can you see him" I whisper to Kundani who accompanied me to this forest in Chhattisgarh. "He is so beautiful!"

Kundani nods, delighted, "I see him every day." Kundani is a Prerak. I have come all the way from Delhi to visit Lok Shiksha Kendra in her village. Her village is in the heart of forest where gigantic trees are growing with different colours in their leaves. Orchids are blooming everywhere like wild. I am spell bound to see the waterfall hundred meters from the ground level showing a rainbow like view as early morning sunlight hit it. It is very beautiful seeing the water cascading down to the river. We descended the river's edge. The water is crystal clear and fresh.

The mountains are presenting panoramic view. Flowers and trees are covering the sides of the mountains like coloured canopy. Thousands of fruit trees and vines are growing there. I try to pluck a fruit, but Kundani stops me and tells me to be careful as some of them may be poisonous. She warns me about other dangers of the forest also like snakes, wild animals, poisonous insects etc. But I am not paying attention to her warnings. It is peaceful, cold but relaxing. I am walking under trees drinking beauty of the forest with eyes. Great trees are standing with their heads high up in the air. Their branches are swaying if with the wind as I welcoming us. However, I noticed that at some places there was gap between trees as if trees have been cut from there. But I am not sure as there is no clear evidence that trees existed there.

Suddenly magic of the forest is broken. We have reached the village. People are waiting for us. They present me beautiful bouquets and garlands of wild flowers. They take me to the Lok Shiksha Kendra

The Kendra is housed in a small beautiful hut. The furniture is made locally by the villagers out of wood. Every thing is indigenous. Many men and women have gathered there. They are keen to know why I choose to walk instead of taking proper road and travel by car. I explain them the environmental condition of Delhi and my love for pure and pollution free environment. I draw picture of Delhi where in place of trees we have sky-scrapers and roads full of cars polluting the environment. I tell them how we have to destroy and cut trees to make space for housing and roads. I also share with them my doubt about felling of trees in their forest and ask if they cut trees for their daily use.

They are shocked. Surpanch of the village responds to my query, "We live in the forest. It is more than home to us. Who wants to destroy their home? We depend on it for everything - poorer the people, the greater the reliance. For us forest is not like most other natural resources. For fuel we collect dry twigs and leaves. We eat fruits of the trees. For cure we use herbs which grow wild in the forest. How can we destroy it by cutting trees? " He demanded to know.

I asked, "Then who cuts the trees?"

Crowd was silent for a moment then a young person said," It is the work of timber mafia. In this work many people are involved. Trees are very expensive. They earn lot of money by selling trees. I agree that some times they pay heavily so some of us help them in felling the trees. But we never cut trees for ourselves."

I know he was telling the truth. On the way to forest I have observed that who so ever have cut trees tried to destroy the evidence. Villagers agreed that after cutting trees, timber mafia systematically covers up their tracks. All the unused portion of the tree which is unviable is taken by the gullible villagers as fuel wood. The roots of the trees are uprooted. In some places stumps of the cut trees are chiseled on all sides so that the exact volume of wood cannot be calculated. In a few places they cut trees with powered saws so close to the ground that new foliage hides the evidence. The biggest problem is that after a few years the evidences get destroyed because of natural reasons and no one knows what happened to the trees.

I asked, "Your home is being destroyed and you are doing nothing to stop it? Why don't you do some thing to stop this racket?"

Sarpanch said, "We are pained when trees are cut. But it is difficult to fight timber mafia."

"I agree. But someone has to stop it. It needs organized effort. You might have heard about Chipko Movement. Chipko movement, started in 1970s was aimed at protection and conservation of trees and forests from being destroyed. It was started by Uttarakhandi women to save the trees. The villagers used to hug the trees and protect them from woodcutters. It was a peaceful resistance to achieve the goal. It was the movement against those people who were destroying the natural resources of the forest and disturbing the whole ecological balance. You will be surprised to know that one woman Gaura Devi organized the women of her village to protect the trees from the company that won the auction. They physically prevented the tree felling thus forcing the government to place 10 year ban on all tree felling. Later on ban was imposed in Himachal Pradesh, Karnataka, Rajasthan, Bihar, Western Ghats and Vidhayan. All this was done on the order of the Prime Minister after strong protests by the activists through out the country. After that many women prevented tree felling in many other forests along Himalayas. They also set up cooperatives to guard local forests and to organize fodder protection areas that would not harm the trees. Within Chipko Movement, women joined in land rotation schemes for fodder collection, helped replant degraded land, and established and run nurseries for selected species of plants. The movement was so strong that by 1980s, it spread throughout the country and led to formulation of people sensitive policies and stopping of open filling of trees in the region."

The crowd was exited. Women were specially feeling proud of Gaura Devi. I further said, "Media is very strong now-a-days. It may support you. We have to think and do something to stop felling of trees only then we can leave undestroyed forest for our children"

I stayed for two days in the village. It was a great experience. People, especially women asked many questions and wanted to know more about environment conservation and I returned home with full of hope that the forest will continue undisturbed and the trees will be there for our great grand children to see in the future.

- Nishat Farooq

IAEA Rajasthan State Office Opened

In order to strengthen the programme implementation, a State Office of Indian Adult Education Association has been opened in Rajasthan at Udaipur. Shri Shyam Sunder Nandwana has been appointed as the State Coordinator. The newly opened State Office has already started planning to organise, seminars, symposium and conference on topics of current interest in the field of adult and lifelong education. It is also planning to publish materials on environment protection, population education, disaster management, education, health, legal literacy, female literacy and about government schemes.

The State Office has already started engaging in membership drive for the Association. The address of the State Office is 57, Gokul Nagar, Near Ganesh Temple, Udaipur - 313 001. (Tel: 0294-2420881)

A Large Number of Children out of School in Delhi



As per the survey undertaken by Samajik Suvidha Sangam Society in 2009 a total of 2.42 lakh children in the national capital are out of school and only 71 percent of Delhi's children go to school against the national figure of 94.5 percent and 100 percent of the states like Tamil Nadu. The reasons given include delay by Delhi government in notifying state rules resulting in many children missing out of the benefits of Right to Education Act since they have crossed the age of 14, lack of qualified teachers in general and for children with special needs in particular, involvement of teachers in non-teaching duties, bad condition of schools with non-functional toilets, lack of provision of portable water and above all under use of funds given under Sarva Shiksha Abhiyan.

SRC Chennai: Key Functionaries Training



The Directorate of Non-formal and Adult Education, Government of Tamil Nadu and State Resource Centre, Chennai jointly organized a refresher training programme for the key functionaries of two Saakshar Bharat districts - Ariyalur and Thiruvannamalai on June 14th and 21st, 2011. In all 30 persons participated in Ariyalur training programme and 65 in Thiruvannamalai. The training curriculum included uploading of data relating to household survey, GP level committee, GP profile and Preraks detail in the specific formats, Preraks training, Primer teaching and functioning of adult education centre.

The trainees also were oriented on the preliminary steps to be taken for learner assessment to be held on August 20, 2011 by National Institute of Open Schooling.

Dr. R. Rajan, Director Incharge, State Resource Centre and Smt. Joyce Celina, Technical Officer of the Directorate of Non-formal and Adult Education acted as Resource Persons.

- Dr. R. Rajan,
SRC, Chennai



"As our economy booms, and as our industry grows, I hear the pressing complaint about an imminent shortage of skilled employees. As a country endowed with huge human resources, we can't let this be a constraint."

Dr. Manmohan Singh

JSS Visakhapatnam: Ex-trainees Meet



The Jan Shikshan Sansthan, Visakhapatnam organized an Ex-trainees meeting on June 21, 2011 in the premises of the sansthan. The main objective of the meeting was to enable the JSS programme staff to have interface with the beneficiaries to personally enquire and know about the carrier they are pursuing and to share their experience with the beneficiaries of on-going vocational courses. This opportunity was also used to distribute certificates to the beneficiaries who have just completed their courses. Around 400 persons participated in the meeting. Professor Yarlagadda Lakshmi Prasad, Chairman, JSS presided over the function and the Chief Guest was Shri Kona Sasidhar, IAS, Vice Chairman, Visakhapatnam Urban Development Authority.



Prof. Lakshmi Prasad in his presidential address detailed the role of JSS in the field of vocational training in the last many years. He differentiated the programmes organized by JSS with that of other technical/vocational institutions as awareness building is an integrated component of curriculum in JSS under the broad area of Life Enrichment Education. In JSS the trainees not only learn the skills related to the subjects but also learn to be the best performers in view of a lot of time allotted to practical aspects of training.



A physically handicapped SC beneficiary receiving certificate from the Chief Guest. Others present (L-R) K. Satyanarayana, Y. Lakshmi Prasad, N. Babayya

Shri Kona Sasidhar in his special address said that JSS is the centre of excellence in the city of Visakhapatnam as it imparts qualitative vocational training to the poor people at a very nominal fee as per the convenience of the beneficiaries. He desired the JSS to take further efforts to organize tailor made courses suitable to the industries located in Visakhapatnam so that the trainees get absorbed in the industrial establishments.

The meeting was also attended by Dr. N. Babayya, Chairman, Programme Advisory Committee of JSS. Shri K. Satyanarayana, Director, JSS coordinated the programme.

JSS Guna: Vocational Training for Jail Inmates



Jan Shikshan Sansthan, Guna in collaboration with the Jail authorities is conducting a vocational training programme in Jute Craft for the inmates of District Sub-Jail. A group of 20 women are undergoing the training in the first batch. Ms. Anita Kushwaha is the vocational Resource Person. The trainees are given general knowledge through Life Enrichment Education by Shri Balwant Shitole, Assistant Programme Officer through his daily visits to the centre. The programme has got a lot of encouragements from Shri Atul Sinha, Jail Superintendent as he is of the opinion that such training programmes will enable the inmates to pursue some employment for earning once they are released from the Jail.

- Prashant Vyas,
Director Incharge, JSS, Guna

SRC Chennai: Orientation to Accelerate Saakshar Bharat Programmes





SRC, Chennai has taken initiative to accelerate Saaskshar Bharat Programme in Selected 500 GPs of seven SB Districts in collaboration with the Directorate of Non-formal and Adult Education, Govt. of Tamil Nadu. For this purpose orientation programmes were organized for the Block/District Coordinators and Preraks. The first programmes for Coordinators was held at Chennai on May 20, 2011 in which 30 persons participated. Smt. Chenthamil Selvi, Director, Directorate of Non-formal and Adult Education, Shri D. Jaganathan, Advisor, SLMA and Faculty of SRC acted as Resource Persons. This was followed by the second level two days programme were held for Preraks in all the 14 Blocks of seven districts from June 7, 2011 to July 6, 2011 on various dates in which all the faculty members of State Resource Centre acted as Resource Persons.

In both the programmes topics covered were environment building, survey and uploading of data, functions of AECs, learner assessment and maintenance of accounts at different levels. With the help of the participants an Action Plan was also prepared upto March 2012.

- Dr. R. Rajan,
State Resource Centre,
Chennai

World Population Day



In 1968 world leaders proclaimed that individuals had a basic human right to determine freely and responsibly the number and timing of their children. About 40 years later modern contraception remains out of reach for millions of women, men and young people. World Population Day was instituted in 1989 as an outgrowth of the Day of Five Billion, marked on July 11, 1987. The UN authorized the event as a vehicle to build an awareness of population issues and the impact they have on development and the environment. Since then, with the United Nations Population Fund's (UNFPA) encouragement, governments, non-governmental organizations, institutions and individuals organize various educational activities to celebrate the annual event.

World Population Day on July 11 aims to increase people's awareness on various population issues such as the importance of family planning, including gender equality, poverty, maternal health and human rights. The day is celebrated worldwide by business groups, community organizations and individuals in many ways. Activities include seminar discussions, educational information sessions and essay competitions.

Shri Indushekhar Jha is no more



Shri Indushekhar Jha, Director, State Resource Centre, Deepayatan, Patna expired on July 8, 2011 at the age of 57 years.

Shri Jha was born in Madhepura, Bihar and had his Master's Degree in Sociology from LN Mithila University, Darbhanga. His professional carrier started in 1979 at JP Institute of Social and Industrial Studies, Ranchi as Research Officer and then he became Research Investigator in LN Mithila University, Darbhanga in 1980. Subsequently in 1981 he joined in Ranchi University as Research Officer. He also worked as Research Investigator in 1981- 82 at AN Sinha Institute, Patna. He joined State Resource Centre, Deepayatan in 1982 as Assistant Director (Research and Evaluation) which he continued upto 1987. From 1988 to 2003 he worked as Deputy Director - Cum - Programme Coordinator (Research and Population Education) and then became Director of SRC in 2003 which he continued to hold till his death.

During his tenure as Director, the State Resource Centre, Deepayatan received a commendation certificate for doing excellent work in the field of female literacy in Bihar in the year 2004 and NLM-Unesco Award in 2007 in recognition of its outstanding contribution in the field of adult education.

He was one of the few Directors of State Resource Centres nominated to the Executive Committee of NLMA by Ministry of Human Resource Development.

Indian Adult Education Association conveys its heart felt condolences to the members of grieving family and the staff of State Resource Centre, Deepayatan.

साक्षरता संदेश.....

"पढ़ेंगे लिखेंगे होगा जग में मान
आगे बढ़ने की हमने ली है ठान
सर्व शिक्षा अभियान.....

कलम की ताकत अब तुम लो जान
साक्षर होने से मिलेगा जीवन ज्ञान
सर्व शिक्षा अभियान.....

हमको भी अक्षर का चाहिए ज्ञान
बनाऐंगे हम भी अपनी पहचान
सर्व शिक्षा अभियान.....

थाम ली है अब साक्षरता की डोर
हम भी चलेंगे विकास की ओर
सर्व शिक्षा अभियान.....

स्कूल जाऐंगे पढ़ेंगे हम
अपना भविष्य बनाऐंगे हम
मिलकर यह बीड़ा उठाऐंगे हम
"साक्षर भारत" बनाऐंगे हम

.....क्योंकि पढ़ेगा भारत,
तो बढ़ेगा भारत.....

आविद खान
कम्प्यूटर ऑपरेटर
जन शिक्षण संस्थान, गुना (म.प्र)

IAEA West Bengal State Branch



Sudhir Chatterjee, Vice President, IAEA introducing the theme for discussion

IAEA State Branch meeting was held on June 23, 2011 at 60 Patuatola Lane, Kolkata. Shri M.U. Alam, President of the State Branch chaired the meeting. Ms. Rajshree Biswas, Secretary while the presenting the report informed the members that in view of state assembly election the planned activities were implemented in slow pace. However, all the four issues of quarterly news bulletin "Bayaska Siksha Sambad" were published on time. She also informed that Raja Rammohan Roy Library Foundation had placed order for bulk purchase of IAEA publication "Continuing Education: Some thoughts."

The members were informed that IAEA has formed Zonal Committees including East Zone Committee in West Bengal.

Thereafter, the members had a detailed discussion and finalized a few programmes for the future. They were:

- Publication of four issues of "Bayaska Shiksha Sambad," the news bulletin of West Bengal State Branch for which the members can send news and views.
- Two orientation camps on capacity building for key organisers - one in North Bengal, preferably Siliguri and the other in the South Bengal, preferably in South 24 Paraganas. Exact date and venue will be decided in consultation with local organisers.
- Two seminars on relevant issues of immediate nature.
- Joint programmes in collaboration with other agencies as per the need.
- Submission of memorandum to Department of Mass Education and other departments of Govt. of West Bengal to introduce IAEA and its role as well as activities in view of change of government in the state.

World Population Day at JSS Hoshangabad



JSS Hoshangabad observed World Population Day on 11th July 2011 with the aim to create awareness on family welfare, gender equality and poverty. The Programme was organized at JSS's Minority Centre Balaganj in Hoshangabad city. The audience included participants of the ongoing training programmes of Zari Zardozi and Aari Work and local women.

The meeting was addressed by Shri S A Hussain, Director i/c, JSS. He said that eventhough India is producing a large quantity of food grains and the godwons are full but still a section of people are not having food to eat. This is because of unemployment and lack of purchasing power. Unemployment is mainly due to over population. Hence, it is the duty and responsibility of every citizen of India to limit the size of the family so that each one gets equal opportunity to get not only food but also other essentials of life. He drew the attention of the participants by bringing life examples like overcrowding at public places, transport, hospitals and long que in the ration shops. He concluded his address by stating that unless each one of them realises the problem, no



individual or groups or government can take any action.

Ms Shweta Rajput, Programme officer, JSS in her address requested the beneficiaries to spread the message of 'small family, happy family' to their neibourhood for better life and happiness.

Shri Kailash Keer, Assistant Programme Officer, Ms. Jyoti Mahan, Office Assistant, Ms. Abilasha Hathiya, Computer operator, Ms. Shahin Khan, Resource Person of Zari Zardozi also interacted with the participants in open discussion.

At the end of the programme, certificates were distributed to the successful beneficiaries of the vocational courses.

In another programme at Pipariya Block of Hoshangabad District the beneficiaries of Cutting & Tailoring and Beauty Culture & Health Care took out a rally to sensitize the masses



regarding the ill effects of over population. Both the Programmes were prominently covered by the local media.

S.A.Hussain
Director I/c, JSS

उमरिया में व्यावसायिक दक्षता प्रतियोगिता



जन शिक्षण संस्थान, उमरिया द्वारा 14 जुलाई 2011 को अग्रसेन भवन, चंदियां में व्यावसायिक दक्षता प्रतियोगिता का आयोजन किया गया। सिलाई, कढ़ाई एवं मेंहदी कला के प्रतियोगिताओं में शामिल होकर प्रशिक्षु महिलाओं ने अपनी कुशलता दिखायी और आकर्षक पुरस्कार जीते।

सिलाई प्रतियोगिता में कोमल सिंह प्रथम, राबिया निशा द्वितीय, लीला सोनी तृतीय, कढ़ाई में ज्योति मांझी प्रथम, अर्चना सिंह द्वितीय, सुहाना बेगम तृतीय इसी प्रकार मेंहदी प्रतियोगिता में रेशमी रैदास प्रथम, शबा नाज द्वितीय एवं विद्या कोल ने तृतीय स्थान प्राप्त किया। स्वागत गीत गायन से आस्था त्रिपाठी ने प्रथम स्थान प्राप्त करते हुए अतिथियों से पुरस्कार एवं प्रमाण पत्र प्राप्त किया।

व्यावसायिक दक्षता प्रतियोगिता में सफल प्रतिभागी महिला प्रशिक्षुओं को शुभकामनायें देते हुए संस्थान के प्रभारी निदेशक राहुल देव सिंह ने कहा कि जीवन की कठिनाईयों में हमारा हुनर ही हमारा सच्चा साथी होता है।

इस दौरान कार्यक्रम अधिकारी आई. डी. राय एवं सहायक कार्यक्रम अधिकारी, श्वेता तिवारी ने क्रमशः जन शिक्षण संस्थान की कार्यप्रणाली एवं उद्देश्यों की चर्चा की। कार्यक्रम का संचालन सहायक कार्यक्रम अधिकारी, दुष्यंत कुमार सोनी तथा आभार प्रदर्शन क्षेत्र समन्वयक, नरेश प्रसाद यादव ने किया। कार्यक्रम को सफल बनाने में लेखापाल, तृप्ति गर्ग, क्लर्क, मोहम्मद इरफान मंसूरी, कार्यालय सहायक, राकेश कुमार यादव, शारदा



प्रसाद तिवारी, प्रदीप सिंह, अनुदेशिका, लक्ष्मी बर्मन, देवकी साहू, रूबीना बी, सबीना बी, अमृता पाण्डेय, पूजा हरिजन, आसमा खान, दीपा त्रिपाठी, अमित अग्रवाल आदि का विशेष सहयोग प्राप्त हुआ।

– दुष्यंत कुमार सोनी, सहायक कार्यक्रम अधिकारी

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Documents



Basu, Kaushik (Ed.); Maddox, Bryan (Ed.); Robinson-Pant, Anna (Ed.): **Interdisciplinary approaches to literacy and development.** Abingdon: Routledge, 2009. 206 p.

The links between literacy and development have been the focus of research conducted by both economists and anthropologists. Yet researchers from these different disciplines have tended to work in isolation from each other. This book aims to create a space for new interdisciplinary debate in this area, through bringing together contributions on literacy and development from the fields of education, literacy studies, anthropology and economics. The book extends our theoretical understanding on the ways in which people's acquisition and uses of literacy influence changes in agency, identity, social practice and labour market and other outcomes. The chapters discuss data from diverse cultural contexts (South Africa, Bangladesh, India, Nepal, Peru, and Mexico), and from contrasting research paradigms. The contributors examine the significance of culture and socio-economic contexts in shaping such processes. As such, they contribute to our understanding of the role of literacy in processes of poverty reduction, and its importance to people's capabilities and wellbeing. The themes covered include: the dynamics of literacy use in the production of agency, the enactment, negotiation and embodiment of new social identities - including gendered and religious identities; the impacts of literate identities and use on institutional relations and social participation; the dynamics of literacy 'sharing' and their externalities within and beyond households; formal analysis of the impacts of proximate illiteracy on labour market and health outcomes across men and women and social contexts.

Carolyn Medel-Añonuevo. **Citizenship, Democracy and Lifelong Learning.** UIE, 2003: 190p.

This book is an outcome of an international seminar organized by UIE in partnership with the Faculty of Education of the University of Hamburg in June 2002 entitled "Strengthening Democracy and Critical Citizenship through Lifelong Learning". The papers selected reflect key issues addressed during the seminar and aim to highlight questions not often raised contributing to a deeper understanding of the relationship between democracy and education in the context of lifelong learning.

Jarvis, Peter. **Adult Education and Lifelong Learning: Theory and Practice, 4th Edition.** Routledge, 2010: 338 p.

Now in its fourth edition, Adult Education and Lifelong Learning are well established, and are regarded as the most widely used text about adult education. Fully revised and updated with substantial additional material, this new edition takes account of many changes which have occurred in the field of adult education. With new features for students and researchers, updates incorporate:

Material on the ethical and political implications of lifelong learning detailed information on changes relating to globalisation increased emphasis on societal changes information on the way technologies are affecting the way people learn changing approaches to knowledge, knowledge acquisition and knowledge assessment.

Students of education and education studies will find this an invaluable course companion, whilst practitioners and researchers in adult and lifelong learning will find this new fully-up-to-date edition even broader in scope than the last.

Rao, D. Pulla ed. **Education of Weaker Sections : Policies and Problems.** Delhi, Akansha, 2010: 278 p.

"Education is a lifelong process of growth and development. It is not confined to the limits of time, place and individual. But it was not made universal. Therefore the constitution made special mention about the education of Scheduled Castes, Scheduled Tribes and other educationally backward classes. After Independence the Government of India has implemented several programmes for the development of education especially among SCs, STs and other backward classes. Yet, these groups have not been able to reap the benefits of education to the fullest extent. The present volume has examined the efforts made by the government and the achievements made in the area of education for the weaker sections."

Yang, Jin and Valdés-Cotera, Raúl eds. **Conceptual evolution and policy developments in lifelong learning.** Hamburg, UNESCO Institute for Lifelong Learning, 2011, 276p.

This book is an outcome of the Shanghai International Forum on Lifelong Learning co-organised by UNESCO, the Shanghai Municipal People's Government, the Chinese Society of Educational Development Strategy and the Chinese National Commission for UNESCO. The Forum took place in Shanghai during the World Expo 2010, from 19 to 21 May.

The 24 papers collected here document the debates and discussions led by experts from across the world. The papers are grouped into five themes, recounting first how lifelong learning has evolved conceptually and then how policy has developed in its promotion. Subsequent sections examine its relationship with distance education, new learning media and higher education; its association with the learning cities movement; and its role in rural and industrial development. The General Rapporteur's Summary Report of the Forum provides the final section, giving an overview of the event.

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Editor-in-Chief: Prof. B.S.Garg **Editor: Dr. Madan Singh**

Tel: 011-23379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org

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INDIAN ADULT EDUCATION ASSOCIATION

Census 2011: Revealing Information about Rural-Urban Distribution

The Registrar General & Census Commissioner, India has recently released the Provisional Population Totals, Paper 2, Volume 1 of 2011, Rural-Urban Distribution. The highlight of this document is as follows:

- Census 2011 covered 35 States/UTs, 640 districts, 5924 sub-districts, 7935 towns and 6,40,867 villages. In comparison to Census 2001, there is an increase of 47 districts, 461 sub-districts, 2774 towns, 2279 villages.

- The total population of India was 1210.2 million. Of this the rural population was 833.1 million while urban population was 377.1 million. In absolute numbers the rural population has increased by 90.47 million and the urban population by 91.00 million in the last decade.

- Uttar Pradesh has the largest rural population of 155.11 million (18.62% of the country's rural population) whereas Maharashtra has the highest urban population of 50.83 million (13.48% of country's urban population) in the country.

- The growth rate of population for India in the last decade was 17.64% while growth rate of population in rural and urban areas was 12.18% and 31.80% respectively. Bihar (23.90%) exhibited the highest decadal growth rate in rural population.

- In percentage terms, the rural population formed 68.84% of the total population with the urban population consisting 31.16%. Himachal Pradesh (89.96%) has the largest proportion of rural population, while Delhi (97.50%) has the highest proportion of urban population. Eight Empowered Action Group (EAG) states – Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan, Uttrakhand and Uttar Pradesh have lower percentage of urban population (21.13%) in comparison to non-EAG states (39.66%).

- The sex ratio in the country which was 933 in 2001 has risen by 7 points to 940 in 2011. The increase in rural areas has been 1 point from 946 to 947 while in urban areas it was 26 points from 900 to 926.

Jai Hind

India celebrates its 65th Independence Day on August 15, 2011. We salute all those who had participated in the struggle for freedom.

- Kerala has the highest sex ratio in total (1084), rural (1077) and urban (1091). In rural, Chandigarh (691) and in urban, Daman and Diu (550) show the lowest sex ratio in the country respectively.

- Eight states namely Jammu & Kashmir, Himachal Pradesh, Uttrakhand, Bihar, Jharkhand, Chhattisgarh, Maharashtra, Karnataka and on UT Lakshadweep show fall in the sex ratio in rural areas and 2 UTs Daman & Diu and Dadra & Nagar Haveli in urban areas.

- The child population in the age group 0-6 years was 158.8 million, out of which rural child population was 117.6 million and urban 41.2 million. The child population has declined by 5.0 million in the country (decline of 8.9 million in rural areas and increase of 3.9 million in urban areas). The country has observed a decline in the percentage of child population in the age group 0-6 years by about 3 percentage points over the decade – in rural areas about 3% and urban areas 2%.

- Census 2011 marks a considerable fall in child sex ratio in the age group of 0-6 years and has reached an all time low of 914 since 1961. The fall has been 13 points (927-914) for the country during 2001-2011. In rural areas, the fall is significant – 15 points (934-919) and in urban areas it has been 4 points (906-902) over the decade 2001-2011. Delhi (809) has recorded the lowest and Andaman & Nicobar Island (975) the highest childe sex ratio in rural areas. Haryana (829) has recorded the lowest and Nagaland (979) the highest child sex ratio in urban areas.

- The number of literates in India was 778.5 million, of this, 493.0 million literates were in rural areas and 285.4 million literates in urban areas. Out of an increase 217.8 million literates over the decade 2001-2011, rural areas accounted for 131.1 million and urban areas 86.6 million. The highest number of rural literates has been recorded in Uttar Pradesh (88.4 million). Maharashtra has recorded the highest number of literates (40.8 million) in urban areas.

- The literacy rate of India is 74.04%, out of which the literacy rate of rural areas is 68.91% and urban areas 84.98%. The decadal change works out to 9.21 points, out of which 10.17 points in rural areas and 5.06 points in urban areas respectively.

- The male literacy rate which is 82.14% (Rural - 78.57; Urban - 89.67) is higher than the female literacy rate of 65.46% (Rural – 58.75; Urban – 79.92) the increase in female literacy rate is significantly higher in all areas i.e. total (11.79 points), rural (12.62 points) and urban (7.06 points) in comparison to corresponding male literacy rates – total (6.88 points), rural (7.87) and urban (3.40 points) over the decade.

- It is significant to note that the gap in literacy rate among males and females has reduced to 16.68 in the country. The gap is 19.82 points in rural areas 9.75 points in urban areas. Kerala (92.92) ranks first in rural areas whereas Mizoram (98.1) ranks first in urban areas.

- As far as male literacy is concerned, Kerala (95.29) ranks first in rural areas whereas Mizoram (98.67) ranks first in urban areas. Rajasthan (46.25) has recorded the lowest female literacy rate in rural areas, whereas, Jammu & Kashmir (70.19) has the lowest female literacy rate in urban areas. Lowest male literacy rate in rural areas has been recorded in Arunachal Pradesh (68.79) and in urban areas Uttar Pradesh (81.75).

Capacity Building Training for Karnataka JSS Functionaries

A two day Capacity Building Training for the JSS functionaries of Karnataka was organized by the Jan Shikshan Sansthan, Shimoga on August 17-18, 2011 in the Seminar Hall of Prerana Education Society Institute of Technical Management (PES ITM), Shimoga. In all 31 persons participated from eight Jan Shikshan Sansthans – Bengaluru, Mysore, Tumkur, Karwar, Raichur, Bagalkot, Davanagere and Gulbarga. The inaugural session was presided over by Dr. Vishwanath P. Baligar, Chairman, JSS, Shimoga. The Chief Guest was Prof. B.M. Kumaraswamy, Member, PAC, JSS, Shimoga. Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi gave the inaugural address.



Participants in the session

While Smt. S.Y. Aruna Devi, Director, JSS, Shimoga gave welcome address, Shri Veeranna G. Kiragi, Director, JSS, Bagalkot gave the vote of thanks. Smt. R. H. Sukanya, Director, JSS, Tumkur compered the programme.

There were nine academic sessions in the training programme out of which four were covered on first day and five on the second day. Dr. V. Mohankumar took two sessions, one on Saakshar Bharat – an Introduction and Role of JSS and Communication and Interpersonal Relationship, Prof. N. Divakar Rao, Director, Edurite Banking Training Academy, Shimoga took two sessions, one on Managerial Skills – Administrative, Financial and Personnel and Mind Tuning towards Development and Dr. R. Nagraja, Professor and HOD – MBA, PES ITM, Shimoga took two sessions, one on Programme Planning and Implementation and another one Supervision and Monitoring. While Shri Niranjan Vanalli, Associate Professor, Journalism, Mysore University took a session on Management Information System and Report Writing, Dr. T. Venkatesh, Programme Associate, State Resource Centre, Mysore took two sessions on Documentation and Retrieval of Data and Programme Evaluation. In order to ensure participation of the Directors of JSSs in the programme, each of them were given responsibility to coordinate the sessions by introducing the Resource Persons and facilitating the participants during question answer.





Chairman, JSS, Shimoga while lighting the ceremonial lamp

The training methodologies adopted were lecture, discussion, games, simulation, case studies and question answer.

At the end of the programme, during concluding session, a few participants were given the opportunity to speak about the effectiveness and impact of the training given. The participants also were given separate sheets to evaluate not only the training programme but also the individual Resource Persons and the training arrangements.



Director, JSS, Shimoga addressing participants in concluding session



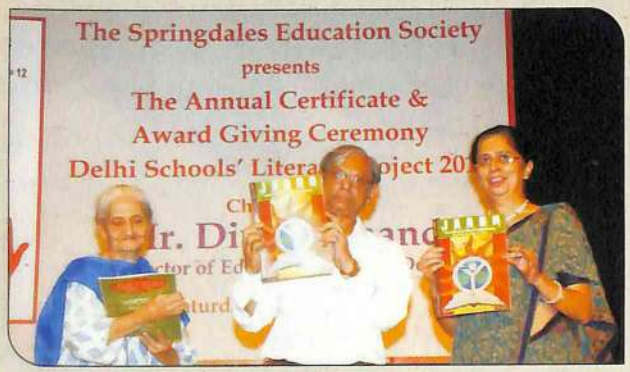
Participants playing games

The entire programme was planned, coordinated and conducted most effectively by Smt. S.Y. Aruna Devi, Director, JSS, Shimoga.

DSLP Celebrated its 23rd Anniversary

Delhi Schools' Literacy Project celebrated its 23rd anniversary on July 23, 2011 at Springdales School, Dhaula Kuan, New Delhi and rededicated its commitment for eradication of illiteracy by changing the slogan, "Each One Teach One" to "Each One Teach Many". In the last 22 years the member schools of DSLP involve student volunteers not only to impart basic literacy to the non-literates but encourage the neo-literates to take up vocational skill development courses for economic empowerment. As on date the DSLP has more than 100 member schools, including eight Sarvodaya Schools with more than 7000 student volunteers. Over the years this project has become a total school programme involving students, social workers, teachers, parents, communities, NGOs and even Alumni Associations.

The Chief Guest for the anniversary function was Shri Diwan Chand, Director of Education, Government of NCT of Delhi who also gave away awards and certificates to the best performing schools and scholarships to learners and student volunteers along with commendation certificates to students and teacher volunteers. On this occasion he released the second issue of DSLP Newsletter "JAAGO" which includes articles related to literacy week and the work of Co-ordinating Centre.



The awardees were:

- Manav Sthali School, New Rajinder Nagar for making the maximum number of persons literate (Sufia Ajmali Trophy)
- St. George's School for making the second maximum number of persons literate (Henry Selz Foundation Trophy)
- Springdales School, Pusa Road for the maximum participation (UNICEF Trophy)
- Guru Teg Bahadur 3rd Centenary School for the best work in the community (Baldev and Kamla Bhatia Memorial Trophy)
- Laxman Public School for all round performance (Rotary Club Trophy)
- Gyan Mandir School, Naraina for innovative methodologies (Satpal Singh Memorial Trophy)
- Mudita Sehgal for making the maximum of 36 learners literate (M.L. Kapoor Memorial Trophy)



Dr. Jyoti Bose, Principal, Springdales, Dhaula Kuan announced the Certificates and Scholarships for the learners, student volunteers, teachers and parents involved in the programme.



Smt. Rajni Kumar, Honorary Advisor, DSLP and Chairperson, Springdales Education Society and Smt. P. Loomba, Secretary, DSLP also addressed the audience.

The students from various schools presented colourful cultural programmes.

Dr. Ritu Varma
Project Officer

Saaray Jahan Se Achcha.....

"Saray Jahan se achcha Hindostan Hamara....." a group of children was practicing the song in school ground. A teacher was playing harmonium and other one was giving instruction. It was a sultry afternoon of 5th August. Noni was curious. Her adult education centre was located in the school. Her classes are held after school hours when children leave the premises. But today there is a lot of hustle and bustle. Children are staying even after school hours and practicing songs and other events. Not holding any more Noni asked her Volunteer Teacher, "Didi, what is going on today?"

The VT was surprised by her question. She asked, "Don't you know they are practicing for Independence Day celebrations?"

Noni felt embarrassed, "We have heard about it. But don't know what this Independence Day is!"

Noni was right. None of her classmates had correct knowledge of Independence Day. So VT Didi decided to close the ongoing lesson and started telling them about the Independence Day. She told them in detail about British rule in India and freedom struggle. Learners were surprised to know that the British ruled India for long time. They felt proud to learn about freedom struggle and freedom fighters. They were familiar with the picture of Gandhi Ji on currency notes but never knew its importance. Daring stories and sacrifices of Vallabhbhai Patel, Bal Gangadhar Tilak, Ram Prasad Bismil, Bhagat Singh, Khudiram, Ashfaqulla, Madame Cama, Jatin Banerjee, Maulana Abul Kalam Azad, Gopal Krishna Gokhale, Jawaharlal Nehru, Subhash Chandra Bose and others brought tears in their eyes and filled them with encouragement and enthusiasm.

VT Didi became emotional telling them that men and women from all over India joined hands and fought for India's freedom. Many got acclaimed while other's contribution went unnoticed. However, praise wasn't what they desired for. It was the dream of free and independent India which motivated them to walk the path of struggle unselfishly. They struggled not for their region or for any other self interest, but for India and Indians.

VT Didi made them realize that due to the freedom struggle and sacrifices of these leaders and many others India became an Independent country on fifteenth August 1947. They were thrilled when VT Didi dramatically drew the scene of the mid-night, as India moved into August 15, 1947, Jawaharlal Nehru, read out the famous 'Tryst with destiny" speech proclaiming India's independence. India became an independent country with official ceremonies taking place in New Delhi, and with Jawaharlal assuming the office of the first Prime Minister, and the viceroy, Louis Mountbatten, staying on as its first Governor General.

Due to this Independence Day is celebrated on Fifteenth of August every year to commemorate its independence from British rule and its birth as a sovereign nation. It is a national festival that is celebrated by every Indian irrespective of religion. The day is a national holiday in India. The arrangements for the celebrations begin a month before and the roads are embellished with ribbons and Indian flags. The main event takes place in New Delhi, the capital city of India, where the Prime Minister unfurls the tricolour at the Red Fort and receives a salutation of 21 guns, and addresses the nation. In his speech, he highlights the achievements of the country during the past year, raises important issues and gives a call for further development. The Prime Minister also pays his tribute to leaders and great souls who sacrificed their lives for nation's independence.

Flag hoisting ceremonies and cultural programmes take place in all the state capitals. In the cities all around the country the national flag is hoisted by politicians in their constituencies. In various private organizations the flag hoisting is carried out by senior officials of the organizations. Schools and colleges organize flag hoisting ceremonies and various cultural events where children in fitting costumes do impersonations of their favorite leaders of the Independence era.

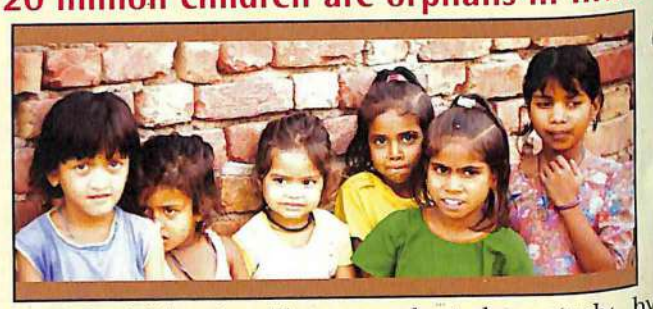
Noni was very happy and trying to absorb all the information when suddenly VT Didi said, 'By now you know that many people sacrificed their lives and families for the freedom of the country but certain forces are now trying to disturb the unity and

independence of the country in the name of region, religion, caste, etc. Many places in country are afflicted at different intensities by various insurgent and terrorist movements." But at the time of growing communal and caste conflicts and terrorism, it becomes significant to remind us that the people who laid the foundation of free India have always dreamt of an integrated nation and it is our duty to sustain their dreams, the sole reason for which Independence Day is observed. It is a day to pay a mark of respect to our saviors because of whom we are breathing freedom which does not have the elements of exploitation and repression". She explained about terrorism in Kashmir, insurgent groups in Bihar, armed movement in Punjab, bomb blasts in Delhi, Mumbai, Varanasi and other places, Ayodhya crisis, tension in North Eastern states, Naxal activities in certain parts of India, etc.

All the learners were shocked to learn about terrorism and its horrible effects. Noni said, "We pledge that we will never be part of any type of terrorism, on the contrary we will fight against it. From today we will also prepare for Independence Day celebration." Everyone cheered aloud, elevating the spirit of the day.

- Nishat Farooq

20 million children are orphans in India

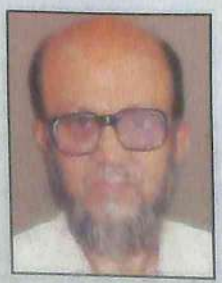


SOS children's village conducted a study by analyzing the data from National Family Health Survey – 3 for the year 2005-06 and population estimation by the Census of India. According to the study about 20 million children in India are orphans, which is higher than the people living in Delhi. Of them, parents of only 0.3% children have died and rest have been abandoned.

Uttar Pradesh (47.56 lakh), Bihar (22.47 lakh), Maharashtra (16.17 lakh), Madhya Pradesh (15.23 lakh) and West Bengal (15.19 lakh) had higher number of orphan children. Poverty has been a significant contributor in high orphan children rate in these states.

The study highlights that a large number of children struggle to survive leave alone having access to education and other welfare measures. Some of the children end-up being trafficked or pushed into illegal works. Many of the children who are trafficked are those whose parents have died or they have been abandoned.

Obituary



Shri Kalyan Satpathy, Life Member of Indian Adult Education Association since 1981 expired on July 6, 2011. He was born on February 1, 1945. He joined the Bengal Social Service League in 1975 as an Organizer for the Calcutta Project. Subsequently, he was selected for State Resource Centre for Adult Education, West Bengal in 1978 as Training Associate and then promoted as Associate Programme Coordinator. He retired from service in January 2005.

As per his wishes, his family donated his body to R. G. Kar Medical College, Kolkata.

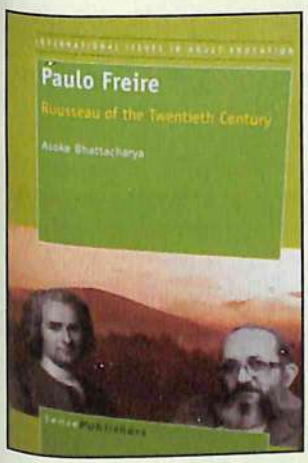


Dr. V. Venkataseshiah, former Additional Director, Directorate of Adult Education, Govt. of India expired on August 5, 2011 at Hyderabad. He was 67 years.

He joined the Directorate of Adult Education on October 1, 1983 and retired on January 31, 1998. He was the first Additional Director of the Directorate. Before joining Govt. of India he was a teaching faculty in Sri Venkateswara University, Tirupati, Andhra Pradesh and was actively involved in NSS activities.

The Indian Adult Education Association conveys heartfelt condolences to bereaved families.

Book on Paulo Freire



Professor Asoke Bhattacharya, Jadavpur University, Kolkata (now retired) authored a book titled "Paulo Freire, Rousseau of the Twentieth Century". This was published by Sense Publishers. This book has four chapters. The first chapter has been devoted to "Social, Economic and Political Condition of Brazil from Colonial to Modern Times", the second one is "Paulo Freire: Relevant Biography", the third one is "Critique of Paulo Freire's Major Works" and the fourth one is "Freire: The Master as They Saw Him".

Professor Ove Korsgaard of Danish University, School of Education, University of Aarhus, Denmark and a doyen of adult education in Scandinavia in his preface observed that "A wealth of Literature has been published about Paulo Freire, but nothing as comprehensive as this book. This book distinguishes itself by a detailed account of the historical, economic and social context, and on this basis Professor Bhattacharya draws a fascinating and comprehensive picture of one of the most famous and influential educational philosophers from the last half of the twentieth century". Besides it provides a chapter wise critique of all the major works of Paulo Freire.

This book should be extremely useful to students, teachers and researchers.



Professor Bhattacharya is a Visiting Professor of International Institute of Adult and Lifelong Education (IIALE). He handed over a copy of this book to Shri K.C. Choudhary, Chancellor, IIALE during his visit to Delhi on July 25, 2011. Prof. S. Y. Shah, Honorary Director and Dr. V. Mohankumar, Joint Registrar, IIALE were also present.

Role of Adult Education – No Change in Basic Concept

After independence a number of adult education programmes have been planed and implemented during Five Year Plan periods. Many times the names of the programmes have been changed but the basic concept of imparting literacy and empowering the non-literates to participate in the development in a more effective way continued to be the link between one programme to the other. Today Saakshar Bharat is in operation which also insists on inclusive growth so that every section of the society fully participates in developmental programmes both for personal and societal growth.

Recently the The Hindu dated July 29, 2011 published a news item under "This Day That Age from the pages of The Hindu dated July 29, 1961" about the inaugural speech of Dr. K.L. Shrimali, then Union Minister of Education in the International Conference on Adult Education organised in conjunction with the Tenth Annual Assembly of the World Federation of Organisations of Teaching Profession in New Delhi on July 28th. In that conference Dr. Shrimali said that (to quote) "in the context of the present day world, education was the only effective instrument for giving faith and courage to man to fight the destructive forces which threatened civilization. He pointed out the important role adult education had to play in creating a sense of unity and oneness among the people of the world. He said that the old conception of life was undergoing changes and unless the people continued their education throughout their lives they would find themselves in backwaters. Adult education could, therefore, no longer remain the poor relation of elementary, secondary and university education, but must occupy an important place in the national systems of education".

Hence, the basic concept of empowering people through education continued to be the base for all adult education programmes.

Workshop on Opportunities in Extension Services for College Teachers

A one day workshop on "Opportunities in Extension Services for College Teachers" was orgnised by the Department of Continuing and Adult Education and Extension, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur on July 11, 2011 at Guru Nanak Bhawan in the University Campus. Around 150 teachers from six districts participated in the workshop. Dr. Vilas Sapkal, Vice Chancellor gave the inaugural address while Dr. S. G. Deogaonkar, Member, State Commission for Backward Classes, Maharashtra presided over the inaugural session. Dr. Jayamala Dumre, Director, Department of Continuing and Adult Education and Extension gave introductory speech.



In the academic session three experts spoke on identified three topics. They were Prof. Subhash Belsare, Director, Yashvantrao Chavan Maharashtra Open University, Nashik Branch, Nagpur on "Opportunities in Extension Work", Dr. Vinayak Deshpande, Head, Department of Business Management, Rashtrasant Tukadoji Maharaj Nagpur University on "Census 2011 and Socio-Economic Development " and Dr. S.G. Deogaonkar, on "Research in Extension".

- Dr. Jayamala Dumre, Director

Debdas Mukhopadhyay has received State Award



Shri Debdas Mukhopadhyay, Life Member of Indian Adult Education Association has been awarded "Gopal Chandra Bhattacharyya Smriti Puraskar" for the year 2010 by the Department of Science and Technology, Govt. of West Bengal in recognition of his notable contribution in the field of science popularization and performance in disseminating science from the libraries and laboratories to the common people of Wet Bengal. He shared this award with Shri Kushal Mukherjee. Shri Mukhopadhyay earlier served as Director, Jan Shikshan Sansthan, Purba Medinipur is now a Researcher in the field of Composite Technology. He has published a few books on science popularization linked to literacy and on livelihood.

The Indian Adult Education Association congratulates Shri Debdas Mukhopadhyay for receiving the award and wishing him all the best in the years to come.

बैगा युवकों के स्वरोजगार का जरिया बन रही है नलसाजी

मध्यप्रदेश के उमरिया जिले के कई गांवों में जहां बैगा जनजाति के लोग बहुसंख्या में निवास करते हैं, जन शिक्षण संस्थान, उमरिया द्वारा अनुसूचित जाति-जनजाति के बेरोजगार एवं मजदूरी करने वाले नवयुवकों के एक समूह को नल मरम्मती (प्लम्बिंग) और सफाई कार्य (सेनेटरी) का प्रशिक्षण प्रदान किया जा रहा है। संस्थान द्वारा करकेली विकासखण्ड के 4 गांवों में संचालित इस प्रशिक्षण कार्यक्रम का उद्देश्य बेरोजगार आदिवासी युवकों को स्वरोजगार की दिशा में अग्रसर करना है।

इस प्रशिक्षण कार्यक्रम में निरक्षर और कम पढ़े-लिखे ग्रामीण युवकों को हैण्डपंप मरम्मती और सेनेटरी को सुचारू रूप से चलाने के लिए आवश्यक तौर-तरीकों का इस्तेमाल सिखाया जा रहा है। दीवारों में चित्र प्रदर्शन, टूल्स की भौतिक पहचान, प्रायोगिक कार्य को प्राथमिकता देते हुए प्रशिक्षणार्थियों को विविध उपकरणों से परिचय कराया जा रहा है। उन्हें पाइप को काटने, चूड़ी बनाने, विभिन्न जोड़ों और निप्पलों को जोड़ने, पानी के पाइप लाइन और गंदे पानी के पाइपों का जुड़ाव आदि का प्रशिक्षण दिया जा रहा है। साथ ही साथ नलसाजी कार्य के क्षेत्र में मौजूदा बाजार व्यवस्था, विभिन्न प्रकार के पम्पों की स्थापना जैसे बूस्टर पंप, हैण्डपंप, यूरीनल, बेसिन, टंकी के साथ रसोईघर का जुड़ाव, गीजर, सिंक और टैप का जुड़ाव करना आदि का कार्य भी प्रतिभागियों को सिखाया जा रहा है जिससे कि वे एक अच्छे एवं स्वावलम्बी नागरिक की भांति जीवन यापन कर सकें। विदित है कि आधुनिक और सजावटी सफाईयुक्त साज-समान के व्यापक इस्तेमाल की वर्तमान व्यवस्था में कुशल नल मिस्त्री की मांग क्या गांव क्या शहर सभी जगह है।





दुष्यंत कुमार
सहायक कार्यक्रम अधिकारी
जन शिक्षण संस्थान, उमरिया

'आसरा' के महिला प्रौढ़ शिक्षा केन्द्र का शुभआरंभ



आसरा पब्लिक चैरिटेबल ट्रस्ट अपने संस्थापक एवं अध्यक्ष कर्नल अजय वीर के नेतृत्व में विगत कई वर्षो से दिल्ली के नेब सराय इलाके में विविध प्रकार की सामाजिक गतिविधियों का संचालन कर रहा है। खाद्य संरक्षण , सौन्दर्य संवर्धन , सिलाई-कढ़ाई जैसी गतिविधियों के माध्यम से 'आसरा' स्थानीय महिलाओं को निरंतर प्रशिक्षण प्रदान कर रहा है ताकि समाज के वंचित वर्गो से आने वाली महिलाओं को स्वावलम्बी बनाया जा सके। ट्रस्ट के प्रयासों से अब तक 93 महिलाएं प्रशिक्षण प्राप्त कर चुकी हैं।

गत 19 अगस्त 2011 को ट्रस्ट के नेब सराय स्थित भवन में एक महिला प्रौढ़ शिक्षा केन्द्र का उद्घाटन किया गया। उद्घाटन रोटरी क्लब, दक्षिणी दिल्ली के पूर्व अध्यक्ष श्री ऋषभ जैन ने किया। प्रौढ़ शिक्षा निदेशालय, भारत सरकार, नई दिल्ली की निवर्तमान निदेशक तथा वर्तमान में 'आसरा' की निदेशक श्रीमती कुसुम वीर की देख रेख में चलने वाले इस प्रौढ़ शिक्षा केन्द्र में विशेष रूप से अनुसूचित जाति/जनजाति तथा अन्य पिछड़े वर्गो की वे महिलाएं शामिल हो रही हैं जो मूलतः गरीबी रेखा के नीचे रह रहे परिवारों से आती हैं।

All India Adult Education Conference

ANNOUNCEMENT

The Indian Adult Education Association is organising 59th All India Adult Education Conference at Bhubaneswar, Odisha. The theme of the Conference is "Promoting Reading Habits and Creating Literate Society". All the adult educators are cordially invited. The exact venue and date of the conference will be announced later.

The delegates who desire to attend the conference may remit a sum of ₹ 1250/- towards delegation fee and boarding and lodging charges through a separate Demand Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi. The Railway Board has already granted train concession of 25% in Second Class sleeper for the delegates of non-government organisations attending the Conference. The forms are available at IAEA office and will be sent only on request.

The delegates are requested to send their Registration Forms duly filled to General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi – 110 002 alongwith the Demand Draft for ₹ 1250/- on or before November 30, 2011. As limited accommodation is available, priority for allotting accommodation will be given to the registered delegates.

Those who desire to present thematic papers in the conference are requested to send the same to IAEA through e-mail directoriaea@gmail.com on or before November 30, 2011.

K. C. Choudhary
General Secretary

त्रिलोकपुरी सेन्टर में मना आजादी का उत्सव



65वें स्वतंत्रता दिवस की पूर्व संध्या पर त्रिलोकपुरी सेन्टर के प्रश्क्षिुओं ने रंगारंग कार्यक्रम प्रस्तुत किया । कार्यक्रम में देशभक्ति गीतों के अलावा राधा कृष्ण लीला तथा हरियाणा लोक नृत्य भी प्रस्तुत किया गया। कार्यक्रम का आरंभ इकबाल साहब के मशहूर गीत 'सारे जहां से अच्छा, हिन्दूस्तां हमारा' से सुश्री कंचन, शहनाज, पिंकी तथा काजल ने किया । इसके पश्चात श्रीमती कविता द्वारा नृत्य तथा सुश्री निशा द्वारा हरियाणा लोक नृत्य प्रस्तुत किया गया । राधा–कृष्ण बने निशा–रचना, भावना–सारिका तथा प्रतिभा–लक्ष्मी ने आने वाली जन्माष्टमी के उपलक्ष में नृत्य नाटिका प्रस्तुत की । कार्यक्रम का संचालन सेन्टर की अध्यापिकाओं श्रीमती सुनीता तथा श्रीमती आरती द्वारा किया गया ।



देश के सबसे बड़े त्योहार पर सभी ने एक दूसरे को बधाई दी तथा आजादी की लड़ाई में शहीद हुए शहीदों को श्रद्धाजंलि अर्पित की ।

From Crossroads to a New Life of Hope

The story of 38 year old Rajiya Begum, a neo-literate is a unique story of achieving success through strong determination. Her husband Yasin was an auto driver in Guntur city. One day he met with a major road accident and lost the opportunity of driving forever. As he was the only breadwinner of the family, the accident became a big blow. Rajiya Begum did not know what to do as she was to feed four members in the family and also meet the medical expenses of her husband. Unfortunately, neither she had any immediate plan to overcome the situation nor she received any moral or financial support from her relatives.



At that time of distress she casually saw a banner of Jan Shikshan Sansthan, Guntur in the market area and the vocational training programmes conducted by it. One day accompanied by her friends she came to Jan Shikshan Sansthan to enquire about the courses. When she got all the information she decided to undergo training in Dress Making, Machine Embroidery and Fabric Painting which gave her confidence to earn through self-employment. Simultaneously, she also started selling food items in mornings through which she got some amount to maintain the family needs.

In order to acquire more skills Rajiya joined the course Fashion Making which was conducted by JSS in collaboration with Ministry of Micro, Small and Medium Enterprises, Government of India. After successful completion of the course she started a Dress Making & Embroidery unit at Maruthi Nagar, Guntur by availing a loan of Rs.50,000/- from a nationalized bank. Today her monthly income is Rs.10,000/-. She has also given employment to four women and paying them Rs.3,000/- per month as emoluments.

Rajiya is a role model today and praised by relatives and friends for her efforts to become self-reliant. She is getting pressure now to contest in the next panchayat elections as Sarpanch from her native village.

Rajiya has all praise for Guntur Jan Shikshan Sansthan which gave her a dignified life.

P. Srinivasa Rao
Director, JSS, Guntur

Smt. Kalpana is selected for Basic Leadership Development Course at Medan

Smt. Kalpana Kaushik, Assistant Director, Indian Adult Education Association has been selected by ASPBAE to attend Basic Leadership Development Course at Medan, Indonesia from September 12-17, 2011. The Basic Leadership Development Course (BLDC) is being organized by Asia South Pacific Association for Basic and Adult Education (ASPBAE) every year. The main objectives of the course are to develop a holistic perspective on transformative adult education, enhanced skills and attitude on processes that support transformative adult education, provide opportunities for the sharing of adult learning experiences, facilitate structured reflection towards developing a basic understanding of adult learning principles and practices that are transformative, gender sensitive, rights based and contribute to sustainable development, gain a better understanding of and develop contexts in Asia Pacific that impact on adult education and contribute to developing a "Talent Bank" for the leadership in ASPBAE, the membership, and for the adult education movement in the Asia Pacific.



The course content will cover the subjects including principles of adult learning, frameworks of and for transformative adult learning (rights based approach to education and development, mainstreaming gender and lifelong learning, education for sustainable development), context of adult learning in practice (local community visits, Asia Pacific Regional Overview), leadership in adult learning practice (leadership in learning organizations, educators as leaders), networking and policy advocacy, ASPBAE's thematic engagement and policy platforms and formulation of individual action plans.

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Govinda, R. ed. **Who Goes to School? Exploring Exclusion in Indian Education**. Delhi, Oxford, 2011: 480 p.

As a result of the boom in private-sector education and the attempts to universalize elementary education, there has been an unprecedented increase in school enrolment in India. Still, large numbers of children, especially from disadvantaged communities, are deprived of quality education, which has thwarted the equitable access to basic education. This book explores such exclusion and the policies and actions required to develop an inclusive education system. It focuses on aspects ranging from malnutrition, gender and social equity, migration, drop out, and differentiation in schooling provisions to matters of teaching and governance. Combining statistical analysis and reviews, it explains patterns of access and exclusion. Outlining policy and legislation on access to education, the book analyses the way in which educational access is conceptualized and identifies areas for future research.

Livingstone, D.W. ed. **Lifelong Learning in Paid and Unpaid Work: Survey and Case Study Findings**. Routledge, 2010: 272 p.

Lifelong Learning is essential to all individuals and in recent years has become a guiding principle for policy initiatives, ranging from national economic competition to issues of social cohesion and personal fulfillment. However, despite the importance of lifelong learning there is a critical absence of direct, international evidence on its extent, content and outcomes.

Lifelong Learning in Paid and Unpaid Work provides a new paradigm for understanding work and learning, documenting the active contribution of workers to their development and their adaptation to paid and unpaid work. Empirical evidence drawn from national surveys in Canada and eight related case studies is used to explore the current learning activities of those in paid employment, housework and volunteer work, addressing all forms of learning including: formal schooling, further education courses, informal training and self-directed learning, particularly in the context of organisational and technological change.

Proposing an expanded conceptual framework for investigating the relationships between learning and work, the contributors offer new insights into the ways in which adult learning adapts to and helps reshape the wide contemporary world of work throughout the life course.

Martin, Jane and Goodm, Joyce eds. **Women and Education**. Routledge; 2010: 1,792 p.

If a primary objective of feminism is to expose and challenge the social relations of power embedded in all spheres of life, then an exploration of the issues attached to female education is a vital aspect of such a project.

The document is a four-volume collection of foundational and cutting-edge contributions. Issues affecting women and education cannot be analysed in territorial isolation; while it is possible in many parts of the Western world to cite evidence of widening opportunities, choices, and potential in women's lives, the gendered nature of educational provision, practice, and thought is often more starkly apparent in less developed parts of the world. Consequently, the collection adopts an explicitly international approach to explore fully the complexities of the educational experience, its gendered history, and its particular implications and interpretations in specific societies and locations. The inclusion of autobiographical works to capture the experience of education as a broad societal process, and not simply as formal schooling makes this document interesting.

Volume I ('Space, Place, and Time) is a theoretical and historical framework for the collection. Taken together, the materials gathered here constitute a sophisticated and versatile toolbox of ideas for theory-building and research. This volume, in particular, will be an invaluable tool for researchers and students of feminist theory and research methods, and for users across the social sciences concerned with issues of gender. Volume II ('Pupils, Students, and Learning') brings together key studies in gender and education. In particular, this volume explores past experiences through autobiography and life history, and investigates gender dynamics within schools. Volume III ('Teachers and Teaching'), meanwhile, focuses on the culture and politics of work. It presents essential findings into processes and pedagogy and gathers critical research on women teachers' expectations, their struggles to achieve equality, and attempts to change practice. The last volume in the collection ('Politics and Policies') contains a selection of materials that discuss the history and gendered nature of education policies. Presenting a range of views, the work gathered in Volume IV illuminates women's place in the development of educational traditions, reforms, and theories, and examines their role as educational policy-makers.

Pandya, Rameshwari. **Spectrum of lifelong education**. New Delhi, Concept, 2011: 310 p.

This book deals with various aspects, concepts, processes, strategies and evaluation procedures to be followed in imparting adult education. It provides conceptual clarity, highlights trends of change in extension and gradual evolution of the profession. Up-to-date information has been presented lucidly on communication including both traditional folkmedi and new communication technologies with cases and examples. The ethics of Lifelong Education and criticisms over present forms of Adult Education have been synthesized to provide guidelines for students, researchers and practitioners.

United Nations. **Paths to 2015 MDG Priorities in Asia and the Pacific: Asia-Pacific MDG** Report 2010/11. Unesco, 2010: 55p.

This report on Paths to 2015 is the Asia-Pacific region's contribution to that assessment. It uses the latest information from the United Nations MDG database to assess which countries and sub-regions are likely to miss or achieve the Goals. It attempts to encapsulate and update the discussions and recommendations of the earlier reports on MDGs, jointly published by ESCAP, ADB and UNDP since 2004. It looks at some of the key drivers which have propelled MDG achievement in the region, and which are likely to remain as important as before in the region's quest for reaching the Goals by 2015. It focuses specifically on three areas where increased and sustained policy attention would be required: hunger and food security; health and basic services; and basic infrastructure – areas where many of the countries in the region appear to be facing significant challenges.

Compiled by: SC Dua and Neha Gupta

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Editor-in-Chief: Prof. B.S. Garg
Tel. 011-23379306, 23378206, 23379282
E-mail: iaeadelhi@gmail.com
Editor : Dr. Madan Singh
Website: iaea-india.org

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INDIAN ADULT EDUCATION ASSOCIATION

Increase Female Literacy to Accelerate Socio-Economic Development

- Smt. Pratibha Patil



The National Literacy Mission Authority in collaboration with Unesco, Paris organised the national level function to celebrate the 45th International Literacy Day on September 8, 2011 at Manekshaw Centre, Delhi Cantonment. Smt. Pratibha Devisingh Patil, the Hon'ble President of India was the Chief Guest. In her address Smt. Patil said that increasing female literacy has the potential of becoming a force multiplier in pushing forward the socio-economic development of the nation. Literate women are more aware about diseases and their treatment, with better capability to deal with sickness and disease, and the confidence to approach medical assistance when require.

Smt. Patil also emphasised that an approach to literacy that is both holistic and relevant for development, by linking it with the learning of other skills necessary for human and socio-economic development, can bring greater benefits. Linking literacy with broader skills such as technical and vocational skills is important.

On this occasion Dr. D. Purandeswari and Shri E. Ahamed, Union Ministers of State for Human Resource Development, Smt. Anshu Vaish, Secretary, Department of School Education and Literacy, Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority and Dr. Qian Tang, Assistant Director General for Education, UNESCO were also present.

International Literacy Day Greeting



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 45th in series.

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

NLM - Unesco and Satyen Maitra Memorial Literacy Awards Presented

On the occasion of International Literacy Day, Literacy Awards were presented by the Hon'ble President of India, Smt. Pratibha Devisingh Patil in the national level function held at Manekshaw Centre on September 8, 2011. The awards were:

Satyen Maitra Memorial Literacy Award

National Literacy Mission instituted Satyen Maitra Memorial Literacy Awards in the year 1996. This award is instituted in name of late Shri Satyen Maitra, a doyen in the field of literacy who dedicated his long life for the poor and downtrodden. He was a social reformer and eminent educationist who served Bengal Social Service League, a reputed NGO based in Kolkata, West Bengal. Satyen Maitra Memorial Literacy Awards are given to districts for their outstanding performance in the implementation of literacy programmes.

The winners of this Award for 2011 are:

1. SLMA - Uttarakhand (The award was received by Shri Shashi Ballabh Joshi, State Project Manager, SLMA, Uttrakhand)
2. District - Thoubal, Manipur (The award was received by Dr. J. Suresh Babu, Principal Secretary, Adult Education, Govt. of Manipur)
3. Block - Surajpur, Surguja District, Chhattisgarh (The award was received by Smt. Pushpa Singh, President, GP, Surajpur)
4. Gram Panchayat - Doddabyadarahalli, Mandya District, Karnataka (The award was received by Shri T. Srinivasa, President, Gram Panchayat)

NLM - UNESCO Award

National Literacy Mission in collaboration with UNESCO, New Delhi instituted this award in the year 1998 to encourage the institutions working in the field of literacy and adult education programme. On the occasion of International Literacy Day NLM - UNESCO award is presented to the selected State Resource Centres, Jan Shikshan Sansthans and University Departments of Adult, Continuing Education and Extension for their outstanding work.

The winners of this Award for 2011 are:

1. State Resource Centre, Dehradun (The award was received by Smt. Ruchi Kukreti Kaushal, Chairperson, State Resource Centre)
2. Jan Shikshan Sansthan, Bhopal - I (The award was received by Shri Rajeev Nayan Tiwari, Director, Jan Shikshan Sansthan)

Decadal Literacy Award

Decadal Literacy Award is given on the basis of decennial census conducted by the Registrar General and Census Commissioner, Government of India to acknowledge the achievements made by the States/UTs in the field of literacy, female literacy and reduction between male and female literacy rate.

The winners of this Award for 2011 are:

1. Bihar for achieving the highest decadal growth in female literacy rate (20.21%) and decadal growth in literacy rate (16.82%) (The award was received by Shri Anjani Kumar Singh, Principal Secretary, Human Resource Development, Govt. of Bihar)
2. Tripura for achieving the highest reduction between male and female literacy rate (7.00%) (The award was received by Shri R.K. Vaish, Principal Resident Commissioner, Govt. of Tripura)
3. Dadra & Nagar Haveli UT for achieving highest decadal growth in female literacy rate (25.70%), literacy rate (20.02%) and highest reduction between male and female literacy rate (10.42%) (The award was received by Shri Rakesh Kumar Gaur, Director of Education, UT of Dadra & Nagar Haveli)

UNESCO International Literacy Prizes 2011

The President of India, Smt. Pratibha Devisingh Patil presented UNESCO International Literacy Prizes - King Sejong Literacy Prize and Confucius Prize for the year 2011 to outstanding institutions and individual in recognition of excellence and innovation in the field of literacy in the national level function to celebrate International Literacy Day at New Delhi on September 8, 2011. Dr. D. Purandeswari and Shri E. Ahamed, Union Ministers of State for Human Resource Development, Smt. Anshu Vaish, Secretary, Department of School Education and Literacy, Shri Jagmohan Singh Raju, Director General, National Literacy Mission Authority and Dr. Qian Tang, Assistant Director General for Education, UNESCO were also present on the occasion.

The theme of 2011 UNESCO International Literacy Prizes was "Literacy and Peace" with special consideration to gender equality.

UNESCO King Sejong Literacy Prize

This prize was created in 1989 by the Government of Republic of Korea to honour the outstanding contribution made to literacy over 500 years ago by King Sejong, who created the native Korean alphabet 'Hangul' which is still a valuable model and reference for the world today. This prize is given as a reward for the activities of governments or governmental agencies and non-governmental agencies displaying merit and achieving effective results in contributing to fight against illiteracy. It gives special consideration to the creation, development and dissemination of mother - tongue languages in developing countries. The prize consists of a silver medal, certificate and cash of US$ 20,000. The winners of this prize are:

National Literacy Service, Burundi, Africa for innovative approach in linking functional



literacy not only to daily life issues but also to topics related to peace and tolerance, as well for its overall impact. From 2010 to 2011 alone, the programme awarded more than 50,000 certificates to new readers.

National Institute for the Education of Adults, Mexico for the "Bilingual Literacy for Adults" for its impact in reducing illiteracy among indigenious peoples, especially women for improving



their ability to exercise their rights and for providing a strong example to other multicultural and multilingual communities and countries in attaining social cohesion.

City Literacy Coordinating Council, Tagum City - Philippines (The Honourable Mention) for peace education activities,



literacy and entrepreneurship to generate employment opportunities for marginalised populations and sustain a peaceful urban environment through Night Market Programme.

UNESCO Confucius Prize

This prize was created in 2005 by the Government the People's Republic of China in honour of the great Chinese scholar Confucius. It recognises the activities of outstanding individuals, governments or governmental agencies and non-governmental organizations working in literacy serving rural adults and out-of-school youth, particularly women and girls. The Prize consists of a medal, a diploma and cash of US$ 20,000. Furthermore, the Confucius Prize offers a study visit to literacy project sites in China. The

winners of this prize are:

Room to Read (United States of America) for promoting Gender Equality and Literacy through



Local Language Publishing. Operating in nine countries - Bangladesh, Cambodia, India, Laos, Nepal, South Africa, Sri Lanka, Vietnam and Zambia, the programme has helped local communities to develop culturally relevant reading materials in local and minority languages. The programme has produced more than 500 new titles in 25 languages of which more than 5 million copies have been distributed.

Collect if ALPHA UJUVI (Democratic Republic of Congo)



for its programme Literacy for the Peaceful Co-existence of Communities and Good Governance. The programme uses literacy to prevent and resolve tensions and conflicts among individuals and communities in the North Kivu Region thereby contributing to social cohesion and improved governance mechanisms.



Dr. Allah Bakhsh Malik, Punjab, Pakistan (The Honourable Mention) for his leadership role in the implementation of the programme "Making Punjab Literate by 2020".

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International Conference on Women's Literacy for Inclusive and Sustainable Development

A three day International Conference on Women's Literacy for Inclusive and Sustainable Development was held at New Delhi from September 8-10, 2011. The participants include Education Ministers and delegates from Afghanistan, Bangladesh, Brazil, China, Egypt, India, Indonesia, Maldives, Mexico, Nigeria, Pakistan and Sri Lanka.



There were six sessions out of which three were plenary and the other three technical. The theme of the first two plenary sessions was "Centrality of Women's Literacy to Inclusive and Participative Development" in which country presentations were made by heads of delegations.

The themes for three technical sessions were Emerging International Perspectives on Adult Education and Lifelong Learning (Chaired by Dr. Narendra Jadhav, Member (Education), Planning Commission, GOI), Innovations in Design and Delivery of India's Adult Literacy Programme (Chaired by Shri Kapil Sibal, Union Minister of Human Resource Development) and International Cooperation for Promoting Adult Education (Chaired by Prof. R. Govinda, Vice Chancellor, National University for Educational Planning and Administration) in which invited experts/subject specialists presented papers on identified topics.

The last plenary was concluding session which was presided over by Shri Kapil Sibal, Union Minister of Human Resource Development. In this session the participants of the conference had a video conference with the beneficiaries of adult education centres located at Gram Panchayat Hulkoti, Gadag district, Karnataka, Gram Panchayat Kanpura, Ajmer, Rajasthan and Gram Panchayat Suthagatti, Belgaum, Karnataka.

At the end of the conference an Outcome Document was approved which reiterates the commitment of the participating countries to cooperate with each other in the field of literacy and lifelong education and sharing good practices. The Document also emphasises the need for mainstreaming adult education in the overall perspective of education to improve the literacy rate and the need for higher resource allocation for the same.

आजीवन शिक्षा केन्द्र त्रिलोकपुरी में परीक्षाओं का आयोजन



भारतीय प्रौढ़ शिक्षा संघ द्वारा संचालित आजीवन शिक्षा केन्द्र त्रिलोकपुरी में अमूमन समाज के पिछड़े वर्गों से आने वाले स्थानीय महिलाओं एवं लड़कियों को सिलाई एवं कटाई तथा ब्यूटीकल्चर और हैल्थ केयर में प्रशिक्षण प्रदान किया जा रहा है। गत 10 सितंबर 2011 को उपरोक्त प्रशिक्षण प्राप्त कर रहे शिक्षणार्थियों के लिए प्रयोगात्मक एवं मौखिक परीक्षाएं आयोजित की गई जिसमें ब्यूटीकल्चर एवं हैल्थ केयर के पांचवे बैच के 7 और सिलाई एवं कटाई के चौथे बैच के 11 प्रशिक्षणार्थियों ने भाग लिया। उपरोक्त दोनों विषयों के लिए लिखित परीक्षा गत 13 सितंबर 2011 को आयोजित की गई।

उपरोक्त सभी परीक्षाएं आजीवन शिक्षा केन्द्र के समन्वयक श्री जय भगवान की उपस्थिति में संपन्न हुई।

KRITI: Where Creativity Converge

The National Literacy Mission Authority organised KRITI - Literacy Exhibition at Dilli Haat, INA, New Delhi from September 6-10, 2011. The main objective of this exhibition was to create awareness about the government's efforts to improve livelihood and literacy levels of the excluded groups.



The exhibition was inaugurated by Smt. Sheila Dixit, Chief Minister, National Capital Territory of Delhi on September 6, 2011. The guests of honour were Dr. Yoganand Shastri, Delhi Assembly Speaker and Smt. D. Purandeswari Union Minister of State for Human Resource Development. On this occasion Smt. Anshu Vaish, Secretary, Department of School Education and Literacy and Shri Jagmohan Singh Raju, Director General, NLMA were also present. The guests were given traditional welcome by folk artists in colourful dresses.



In this exhibition products were exhibited thematically in different stalls. They were Tribal products, Leather Crafts, Publications, ICT, Soft Toys, Live Demo, Furniture, Jute Crafts & Carpet Weaving, Painting Bags, Embroidery, Bamboo Crafts, Food Processing & Preservations, Knit Wear, Artificial Jewellery, etc. Arrangement was also in the exhibition for live demonstration by Artists.





The exhibition was visited by the delegates and participants of the International Conference on Women's Literacy for Inclusive and Sustainable Development. Cultural programmes also enthused the audience.



Achieving the Goals of Literacy

During Universal declaration of Human rights in 1948, basic education was recognized as a human right. The education sector thereafter was taken seriously the world over especially in the developing countries. This view was further reiterated in world level conferences on Education for All at Thailand in 1990 and in Dakar, Senegal in 2000 in which hundreds of countries participated besides world bodies like UNESCO, UNICEF, World Bank etc. In 1965 UNESCO decided to celebrate International Literacy Day (ILD) on 8th September. Since then this day is celebrated across the world as the day of rededication to the cause of Literacy.

The revised policy of education 1986 gives priority to Universalization of elementary education, Adult education and education for women. Several programmes were launched in India for promotion of Literacy like Adult education programme of 1978. However, it was only after setting up of National Literacy Mission (NLM) in 1988 that Literacy came to the forefront of National agenda. Considering that the literacy rate in India was about 5% in the beginning of last century (1901) and about 18% in 1951 the achievements in the literacy rates by 2011 are phenomenal but the increase in the growth of literacy during last decade i.e. from 2001 to 2011 is not very encouraging. While as NLM did play an important role in literacy during Ninetees, The literacy growth was remarkable from 52% in 1991 it rose to 65% in 2001an increase of 13%, Female literacy rose from 39% to 53% i.e. by 14%and male female gap was reduced by 3%. There was also an overall increase in the literacy rate amongst the SC, ST and Muslim population. All this was possible because of the aggressive and sustained campaigns launched with active support of NGO's and volunteers. But the literacy figures as released recently from 2011 census are a matter of concern.

The literacy rate now is 74% .The decadal increase of 9% only. But a comfort level is the increase in female literacy by 11% as compared to male literacy which is 6%. The male female gap has therefore been reduced to about 16%. A matter of concern is that this is despite of the fact of active support of schemes like Right to education (RTE) and thrust on universalization of education and Sarva Shiksha Abhyan. The matter of fact is that NLM has lost its sheen. Various factors which could be responsible for this are the volunteerism which was backbone of NLM in Nineties has fizzled out because volunteers were often lured by false promises, a shortsighted tactic which resulted in demands for payment to Preraks and other literary instructors. In earlier campaigns mobilization strategy made volunteers feel part of larger movements of social change and inspired them to share their learning with underprivileged people. The Mission mode management was missing and Zila Saksharta Samitis lost their dynamism in the last Decade. Official authority replaced the committed cadre of volunteers. NLM became more authoritative and DG centric depended much on the vision and commitment of one individual at the top level.NLM was unfortunately not institutionalized even after twenty years of its existence wherein an individual would fit into the system. Instead it worked other way round where an individual became more important than the Mission. The cumbersome process of release of funds by Centre to the States at three stages of literacy resulted in gaps and frustrations. The federal system of the country under which State Govts are not bound to adopt the central schemes religiously made it further difficult to implement the scheme at the ground level. So the pace of progress with passage of time slowed down for NLM like many other Govt. schemes. The NLM which had a target of achieving 80% literacy in the 11th five year plan could not keep its target.

Having realized its failure the Govt. amongst great fanfare and thrust on Women's literacy relaunched a new scheme as Saakhshar Bharat on the ILD in 2009.It is exactly two years now but the scheme is yet almost at the preparatory level with not much impact seen at the ground level. As per the document prepared for the SB the scheme is being implemented selectively in Districts with less than 50% women literacy targeting about 70 million people, to make 80% people literate by March 2012 i.e. the end of 11th Plan. The scheme is being implemented through Lok

Shiksha Kendras at Gram Panchayat level. A million dollar question which remains to be answered is whether 6% increase in literacy could be achieved in six months when 9% was achieved in ten years. Let us hope some miracle takes place and the scheme does not end up as old wine in new bottle.

The hard fact is that one third of world's illiterates are in India though the country is moving towards digital literacy and having the largest manpower of computer specialists in the world. It is also true that almost half the women in India are not familiar with written word. India is way behind in literacy from even smaller neighbours like Sri Lanka and Maldives, not to talk of China and other developed countries. While on one hand India has joined the club of most developed economies of the world and on the other hand we are ranked at 126th position in human development, for which education is the major parameter. After all how for can we live with 30% disability of Illiterate and BPL population and still aspire or claim to be the most developed economy or a super power.

Dr. Roop Krishen Bhat
Former Director
Directorate of Adult
Education, GOI

Beyond Primers and Slates

I am in Delhi, the capital of our country. Eventhough it is September, the morning is sultry. I have travelled thousands of kilometers from Karnataka to attend the International Literacy Day celebrations. I am very happy but a bit nervous also. I never imagined even in my dream that I will be visiting Delhi. I am from a small sleepy village in contrast to Delhi which is brimming with enthusiasm and full of life all the 24 hours as if it never sleeps. Everything in this city is a new experience for me.

A few days before when I met the President of our Gram Panchayat, he told that our Panchayat has been selected by the National Literacy Mission Authority for Satyen Maitra Memorial Literacy Award for the year 2011 for the excellent literacy work done and I should also go with him to Delhi. He gave me the travel itinerary and information regarding boarding and lodging arrangements in Delhi. The joy of being recognized for the work done by the Panchayat and get appreciated was unbound. It was doubled when I came to know that award will be given in Delhi on 8th September on the occasion of International Literacy Day celebrations.

Our Gram Panchayat President also said that the International Literacy Day is not only celebrated in our country but also in other countries in the world as according to Unesco more than 796 million of the world's adults, or one in five adults of which two-thirds are women, do not know to read and write and 67.4 million children are out of school. It is a well known fact that literacy is the key for socio-economic progress and female literacy is as important as that of males. Literacy is also the key to enhance human capabilities and empowering them and is the foundation for lifelong education. Therefore, efforts are being made by all the countries to eradicate illiteracy.

Today is 8th September and now I am in Manekshaw Centre at Delhi Cantonment for the programme. The hall is decorated beautifully. The hall is filled with galaxy of personalities including Ministers from different countries, international agencies, diplomats, educationists, political leaders, field functionaries and media. Suddenly, there is an absolute silence as the announcer has informed the audience that the President of India, Smt. Pratibha Devisingh Patil is shortly arriving on the dais; yes she has arrived accompanied by Ministers and officials. Immediately after the National Anthem was played and all on the dais are given beautiful bouquets, the programme started. I am again little bit nervous and eagerly waiting for our Panchayat President to receive the award. The programmes started rolling one by one and the announcer said that now the awards will be given away by the President of India. The turn came for our Gram Panchayat President who with all confidence went to the dais and received the award. I was full of joy and even jumped from my seat clapping my hands. The entire crowed in the hall also clapped.

What a momentous time? The joy of recognition for the hard work done is really great. The function is just now over and I had a photograph with our Gram Panchayat President holding the award in his hands. For me the photograph will be a treasure and I will cherish all my life.

Nishat Farooq

Visitors to IAEA



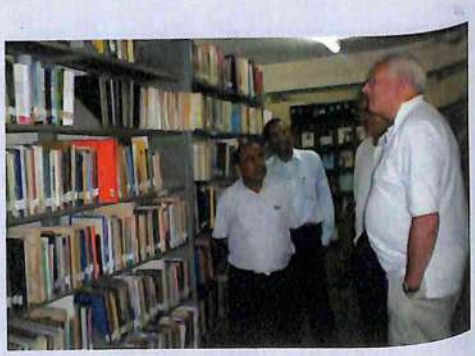
Prof. Arne Carlsen, Director, UNESCO Institute for Lifelong Learning, Hamburg visited IAEA on September 10, 2011. He was received by Shri K. C. Choudhary, General Secretary, Dr. Madan Singh, Treasurer, Prof. S. Y. Shah, Member, Executive Committee, Dr. L. Raja, Vice President and Dr. V. Mohankumar, Director. He had a detailed discussion about the Indian Adult Education Association and International Institute of Adult and Lifelong Education. He also visited the Library and Document Centre of the Association.



Prof. Arne Carlsen is also the Professor Emeritus of International Institute of Adult and Lifelong Education.



Dr. Alan Tuckett, President, International Council of Adult Education (ICAE), Montevideo, Uruguay visited IAEA on September 12, 2011. Dr. Alan is the former Director of National Institute of Adult and Continuing Education (NIACE), UK. He had a detailed discussion about the activities of IAEA with Shri K. C. Choudhary, General Secretary, Dr. Madan Singh, Treasurer, Prof. S. Y. Shah, Member, Executive Committee and Dr. V. Mohankumar, Director. He has also shown keen interest in the books and documents kept in the Library of the Association.



ANNOUNCEMENT

All India Adult Education Conference

The Indian Adult Education Association is organising 59th All India Adult Education Conference at Bhubaneswar, Odisha from December 16-18, 2011. The theme of the Conference is "Promoting Reading Habits and Creating Literate Society". All the adult educators are cordially invited.

The delegates who desire to attend the conference may remit a sum of ₹1250/- towards delegation fee and boarding and lodging charges through a separate Demand Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi.

The delegates are requested to send their Registration Forms duly filled to General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002 alongwith the Demand Draft for ₹1250/- on or before November 30, 2011. Priority for allotting accommodation will be given to the registered delegates.

Those who desire to present thematic papers in the conference may send the same to IAEA on or before November 30, 2011 through e-mail directoriaea@gmail.com

K. C. Choudhary
General Secretary

59th All India Adult Education Conference, Bhubaneswar

Registration Form

1. Name	
2. Age and Date of Birth	
3. Complete Postal Address with pin code Residence: Organisation (if any): (please give the designation)	
4. Telephone Numbers	STD Code: Office: Residence: Fax No.: Mobile: e-mail:
Date:	Signature

Registration Form for

59th All India Adult Education Conference, Bhubaneswar

External Evaluation of Namakkal Jan Shikshan Sansthan



Indian Adult Education Association conducted External Evaluation of Jan Shikshan Sanshan, Namakkal from August 22-26, 2011 to assess the quality of programmes organized 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 ex-beneficiaries fairly covering rural, urban blocks, males, females, SC, ST, OBC, Muslim Minorities and Others. The evaluators also interviewed the Chairman, members of the Board of Management, PRI members, and representatives of the collaborating agencies, Director and staff of JSS. Secondary data was taken from the reports, records and registers. The evaluation team also visited the on-going vocational training centres to personally see the facilities available and interviewed successful ex-beneficiaries by administering standard interview schedule to know about the quality and usefulness of the training to enable them to pursue self/wage employment.

No Language Barrier for Gopal Kannan

Gopal Kannan is a resident of the village Manikampalayam located in Elachipalayam Block, Namakkal district, Tamil Nadu. He is totally deaf and dumb with the result he can neither hear nor speak. His father and elder brother also are deaf and dumb. His father is a daily wage earner with meagre income. Poverty and handicap did not stop Gopal Kannan to have his education in school. He studied upto 10th standard in government school. Unfortunately, he could neither continue his studies further due to poverty nor get a decent employment suitable to his qualification with regular income due to lack of opportunities and guidance. In the meantime, he got the information from his friends that Jan Shikshan Sansthan, Namakkal organises Masonry course as a vocational trade in collaboration with a sub-contractor which not only gives the necessary skills for the trainees but also the daily wage for the work done during the training programme. Hence, he decided to undergo the training and joined the course. Now his training place is the construction site in the nearby town. In his batch there are 25 trainees. His trainer (Resource Person) is P. Kannan who was also trained under a Master Trainer in the initial years. However, today he himself is the Master Trainer and also a sub-contractor.



When I met Gopal Kannan in the worksite where a big house is being constructed, he conveyed a lot through his own language of action. He said that God's will is that three persons in his house are deaf and dumb, but he has no regrets. As a trainee he earns Rs.100/- per day as wage which substitutes his family income. According to the Resource Person he can earn upto Rs.350/- per day once the training is over and the necessary skills are acquired.

Gopal Kannan is fond of seeing Tamil films and he is an ardent fan of Kamal Hasan. His favourite movie is "Indian" in which Kamal Hasan is the hero.

Happiness is the state of mind. Eventhough, Gopal is a physically handicapped person but he is not much bothered about the same as he is educated. He not only communicates through action but also in writing. His aim is to become a Master Trainer and sub-contractor which one day he will definitely become. The Resource Person said that his output in the construction is far more than others as he concentrates on his work with no distraction.

Gopal Kannan is Deaf and Dumb, So What? Is he not living with dignity?

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Dr. Naseem Akthar is Emeritus Professor



Dr. Naseem Akthar, former Professor, Department of Adult and Continuing Education, University of Madras has got Emeritus Fellowship from the University Grants Commission in the subject of Adult and Continuing Education. A person worked as an Animator teaching illiterate adult women in the slums of Chennai under the auspicious of Women's Voluntary Service of Tamil Nadu raised in the academic ladder and taught the students in one of the prestigious universities of India. She has the credit of guiding 15 research scholars leading to Ph.D. She is an expert in population education, training and research.

Dr. Naseem Akthar is a Life Member of Indian Adult Education Association from 1979.

Dr. L. Raja attended International Conference in UK



Dr. L. Raja, Head in-charge, Department of Lifelong Learning, Gandhigram Rural University, Tamil Nadu and the Vice-President of Indian Adult Education Association had participated in the International Conference jointly organised by the University of Exeter, UK, the Global Partners Canterbury Christ Church University (CCCU), UK, Tide~ Global Learning and National Environmental Agency, Canford School, St. Margaret's School, UK at the University of Exeter, UK from August 26 to September 7, 2011. He had presented a paper on the research findings on "Global Partners as sites for Mutual Learning". This conference was attended by more than 80 participants including professors, researchers, senior teachers and heads of different organisations from all over the World.

Visakhapatnam JSS - Vocational Training for Slum Girls



B. Neelima, Corporator, Mangapuram Colony giving away certificate to the successful candidate. Others present are K. Satyanarayana, Director, JSS and B.V.Ramana, Social Worker

Visakhapatnam is a port city with fast developing infrastructure. While on one side broad roads and tall buildings reflect the prosperity of the city, on the other side poor people live in slums with very little means to live. Unemployment and unhealthy living reflect the status of the people in slums.

JSS, Visakhapatnam is a well known training institution in vocational skills in this town. The sansthan organises skill development programmes all over the district in the last many years. Very recently it identified a group of women and girls in Rajiv Nagar slum area and organised six months vocational training in the trade Cutting Tailoring. Around 50 illiterates and neo-literates belong SC, Minorities and Other Backward Castes in the age group 18-35 years participated in the training programme. The participants were given training free of cost and also provided the necessary raw materials. The training was held between 12 noon and 4:00 p.m. in two batches in the local community centre.

After the successful completion of the training the participants were distributed course completion certificates on August 13, 2011.

With the efforts of JSS the trained girls have been absorbed immediately as Apprentices in M/s Sai Teertha Apparel Park, a leading garment export unit in Visakhapatnam with a monthly stipend of Rs.1500/- with transport facilities from home to factory and back. After the successful completion of apprenticeship they will be appointed on rolls of the company with a minimum monthly salary of Rs.3000/-.

Director, JSS, Visakhapatnam

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Editor-in-Chief: Prof. B.S.Garg **Editor: Dr. Madan Singh**
Tel: 011-23379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org

IAEA NEWSLETTER

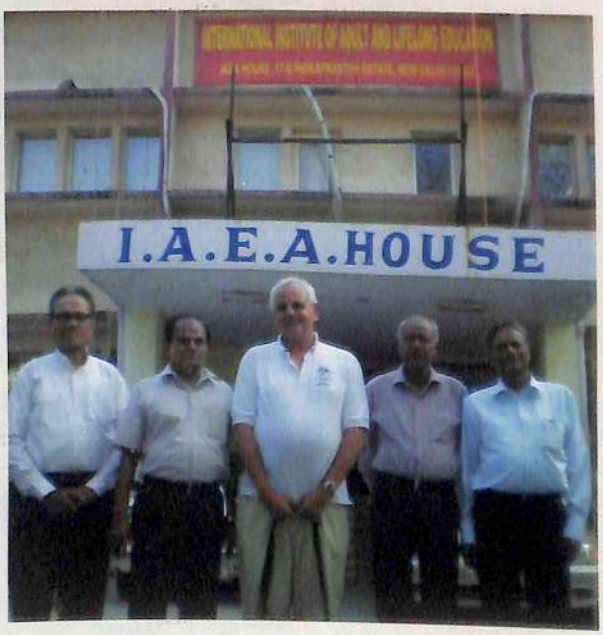
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INDIAN ADULT EDUCATION ASSOCIATION

Prof. Arne Carlsen and Dr. Alan Tuckett visit IIALE, New Delhi



(From L-R) L. Raja, V. Mohankumar, Arne Carlsen, S. Y. Shah, K.C. Choudhary, Madan Singh



(From L-R) V. Mohankumar, S. Y. Shah, Alan Tuckett, K.C. Choudhary, Madan Singh

The International Institute of Adult and Lifelong Education and Indian Adult Education Association had the rare honor of receiving two internationally renowned scholars in the field of Adult and Lifelong learning – Prof. Arne Carlsen, (Director, UNESCO Institute for Lifelong Learning, Hamburg) and Dr. Alan Tuckett, (President, International Council for Adult Education, Montevideo, Uruguay) during the second week of September 2011. They were in New Delhi in connection with the International Conference on Women's Literacy for Inclusive and Sustainable Development hosted by the National Literacy Mission of Government of India.

They visited the Documentation Center of the Association and showed great interest in the ongoing activities of the Institute and the Association and held detailed discussion on various issues of common concern with Shri K. C. Choudhary, Chancellor; Prof. S. Y. Shah, Honorary Director; Dr. V. Mohankumar, Registrar and faculty members of International Institute of Adult and Lifelong Education. They appreciated the various activities of the Institute and expressed the desire to initiate collaborative programmes in course of time. They hoped that the International Institute would play a more active role in the promotion of international cooperation through adult and lifelong learning.The Chancellor presented them a set of publications of the Institute and the Association.

International Conference on Literacy in Asia at Penang, Malaysia

The International Literacy Research Unit (ILRU), Universiti Sains Malaysia School of Languages, Literacies and Translation; International Development Asia Committee (IDAC) in collaboration with International Reading Association (IRA) organized an International Conference on Literacy (LITCON) International Language Learning Conference (ILLC) with the theme 'Language and Literacy in the Local and Global Contexts: Success Stories and Unfolding Narratives' at Berjaya Georgetown Hotel, Penang, Malaysia from October 11-13, 2011. Reading Association of India was represented by Shri K.C. Choudhary, General Secretary, IAEA and Past President of Reading Association of India and Prof. S.Y. Shah, current President of the Reading Association of India. Dr. Shah presented a paper on Teaching Reading through Film songs based on the interim findings of a pilot project on developing low cost alternatives to teaching pronunciation. Apart from four plenary presentations by eminent scholars, one hundred sixty one papers (161) were presented in 96 parallel sessions at the three days conference. The plenary presentations covered the following themes; New Learning and New Literacies, Numeracy and the Development of Scientifically Literate Workforce in a Borderless World, Reading For ALL, Changing Literacy: Don't Be a Tourist, Mobile Solutions in Literacy and learning. The conference was inaugurated by the Deputy Minister of Education, Dr. Mohammed Puad Bin Zarkashi. The conference was attended by 500 persons from several countries in Asia, Europe and North America.

The Conference provided a space for interested groups and individuals to explore and share success stories and unfolding narratives on their experiences and journeys in language and literacy education. It also provided an opportunity to understand the perspectives and lived experiences of contemporary actors, agents, and the processes, forces, factors, and epistemologies involved in literacy and language education within and across University-Community and Industry. It explored in detail the question of language and literacy engagement at the intersections of digital networks with conventional communication and literacy practices, offered a platform for policy makers, academics, teachers, administrators, parents, learners, community activists and practitioners from various disciplines and sectors to interact, network, share findings and exchange knowledge as they examine the meanings, uses, choices, risks, constraints and consequences of literacy in diverse global and local environments.



Participants of the Workshop
(Standing fourth from Left K.C.Choudhary and fifth S.Y. Shah)



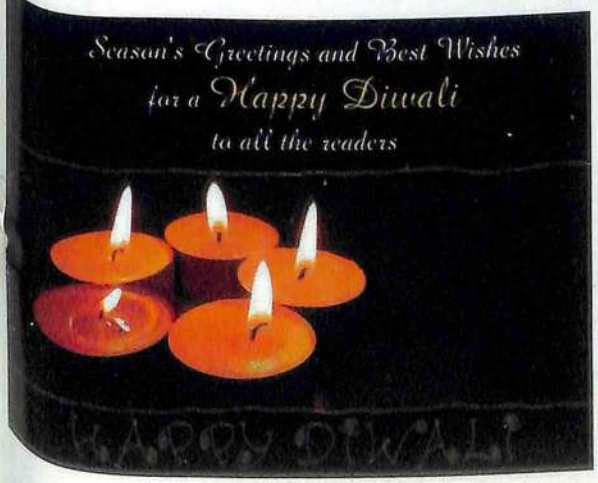
First from right S.Y.Shah participating in the discussion

IAEA General Secretary's Meeting with Prof. H.S. Bhola



Prof. H. S. Bhola, Professor Emeritus, Indiana University, USA, one of the world renowned adult educationists was in Delhi in the month of September to participate in the International Conference on Women's Literacy for Inclusive and Sustainable Development. During his stay in Delhi he was met by Shri K. C. Choudhary, General Secretary, Indian Adult Education Association on September 23, 2011 at India International Centre. Prof. S. Y. Shah, Member of the Executive Committee of the Association was also present.

They discussed about the global perspective of adult and lifelong education and the efforts of India to achieve better literacy rate through Saakshar Bharat. Prof. Bhola also showed keen interest in the role played by Indian Adult Education Association in the field of literacy and adult education as he is associated with the organization for long.



Dr. Merlene Mercado Alon Visits RAI office in New Delhi



(From L-R) S.C.Dua, Prem Chand, V.K.Dixit, Rajesh, S.Y.Shah, Kalpana Kaushik, K.C.Choudhary, Merelene Mercado Alon, V.Mohankumar.

Dr. Merlene Mercado Alon , Vice Chair of the Reading Association of Philippines (RAP) and Chair (2011-12), International Development in Asia Committee (IDAC) was in India to speak at the Leadership Workshop organized by Reading Association of India (RAI) in collaboration with the Eastern Zone Council of the RAI at Kolkata. Dr. Merlene on her way to Kolkatta spent two days in Delhi and visited the India office of the RAI on October 19, 2011 and interacted with Delhi based members of RAI, specially the current and the past Presidents, Professor S. Y. Shah and Shri K. C. Choudhary, Dr. V.Mohankumar, Secretary of RAI and the Director of IAEA, eminent educationists and academic staff of IAEA. Among those present were Dr. Rajesh, Dr. J. P. Dubey, Dr. V. K. Dixit and Research Scholars from the Department of Adult Continuing Education and Extension, Delhi University.

The discussion was centered around the current literacy scenario in India and importance of promoting literacy and reading habits among adults and children and the various strategies adopted by the Government of India and universities and NGOs. In this context Dr.Mereline shared her experience in Philippines.

Dr. Merelene was presented a set of publications brought out by Indian Adult Education Association and International Institute of Adult and Lifelong Education.

हमें संघ की राज्य शाखाओं को मजबूत करना होगा - प्रो. गर्ग






भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष प्रो. भवानी शंकर गर्ग 17–18 अक्टूबर, 2011 के दौरान संघ के दिल्ली स्थित मुख्यालय में रहे। उन्होंने संघ के समस्त पदाधिकारियों एवं कार्यकर्ताओं से अलग–अलग चरणों में बातचीत की। प्रो. गर्ग ने संघ की विविध गतिविधियों का अवलोकन किया। उन्होंने संघ के भवन निर्माण कार्यों सहित प्रत्येक कार्यकर्ताओं के व्यक्तिगत उपलब्धियों का भी जायजा लिया।

प्रो. गर्ग ने कहा कि हमें भारत सरकार द्वारा संचालित साक्षर भारत कार्यक्रम को हर संभव सहयोग प्रदान करना चाहिए। उन्होंने संघ के विविध राज्य शाखाओं को मजबूत किये जाने पर भी बल दिया। उनका मानना था कि हमें केन्द्र एवं राज्य सरकारों द्वारा संचालित विविध योजनाओं के लिए अनवरत् आवेदन करते रहना चाहिए।

दीपावली के शुभ अवसर पर प्रो. गर्ग ने सभी पदाधिकारियों एवं कार्यकर्ताओं को संबोधित किया तथा उन्हें दीपावली की हार्दिक शुभकामनाएं दी। इस दौरान संघ के महासचिव श्री कैलाश चौधरी, उपाध्यक्ष डॉ. एम. एस. राणावत एवं कोषाध्यक्ष डॉ. मदन सिंह भी उपस्थित थे।

समाज सेवी सम्मान से सम्मानित हुए श्री कैलाश चौधरी



मध्य प्रदेश राष्ट्रभाषा प्रचार समिति द्वारा गत 2 अक्टूबर 2011 को हिन्दी सेवी सम्मान समारोह – 2011 का आयोजन किया गया। हिन्दी भवन, भोपाल में आयोजित इस प्रतिष्ठित समारोह के मुख्य अतिथि प्रदेश के महामहिम राज्यपाल श्री राम नरेश यादव थे। समारोह की अध्यक्षता वरिष्ठ सांसद श्री रघुनन्दन शर्मा ने की।

महामहिम राज्यपाल ने इस अवसर पर भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के वर्तमान महासचिव श्री कैलाश चौधरी को प्रतिष्ठित 'प्रदेश के समाज सेवी सम्मान' से सम्मानित किया। श्री चौधरी को यह सम्मान उनके द्वारा आशा कला केन्द्र, महू के माध्यम से विगत चार दशकों से अधिक समय से अनवरत किए जा रहे सेवा कार्यों के लिए प्रदान किया गया। सम्मान स्वरूप राज्यपाल श्री राम नरेश यादव ने अपने कर कमलों से श्री चौधरी को शाल, श्रीफल, स्मृति चिन्ह और सम्मान पत्र प्रदान किया।

प्रदेश के समाज सेवी सम्मान के अतिरिक्त इस अलंकरण समारोह में हिन्दीतर भाषी सम्मान, हिन्दी सेवी संस्था सम्मान, श्रीमती सतीश बालकृष्ण ओबेराय महिला सम्मान, महिला समाज सेवी सम्मान, सर्वश्रेष्ठ पाठक सम्मान, श्रीमती रक्षा सिसोदिया शिक्षक सम्मान, श्रेष्ठ कृति पुरस्कार, प्रकाश कुमारी हरकावत नारी लेखन पुरस्कार, स्वर्गीय हजारीलाल जैन स्मृति वांड़मय पुरस्कार, रामायण – गार्गी मेधावी पुरस्कार एवं स्वर्गीय श्रीवल्लभ चौधरी मेधावी छात्र पुरस्कार जैसे पुरस्कार एवं सम्मान भी प्रदान किये गये। समारोह में प्रदेश के गणमान्य नागरिकों ने भाग लिया।

ASPBAE's Leadership Course - a Great Experience



Participants of BLDC

Basic Leadership Development Course of ASPBAE which is popularly known as BLDC is a promise on ASPBAE's commitment to the promotion of education for all and lifelong learning. It is part of ASPBAE's long-term multi-level strategy to build and expand the 'leadership corps' in the region, committed to advancing the right of all to learn, and to promoting the learning needs and interests especially of the most marginalized groups.

The Basic Leadership Development Course 2011 was held at Asean International Hotel, Medan, Indonesia from September 12-17, 2011. This year 26 participants from 19 countries took part in the BLDC - Australia, Bangladesh, Burma, Cambodia, Fiji, India, Indonesia, Laos, Mongolia, Nepal, New Zealand, Pakistan, Philippines, Solomon Islands, Tajikistan, Thailand, Timor-Leste, Uzbekistan, and Vanuatu. PESADA, an Indonesia-based NGO in



Activity time

Northern Sumatra that works on women's empowerment, ethnic minorities, and children, hosted the event. I was one of the proud participants in this programme from India.

It was mind blowing, going from comfort of my country to a difficult world. I won't lie - it has been a bit of worrisome experience too. I was little hesitant that I could participate. Firstly it was my first journey to abroad and secondly fear of being compared to the other participants of the high caliber. Even I was comparing myself to them in my own world; I came to know that two of the participants are already regional coordinator to ASPBAE. They all are already leaders in their respective places. Thirdly to face such experienced facilitators such as Robbie, Dina, Anita, Edos, Analese and Farooq.

I think that everyone has to start somewhere and this was a start for me. I felt relaxed to know that I



Presenting postcard

was not alone. Some of the participants were also feeling the same and for all of us it was a shared anxiety. One of the key learning moments for me in this journey, has been their way of teaching, it was really full of information, learning, interaction with lots of fun. Though I was confident of my expertise and ability to speak about my organization and my contribution but still I was certainly challenged to rethink, to refocus on my understanding with practice. Our facilitators were so good in their presentations, their accents, and their way of presenting with lots of examples. I wish I can be like them.

We all were divided into groups and each group has to lead for a day. All the group members have to present their cards to describe about the institute



Participants in Cultural night

they come from and the most significant change they observe during their work in the community. Groups were also asked to play some energizers to make the day livelier for the participants. In our group we were five including myself, Jone who was crowned as "master of ceremonies", Victoria from Tashkent, the youngest among all the participants, Vutha from Cambodia and Analese from New Zealand. Analese also is a regional coordinator for ASPBAE. Though, she was not fully involved with our group activities but she always kept an eye on us. We all have to present our postcards before the participants and facilitators. We had four stories from our group to describe the most significant change. We named our group as AAKIV, it was acronym, made from first letter of our names. It was Acquiring Adult Knowledge through Integrated Vision. The slogan we gave to our group was LEARN and LEAD. We divided the day into five activities. We organized a Miss/Mr. BLDC contest for the participants and choose ten participants to answer our question based on last day sessions. One by one we presented our postcards and finally put two songs and dance to energies all.

We were taught through the following thematic areas: adult learning principles; understanding our world; rights-based approach to adult education; human rights and education; gender mainstreaming and lifelong learning; education for sustainable development; Leadership in learning; educators as leaders; networking and policy advocacy, my notepad and pencil became an enduring attachment to my hand. I did not want to miss out anything. Eventhough, I asked for another pen to write more. There was so much to learn in the one process.

I read a few self-introductions from participants before we met in Medan. They reflected to their work and institutes they belong to and about their families too. I listened to language that was not my own and tried my level best to understand the accents of some of the participants and facilitator and finally felt expressions became familiar to me. My roommate was a girl from Thailand, her name was Faasai. She did not speak much and somehow we both managed to understand each other. I spoke a lot with other participants getting to know more about their life, culture, and beliefs while strengthening our own identities.



With Robbie, President, ASPBAE

The most surprising activity was the photo card activity. We were given a photo card of each participant to write two three words about him/her so that every card got another 25 comments. In evaluation I read what all other 25 participants wrote about me, to me on my photo card - "Dedicated to her cause, so active, kindly, communicative, simple and pretty with talent, critical and analytical keep thinking ahead, Good voice, Energetic, sociable, humble and so on. I am going to keep this card as a BLDC souvenir.

BLDC is influential and prominent that all the eight days have been non-stop activities, starting from name card to introduce our self to group discussions, learning group meetings, recaps, site visits and lastly self organized dinners which were really difficult for vegetarians.

The great learning experience gained in the Basic Leadership Development Course at Medan, Indonesia still tests my confidence, knowledge, skills and attitudes in so many ways. Now my aim is to use the knowledge acquired to improve my practice not only for the benefit of my own but also for the institution in which I serve.

-Kalpana Kaushik
Assistant Director, IAEA

New Office Bearers of Reading Association of India

Reading Association of India (RAI) is a national affiliate of International Reading Association, Newark, USA.

Prof. S.Y. Shah Executive Committee Member of IAEA has been elected as the President of the Reading Association of India for a term of three years, from 2011-2013. Others elected are Shri H.C. Parekh, President Elect, Dr. V. Mohankumar, Secretary, Dr. Madan Singh, Treasurer.

Other members are Prof. B.S. Garg, Dr. M.S. Ranawat, Shri Sudhir Chatterjee, Smt. Rajashree Biswas, Dr. V. Reghu, Dr. P. Adinarayana Reddy, Dr. L.Raja, Shri A.L. Bhargava, Shri A.H. Khan, Prof. K.R. Susheele Gowda, Dr. O.P.M. Tripathi, Smt. Nishat Farooq, Dr. S.L. Sharma, Shri S.C. Khandelwal, and Smt. Kalpana Kaushik.

All India Adult Education Conference - Articles Invited

The All India Adult Education Conference (59th in series) is being organized at Bhubaneswar, Odisha from December 16-18, 2011. Theme of the conference is "Promoting Reading Habits and Creating Literate Society".

The delegates who desire to present thematic papers in conference may send the same to IAEA on or before November 30, 2011 through e-mail: directoriaea@gmail.com

K. C. Choudhary
General Secretary

Bapu

October 2nd Gandhi Jayanti is the birthday of Bapu, the Father of our great Nation. The day is celebrated every year by organizing different cultural programmes all over the country both by government departments, non-government organizations and educational institutions. This year our village Panchayat organized a cultural programme in which learners of the literacy centres and Volunteer Teachers (VTs) participated and presented skits and songs on the life and journey of Gandhiji. I was really impressed by the cultural programme as they were based on various anecdotes of Gandhiji's life. One skit was about racism and discrimination while he was travelling in a train in South Africa.

When the cultural programmes were over, I told my colleague Seema that "When Gandhiji was in South Africa, he came face to face with the blatant racism and discrimination of the mankind that he had never witnessed in India. Experiences in South Africa really changed his life."

Seema said, "Yes, the humiliation he met at the hands of the officials of South Africa turned him from a meek and unassertive individual into a determined political activist. He had originally gone to South Africa on a one year contract to work for an Indian Law Firm. There he took up several grievances on behalf of the Indian community and gradually found himself as their advocate on civil rights issues and later as their leader in a political movement against racial discrimination and for protection of South African Indian's rights."

I agreed and said that "the methods used by Gandhiji were unusual. He launched a struggle against the authorities, keeping with his strong Hindu beliefs, was based on strict adherence to non-violence. It consisted of passive resistance, i.e. the peaceful violation of certain unfair laws, courting of collective arrests (he urged his followers to fill the jails), non-cooperation with the authorities, boycotts and spectacular marches. These methods were later perfected back in India in the fight against British Empire for independence."

Seema said, "You are right. Non-violence and Satyagraha were his unique weapons to fight for independence from British Empire. Moreover, previously I used to believe that Gandhiji was a freedom

fighter only. But now I have come to know that he was a great educationist also. He gave the concept of 'Nai Talim' which states that knowledge and work are not separate. He gave so many ideas about education, adult education and women's education. According to him it is very important to establish rapport with the learners and believe me I find it very useful.

About rapport building he said that "If I come across an old man who is dirty and ignorant, it would be my job to teach him about cleanliness. But I will see that the old man does not feel that I am behaving like a teacher in the school. All my efforts will be only to establish contact with his mind and win over his confidence. He may reject my advice but I will not accept the defeat and will continue my efforts till I succeed in making friendship with him. Once that is achieved, the rest will follow.

Seema said that she was amazed to know Gandhiji was very much concerned about illiteracy as once he said that "the primary need of those who have come of age and are following an avocation, is to know how to read and write. Mass illiteracy is India's sin and shame and must be liquidated. Of course, the literacy campaign must not begin and end with mere knowledge of the alphabets. It must go hand in hand with the spread of useful knowledge. He also said that society was responsible for illiteracy of women as man has converted her into a domestic drudge and an instrument of his pleasure instead of regarding her as his helpmate and 'better half!' The result is a semi-paralysis of our society.

I said that this is the precise reason Saakshar Bharat today is focusing primarily on women and it is the responsibility of every citizen of India, especially educated women, to make the programme a success. In this way we can make the dream of Bapu to make Indian women empowered come true.

-Nishat Farooq

अल्मोड़ा एवं टिहरी गढ़वाल जन शिक्षण संस्थानों का बाह्य मूल्यांकन



अल्मोड़ा जेएसएस स्टाफ के साथ वार्तालाप

सितम्बर के महीने में भारतीय प्रौढ़ शिक्षा संघ द्वारा क्रमशः अल्मोड़ा एवं टिहरी गढ़वाल जन शिक्षण संस्थानों का मूल्यांकन किया गया। अल्मोड़ा जेएसएस का मूल्यांकन कार्यक्रम 19 से 23 सितम्बर 2011 तक चला। टिहरी गढ़वाल जेएसएस का मूल्यांकन 27 सितम्बर से 1 अक्टूबर 2011 के दौरान किया गया। मूल्यांकन का समूचा कार्यक्रम एक टीम के द्वारा सम्पन्न किया गया। इस टीम में प्रौढ एवं आजीवन शिक्षा, व्यावसायिक शिक्षा, सांख्यकी विश्लेषक एवं वित्तीय व्यवस्था के विशेषज्ञ शामिल थे।

प्रौढ़ शिक्षा निदेशालय, राष्ट्रीय साक्षरता मिशन, मानव संसाधन विकास मंत्रालय, भारत सरकार द्वारा प्रायोजित इस मूल्यांकन का उद्देश्य जन शिक्षण संस्थानों द्वारा संचालित कार्यक्रमों की गुणवत्ता एवं लाभार्थियों पर उसके प्रभाव का अध्ययन करना था। मूल्यांकन के दौरान उपरोक्त संस्थानों द्वारा वर्ष 2007 से 2010 तक आयोजित कार्यक्रमों एवं उनके प्रभावों का आंकलन किया गया। बहु–स्तरीय सैप्लिंग पद्धति पर आधारित इस मूल्यांकन के दौरान प्रत्येक संस्थान से 150 लाभार्थियों का चयन किया गया। चयन करते हुए यह ध्यान में रखा गया कि ग्रामीण–शहरी क्षेत्रों, पुरूष–महिलाएं, अनुसूचित जाति, जनजाति तथा अन्य पिछड़ा वर्ग एवं अल्पसंख्यकों का समुचित प्रतिनिधित्व रहे। मूल्यांकन टीम ने अल्मोड़ा के कुल 11 ब्लाकों में से 7 ब्लाकों क्रमशः हवलबाग, भिक्यासैन, ताकुला, ताड़ीखेत, लमगड़ा, द्वाराहाट और स्यालदे का दौरा किया। टिहरी गढ़वाल में टीम ने यहां के 7 ब्लाकों में से 5 ब्लाकों यथा जौनपुर, थत्यूड़, नरेद्रनगर, चम्बा और थौलधार का भ्रमण कर यहां के लाभार्थियों से मुलाकात की तथा वर्तमान में संचालित कार्यक्रमों का आंकलन भी किया।



अल्मोड़ा जेएसएस लाभार्थियों के साथ वार्तालाप

दोनों ही जिलों में कार्यक्रमों का आंकलन पहले से ही तैयार किये गये



टिहरी गढ़वाल जेएसएस लाभार्थियों के साथ वार्तालाप

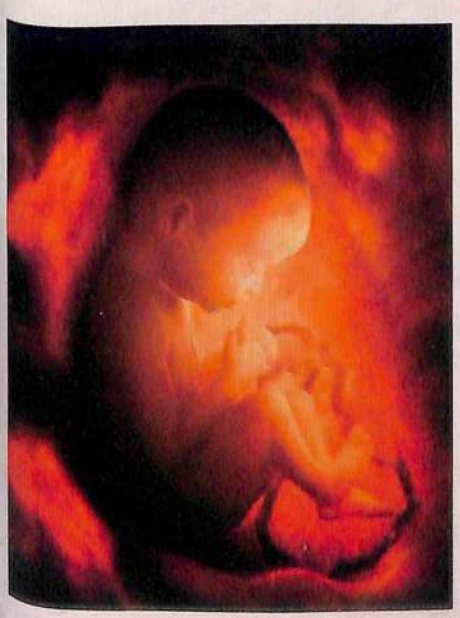
साक्षात्कार अनुसूचियों के माध्यम से किया गया। लाभार्थियों, संदर्भ व्यक्तियों (प्रशिक्षकों), कार्यक्रम के संचालन में संलग्न जन शिक्षण संस्थान के पदाधिकारियों, पचांयती राज कर्मियों, समुदाय के प्रमुख व्यक्तियों एवं सहयोगी संस्थाओं के प्रतिनिधियों प्रत्येक से अलग–अलग अनुसूचियों के माध्यम से जानकारी प्राप्त की गयी। दोनों ही संस्थानों के अध्यक्षों से मुलाकात कर जन शिक्षण संस्थान के कार्यक्रमों पर उनकी राय तथा उनकी भूमिका का आंकलन किया गया।

अल्मोड़ा एवं टिहरी गढ़वाल दोनों ही जिले दुर्गम पहाड़ी क्षेत्रों में अवस्थित हैं। इसलिए जन शिक्षण संस्थानों द्वारा संचालित एक केन्द्र से दूसरे केन्द्र तक जाने में स्वाभाविक ही मीलों की दूरी तय करनी पड़ती है। बावजूद इसके मूल्यांकन टीम के सदस्यों ने संकरी पगडंडियों से होते हुए इस क्षेत्र के विविध केन्द्रों का दौरा किया और इस दौरान वहां उपस्थित लाभार्थियों से बातचीत की। पूरे मूल्यांकन कार्यक्रम के दौरान उपरोक्त संस्थानों के निदेशक सहित अन्य पदाधिकारियों का खासा सहयोग प्राप्त हुआ। इस लिहाज से अल्मोड़ा जन शिक्षण संस्थान के कार्यक्रम अधिकारी श्री राजेन्द्र जोशी का सहयोग उल्लेखनीय था। श्री जोशी शारीरिक रूप से विकलांग होते हुए भी बिना किसी रूकावट और तकलीफ के निरंतर इस दुर्गम पहाड़ी क्षेत्र में टीम के साथ मीलों पैदल चलते रहे। इसी प्रकार टिहरी गढ़वाल के सहायक कार्यक्रम अधिकारी श्रीमती मनोज नकोटी का सहयोग भी उल्लेखनीय था। इलाके के सभी लाभार्थियों से श्रीमती नकोटी का सहज संबंध देखते ही बनता था। उन्हें न केवल प्रत्येक लाभार्थी का नाम याद था बल्कि वे हर एक लाभार्थी के पृष्ठिभूमि के बारे में भी विस्तार से जानती थी।



टिहरी गढ़वाल जेएसएस सन्दर्भ व्यक्तियों (रिसोर्स पर्सन) के साथ वार्तालाप

World Population is 7 Billion



The world population is touching the 7 billion mark by October 2011. While China continues to lead as the most populated country in the world with 1.3 billion people, India comes next with 1.2 billion, United States of America with 310.2 million, Indonesia with 242.9 million and Brazil with 201.1 million.

The dismal reality of over population is that millions of women and men do not have access to modern contraceptive methods, one in twelve people worldwide is malnourished, 982 million people from developing nations sustain on a paltry US $ one a day or even less, more than 500 million people from Asian, African and Latin American countries live in abject poverty, 15 million children die of hunger and starvation death occurs every 3.6 seconds.

The United Nations Population Fund (UNFPA) plans to launch a new campaign called "7 Billion Actions", the main goal of which is to engage people on what it means to live in a world with 7 billion people and encourage action on issues that affect all in the world. UNFPA also desires to forge the future with young people, advance rights for girls and women and safeguard the natural resources on which all the people depend on.

The theme of World Population Day 2011 is "Calling Attention to Urgent Global Issues" to governments, organizations, communities and individuals to understand population issues worldwide and spearhead action.

जन शिक्षण संस्थान उमरिया : अहिंसा दिवस समारोह

जन शिक्षणा संस्थान, उमरिया, मध्यप्रदेश द्वारा 2 अक्टूबर 2011 को गांधी जयंती के अवसर पर अहिंसा दिवस का आयोजन किया गया। जिसमें नौरोजाबाद क्षेत्र में संचालित सभी प्रशिक्षण केन्द्रों की प्रशिक्षु महिलाओं, अनुदेशक–अनुदेशिकाओं ने महात्मा गांधी को नमन करते हुए महिला साक्षरता, कौशल विकास, स्वरोजगार तथा देशभक्ति गीत–संगीत का रंगारंग कार्यक्रम प्रस्तुत किया।

इस अवसर पर मुख्य अतिथि के रूप में सहकारी समिति नौरोजाबाद के अध्यक्ष श्री मनीष सिंह उपस्थित हुए। विशिष्ट आतिथि के तौर पर महिला बाल विकास समिति के सभापति एवं पार्षद श्री झाला नरेश पटेल तथा जिला योजना समिति, उमरिया के सदस्य श्री प्रमोद सिंह उपस्थित थे। कार्यक्रम की अध्यक्षता जन शिक्षण संस्थान, उमरिया के प्रभारी निदेशक श्री राहुल देव सिंह ने की। कार्यक्रम का शुभांरभ महात्मा गांधी के छायाचित्र पर दीप प्रज्वलन व माल्यार्पण कर किया गया।

– दुष्यंत कुमार सोनी
जन शिक्षण संस्थान, उमरिया

SRC Chennai: Orientation to BLSS/GPLSS Members



To sensitize the members of Block and Gram Panchayat Lok Shiksha Samitis in adopted 14 blocks of 7 districts under Saakshar Bharat, the State Resource Centre, Chennai organised an orientation programme in collaboration with SLMA/DLSS from August 29 to September 28, 2011. In all 1028 persons participated in the programme.

The academic sessions in the orientation programme were of two to three hours split in two sessions. The first session was devoted to introduction about the scheme of Saakshar Bharat with special reference to organization, administration and functions of Adult Education Centres. Thereafter, the status of programme implementation at the Gram Panchayats and Blocks was reviewed with the concerned Block/GP level field functionaries.

The second session was devoted to Action Plans (Road Maps) prepared for the period September 2011 to March 2012 in which activities like environment building, enrolment of learners, functioning of the centres and monitoring of Literacy/Adult Education centres, etc. were discussed in detail. Finally, in the question/answer session doubts and points for clarification raised by the participants were answered by the Resource Persons. In the session more time was devoted to learner assessment to be held in March 2012 was discussed in detail.

All the members of staff of SRC were fully involved in organising this programme successfully.

-Dr. R. Rajan
Director Incharge

केन्द्रीय कारागृह अजमेर को सम्पूर्ण साक्षर करने का लक्ष्य



राज्य संसाधन केन्द्र, जोधपुर द्वारा 8 सितम्बर 2011 को केन्द्रीय कारागृह अजमेर में अन्तर्राष्ट्रीय साक्षरता दिवस मनाया गया। जेल के अधीक्षक श्री वी. के. माथुर ने इस कार्यक्रम की अध्यक्षता की। विदित है कि 16 अगस्त 2011 को कारागृह के 16 सजायाता बंदियों को मिशन से जोड़ते हुए उन्हें स्वयं सेवक शिक्षक का प्रशिक्षण दिया गया था और उन्हें 160 असाक्षर पुरुषों को साक्षर करने का लक्ष्य भी प्रदान किया गया था। अन्तर्राष्ट्रीय साक्षरता दिवस पर ये सभी असाक्षर पुरूष एवं स्वयं सेवक शिक्षक उपस्थित थे। कार्यक्रम के दौरान सभी प्रशिक्षणार्थियों को नोट बुक, पेन्सिल, रोल–अप बोर्ड, चॉक, प्राईमर आखर हलचल और स्वयं सेवक संदर्शिका का वितरण किया गया।

कार्यक्रम का संचालन कारागृह के अध्यापक श्री शफीक मोहम्मद द्वारा किया गया। इस अवसर पर राज्य संसाधन केन्द्र जोधपुर के निदेशक डॉ. जमील काजमी, सहायक कार्यक्रम समन्वयक सुश्री रजनी सेवरिया और कार्यालय सहायक श्री सुरेन्द्र सिंह राठौड़ भी उपस्थित थे।

State Level Seminar on OBCs

The Department of Adult, Continuing Education and Extension, University of Pune organized a two day state level seminar "Status of OBCs: Lifelong Learning Perspectives" on September 24-25, 2011. The objective of the seminar was to identify the problems of OBCs and develop modalities to overcome the same. Around 67 persons representing different organizations from all over Maharashtra participated in the seminar.

This seminar was inaugurated by Dr. Raosaheb Kasbe, a veteran social thinker while Dr. Satish Shirsath, Seminar Coordinator gave introductory remarks. In his inaugural address Dr. Kasbe emphasized the need for a well Knit information system for the OBCs so that they not only avail the same but also improve their social and economic status.

Eminent academicians and experts presented papers on different topics and shared their valuable opinion and experiences for the benefit of the people belonging to OBCs.

Under the overall leadership of Dr. Dhananjay Lokhande, Prof. Tej Nivalikar, Dr. Vilas Adhav, Dr. Bhoumik Deshmukh and Dr. Navnath Tupe Co-ordinated different sessions of the seminar.

-Dr. Dhananjay Lokhande
Director & Head, DACEE

ILD Celebrated at Bhagimahari Village

The Department of Continuing and Adult Education and Extension, Rashtrasant Tukadoji Maharaj Nagpur University organized a programme to celebrate the International Literacy Day at Bhagimahari, an adopted village for socio-economic development. Around 200 villages participated. The programme was inaugurated by Dr. S.G. Deogaonkar, Member, Maharashtra State Backward Classes Commission. In his address he said that literacy is not simply reading/writing but the all round development of human being.

Shri Vilas Purohit, District Lead Officer, Bank of India, Nagpur, Smt. Naina Sadashivan and Shri Vivek Ruhalkar, Mangers, Bank of India, Parshivani addressed the participants and explained in detailed about various schemes the banks offer for women and rural development.

Dr. Vinayak Irpate, Principal, Mahatma Gandhi College, Parshivani, Smt. Nirmala Madhavi, Sarpanch and Smt. Vanita Khobragade, Deputy Sarpanch, Bhagimahari village, Shri Misal, Gram Sevak and Shri Bhagbat Gomkale, Police Patil of Bhagimahari village were also present on the occasion.

Dr. Jayamala Dumre, Director, DCAE&E, RTM Nagpur University gave introductory remarks while Dr. Suresh Somkuwar, Vidyasagar Mahavidyalaya, Ramtek proposed vote of thanks.

-Dr. Jayamala Dumre
Director, DCAE&E

JSS Sivakasi: Women Literacy Awareness Rally



The Jan Shikshan Sansthan, Sivakasi as part of International Literacy Day celebrations organized a "Women Literacy Awareness Rally" on September 13, 2011 in Rajapalayam, Virudhunagar district, Tamil Nadu. The Rally started from Jawahar Maiden and ended at Pasumpon Thevar Kalaiarangam by crossing 4 kms. Around 520 persons took part in the rally and it was flagged off by Shri Lingam, Member of Parliament, Tenkasi Constituency.

The function at Pasumpon Thevar Kalairanagam was presided over by Shri N. R. Subramaniaraja, Managing Director, Janakiram Mills (P) Ltd., Rajapalayam. Bramachari Ajamrita Chaitanya Swami from Mata Amritanandamayi Math was the Chief Guest. In his address he stressed the need for education, particularly women's literacy for all round development of the family, community, society and the country. He appealed to all to support the governmental efforts to remove illiteracy by either joining or supporting the Saakshar Bharat Programme.

Prizes were distributed to the winners of different competitions organized by the Jan Shikshan Sansthan.

Smt. E. Vijayalakshmi, Director, Jan Shikshan Sansthan, Sivakasi facilitated the entire programme.

-Smt.E.Vijayalakshi
Director, JSS

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International Delegates Visit JSS Agra



The Delegates from E-9 and SAARC countries who attended the International Conference on Women's Literacy for Inclusive and Sustainable Development at New Delhi visited Jan Shikshan Sansthan, Agra on September 11, 2011. They were accompanied by Shri PRA Nair, Director, Shri V.K. Sharma, Under Secretary and Dr. Nasim Ahmad, Assistant Educational Adviser, M/o Human Resource Development, Govt. of India, Department of School Education and Literacy, Shri Sanjay Mohan, Director, SLMA, Lucknow, Smt. Kamlesh Priyadarshi, Joint Director, SLMA, Lucknow, Shri Sanjay Yadav, Joint Director, Education, Agra and Shri Satendra Kumar, BSA, Agra.



They were received by Smt. Neelima Sharma, Chairperson, JSS, Agra and given traditional welcome with Teeka and Garlanding.

On this occasion an exhibition was organized by the Sansthan with the products crafted by the beneficiaries of the vocational courses - Wall Decoration Items, Rexene/leather Items, Jute Articles, Zari Zardozi, Marble Articles, Bamboo Work, Soft Toys, Artificial Jewellary, Confectionary Items, Fancy Dresses, Embroidery and Crotia Mats which was appreciated by one and all.

The delegates also visited an ongoing vocational training centre at Taj Nagari Phase-I where they have seen the trainees learning Cutting, Tailoring, Dress Making, Designing and Embroidery. They interacted with the trainees and the Resource Person with regard to the content, duration, learner assessment and certification.

-Dr. Sanjay Sharma
Director Incharge, JSS

दुर्बल को सबल बनाने की कोशिश

यूं तो जन शिक्षण संस्थान अल्मोड़ा ग्रामीण एवं शहरी क्षेत्रों में कई व्यावसायिक प्रशिक्षण केन्द्र संचालित कर रहा है लेकिन उनमें से दो केन्द्र जो कि राजकीय बालिका संरक्षणगृह एवं नारी निकेतन अल्मोड़ा में हैं अत्यंत उल्लेखनीय हैं। इन दोनों में समाज के उन बालिकाओं एवं महिलाओं को सक्षम बनाने की कोशिश की जा रही है जिनके पास अभाव के अलावा कुछ भी नहीं है।

बालिका संरक्षणगृह तथा नारी निकेतन दोनों ही स्थलों पर वर्ष 2007 से 2010 के दौरान जन शिक्षण संस्थान द्वारा सिलाई, बुनाई, मोमबती बनाना, कपड़े के आकर्षक बैग बनाना तथा सौन्दर्य एवं स्वास्थ विषयों पर आधारित पाठ्यक्रमों का संचालन किया गया। बालिका संरक्षणगृह एवं नारी निकेतन की व्यवस्था समाज कल्याण विभाग द्वारा की जाती है। बालिका संरक्षणगृह में इस समय लगभग 40 बालिकाएं रह रही हैं जिनकी आयु 8 से 20 वर्ष तक है। कई बच्चियां तो यहां अबोध अवस्था से ही रह रही हैं। मानसिक रूप से कमजोर कुछ बालिकाएं भी यहां हैं। लगभग सभी बालिकाएं गुमशुदा अथवा अनाथ श्रेणी में आती हैं। ज्यादातर को यहां पुलिस द्वारा भर्ती कराया गया है। ये बच्चियां पुलिस तथा अन्य व्यक्तियों को परित्यक्त अवस्था में सड़क पर भटकती हुई मिली थीं जिन्हें सुरक्षा हेतु यहां पहुंचा दिया गया। सभी बालिकाओं को यहां रहते हुए 10 से 15 वर्ष हो चुके हैं। एक ही परिवार की दो सगी बहनें भी यहां हैं। लगभग सभी बच्चियां स्कूल जाती हैं। कुछ तो इण्टरमीडिएट एवं बी.ए. (प्रथम वर्ष के स्तर तक पहुचं गई हैं। सभी बालिकाओं में यह भावना है कि वे आपस में बहनें हैं। एक दूसरे की समस्याओं एवं आवश्यकताओं का वे हमेशा ख्याल रखती हैं।



नारी निकेतन में 15 महिलाएं रह रही हैं। प्रशासनिक कारणों से इनसे मिलना कठिन है बावजूद इसके मूल्यांकन टीम के सदस्यों ने उनसे मुलाकात की। इस केन्द्र पर महिलाएं स्थांतरित होकर आती–जाती रहती हैं। दूसरे नारी निकेतनों से भी यहां महिलाओं को भेजा जाता है।

जन शिक्षण संस्थान अल्मोड़ा द्वारा इन बालिकाओं एवं महिलाओं के आर्थिक सशक्तीकरण के उद्देश्य से विविध प्रकार के प्रशिक्षण कार्यक्रमों का इसी परिसर में संचालन किया गया। लगभग सभी सक्षम बालिकाओं एवं महिलाओं ने यहां प्रशिक्षण प्राप्त कर कई व्यावसयिक विषयों में दक्षता प्राप्त की है।

यद्यपि वर्तमान में सीखे हुए प्रशिक्षण कार्यक्रमों से उन्हें कोई तात्कालिक आमदनी नहीं हो रही है लेकिन भविष्य का एक सपना उनकी आँखों में तैरता दिखता है। जब भी वे यहां से बाहर "अपने घर" जाएंगी तो यहां अर्जित प्रशिक्षण उन्हें आर्थिक आजादी एवं परिवार में सम्मान अवश्य दिलाएगा, इसका हौसला उन्हें है।

एक बात दोनों ही केन्द्रों की प्रशिक्षणार्थियों के लिए समान रूप से उल्लेखनीय है। दोनों ही केन्द्रों पर रह रही बालिकाएं एवं महिलाएं नित्य प्रतिदिन पहनने के अपने कपड़े स्वयं सी लेती हैं। दोनों ही केन्द्र के प्रशिक्षणार्थी यह चाहते हैं कि केन्द्र पर पारंपरिक विषयों के साथ कम्प्यूटर इत्यादि की शिक्षा भी प्रदान की जाए ताकि व्यवाहारिक जीवन में वे समय के साथ ताल मिला सकें।

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Editor-in-Chief: Prof. B.S.Garg
Editor: Dr. Madan Singh
Tel: 011-23379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org

IAEA NEWSLETTER

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INDIAN ADULT EDUCATION ASSOCIATION

IAEA Rajasthan State Office in the path of Progress







The Rajasthan State Office of Indian Adult Education Association started functioning at Udaipur from July 1, 2011. Shri Shyam Sunder Nandwana has assumed the responsibility of the State Coordinator. The first action taken by the state office was to inform all the 143 Life and 27 Institutional Members about the opening of the office in order to have better coordination and exchange of ideas. The moment the information reached the members, many have sent messages of appreciation to the state office including the veteran administrator and adult educationist Shri Anil Bordia. Subsequently, in order to plan the future programmes and budgeting a meeting of the Life and Institutional Members based in Udaipur was called in the Committee Room of JRN Rajasthan Vidyapeeth University on September 30, 2011. In this meeting it was decided to bringing out a quarterly Newsletter (the first issue of the Newsletter proposed to be distributed in the annual conference at Bhubaneswar) and conduct membership drive as out of 33 districts in Rajasthan, 18 have no members at all. This will enable the state office to be financially sound and facilitate organization of more number of programmes.

Other decisions taken in the meeting include opening of Regional Units in all the 7 Divisional Headquarters and 33 districts to support the adult education programmes in the state and to enable the services of IAEA closer to the people. However, to start with efforts will be taken to open such units in the Divisional Headquarters, bringing out a directory of Life and Institutional Members of IAEA in Rajasthan with postal address, e-mail ID, telephone and mobile numbers, organisation of Writers Workshop to prepare booklets on the topics of interest to the adult learners like education, health,

environment, child labour, drug addiction, etc. and organization of one day Workshop on Right to Education.

In order to solicit the cooperation of all and pool together the efforts of different departments, agencies, institutions and individuals for the successful implementation of adult education programmes in the state of Rajasthan, a D.O. letter has been addressed by Prof. B.S. Garg, President, IAEA and Patron, Rajasthan State Branch to Divisional Commissioners, District Collectors, Chairmen of Zila Parishads, Chief Executive Officers, District Officers of Education, Health, Social Welfare, Rural Development, Directors of the University Departments of Adult, Continuing Education and Extension and the NGOs.

ANNOUNCEMENT

All India Adult Education Conference

The Indian Adult Education Association in collaboration with the Reading Association of India and Centre for youth and Social Development, Bhubaneswar is organising 59th All India Adult Education Conference at The Industrial Development Corporation of Orissa Ltd. (IDCOL) Auditorium, IDCOL House, Ashok Nagar, Unit - II, Bhubaneswar from December 16-18, 2011.

The theme of the Conference is "Promoting Reading Habits and Creating Literate Society".

All the adult educators are cordially invited. The delegates who desire to attend the conference may remit a sum of 1250/- towards delegation fee and boarding and lodging charges through a separate Demand Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi.

The delegates are requested to send their Registration Forms duly filled to General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002 alongwith the Demand Draft for 1250/- on or before November 30, 2011. Priority for allotting accommodation will be given to the registered delegates.

Those who desire to present thematic papers in the conference may send the same to IAEA on or before November 30, 2011 through e-mail: directoriaea@gmail.com

K. C. Choudhary, General Secretary

Meeting of the Reading Association of India (East Zone)



A meeting of the Reading Association of India (East Zone) was organized by Prof. Asoke Bhattacharya, Coordinator, Eastern Zone, RAI at Abanindra Sabhagriha in the premises of Kolkata Information centre, Govt. of West Bengal on October 22, 2011. Around 70 persons attended the meeting. The main objective was to orient the potential members about the activities of the International Reading Association (IRA).

The meeting started with vandana by Ms. Santwana Chatterjee. The welcome address was given by Prof. Asoke Bhattacharya which

s followed by a brief presentation the activities of the Reading sociation of India (RAI) by Shri K. Choudhary, Chancellor, rnational Institute of Adult and long Education and past sident of RAI. Subsequently, Prof. ..Shah, current President of RAI oke about the future activities of Association.

Prof. Alok K. Banerjee, Vice Chancellor, University of Kalyani presided over the meeting. In his presidential address he spoke in detail about the importance of reading and desired the Reading Association of India to play a key role in the promotion of reading in India.

Dr. Merlene Mercado Alon, Chair, International Development in Asia Committee and past President of the Reading Association of Philippines gave a detailed presentation on the activities of the International Reading Association.

After Ms. Priyanka Sen and Ms. Runu Ghosh rendered Rabindra Sangeet, the meeting ended with a vote of thanks by Shri Sujit Kr. Datta.

हुनर का स्व-मूल्यांकन करती त्रिलोकपुरी सेन्टर की प्रशिक्षु महिलाएं

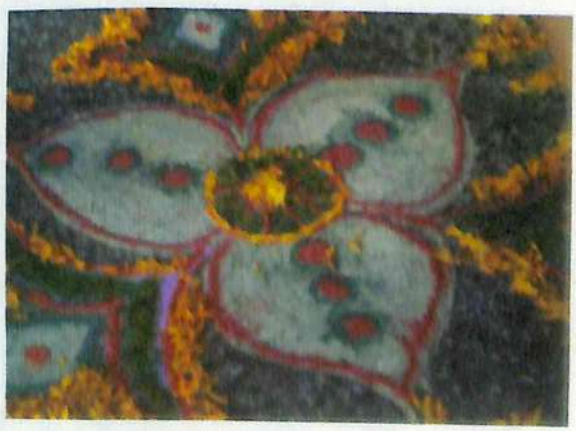


कुछ सीखने के पश्चात व्यक्ति यही कोशिश करता है कि सका हुनर कहीं किसी काम आए और आय का स्त्रोत बने। सी कोशिश को साकार रूप देने के लिए त्रिलोकपुरी सेन्टर की प्रशिक्षु बालिकाएं/महिलाएं अपने हुनर की परीक्षा स्वयं ने को आतुर रहती हैं।

कार्तिक मास की चतुर्थी अर्थात करवाचौथ तथा भैया–दूज अवसर पर सुहागन महिलाएं शगुन के लिए मेंहन्दी अवश्य गाती हैं और इसी कारण मेंहन्दी लगाने वालों की मांग बहुत जाती है। इसी मांग की पूर्ति तथा अपने हुनर का –मूल्यांकन करने के लिए आजीवन शिक्षा केन्द्र त्रिलोकपुरी सौन्दर्य तथा स्वास्थ्य संवर्धन की छात्राओं ने पिछले साल तरह इस साल भी व्यावसायिक तौर पर मेंहन्दी लगाने की ी। मेंहन्दी लगाने के लिए ये बारह महिलाएं तीन समूहों में विभिन्न स्थानों पर पहुंची। रानी बाग, लक्ष्मी नगर तथा ुन्धरा आदि स्थानों पर बैठकर ये प्रशिक्षु महिलाएं सुबह ारह बजे से रात दस बजे तक सुहागन महिलाओं को मेहन्दी ाने का कार्य करती रहीं। 50 रू. प्रति हाथ मेंहन्दी लगाकर क बालिका/महिला ने एक दिन में 1000–1500 रू. तक की आमदनी की। इस दौरान सेन्टर की दोनों अध्यापिकाएं भी इनके साथ थीं। यकीनन स्व–रोजगार के इस पूर्वाभ्यास के लिए वे सभी बधाई की पात्र हैं।

त्रिलोकपुरी सेन्टर पर धूमधाम से मनाई गई दीपावली

दीपावली हर्षोउल्लास का पर्व है। त्रिलोकपुरी सेन्टर की प्रशिक्षु महिलाएं प्रतिवर्ष सेन्टर पर ही दीपावली का उत्सव मनाती हैं। इस बार भी उन्होंने दीपावली से पहले ही इसकी तैयारी शुरू कर दी थी। सेन्टर को सजाने के लिए फूलों तथा रंगोली के



डिजाइन पहले से ही लड़कियों द्वारा तैयार कर लिए गए थे। गेंदे के फूलों तथा रंगोली से सजा सेन्टर एक पवित्र और खुशनुमा अहसास दे रहा था। उस पर सभी लड़कियों का उत्साह व उल्लास देखते ही बनता था। लक्ष्मी पूजन के पश्चात दीये जलाकर यहां दिन में ही दीपावली मनाई गई और प्रतिभागियों में प्रसाद वितरण किया गया। इस अवसर पर लड़कियों द्वारा कविताएं, चुटकुले तथा अनेक गानों पर नृत्य भी प्रस्तुत किया गया।

International Seminar on Lifelong Learning and Skill Development



Participants in the seminar

An international Seminar on Lifelong Learning and Skill Development was organised by the Department of Adult and Continuing Education at the Multipurpose Convention Center of the North-Eastern Hill University (NEHU) on October 17-18, 2011. The inaugural session was presided over by Prof. P. K. Gupta, Dean, School of Education and the inaugural address was given by Prof. P. Shukla, Acting Vice Chancellor, NEHU. After the welcome address by Prof. Erbanoris Jyrwa, Head of the Department of Adult Education, Prof. S.Y. Shah of Jawaharlal Nehru University gave the key note address in which he made a detailed presentation on the current scenario of lifelong learning and skill development at the national



Prof. E. Jyrwa giving welcome address. Others seated from L-R: Prof. P.Shukla, Prof. S.Y. Shah, Prof. P.K. Gupta

and international levels. Subsequently, Prof. Gupta spoke on the importance of lifelong learning in the current context of globalization and technological development. Dr. B. P. Sahu gave the vote of thanks.

The Plenary Session had four key presentations by Prof. Soren Ehlers of the Aarhus University, Denmark on the Implementation of Lifelong Learning. It was followed by the presentation of Dr. Lis Hemmingsen of Department of Education of Aarhus University, Denmark. Dr. Sanjeev Roy, Senior Advisor to European Commission gave a presentation on the Lifelong Learning - the Need of the Hour. The fourth key presentation was made by Prof N. K. Ambasht, Former



From L-R : Prof N. K. Ambasht, Dr. Lis Hemmingsen, Prof. P.K. Gupta, Prof. Soren Ehlers, Dr. Sanjeev Roy

Chairman, National Institute of Open Schooling (NIOS), New Delhi in which he discussed the conceptual aspects of adult and lifelong learning in India.

There were four Technical Sessions on different topics. They were - Lifelong Learning and ICT; Lifelong Learning and Skill Development; Lifelong Learning and Humanistic Perspectives and Lifelong Learning and Life Skills. In each session there were 4-6 papers. Besides, there were three parallel sessions also covering the themes - Youth and Population Education, Educational Issues related to Meghalaya and Issues related to Women and Skill Development.

In all 25 papers were presented at the seminar attended by over one hundred participants from India and abroad. One of the highlights of the seminar was a cultural programme representing the dance and music of Meghalaya which was enjoyed by one and all.

Primary Education: Assumptions are not based on Ground Reality

A recent UN sponsored study of 30,000 children in five states - Andhra Pradesh, Assam, Himachal Pradesh, Jharkhand and Rajasthan conducted by Pratham, a leading Delhi based NGO reveals that the assumptions of the educational planners and administrators with regard to primary education are not based on the ground reality. The revealing factors as per the study are:

- Eventhough, government funding for education has increased enormously, the learning ability of the students has not improved, primarily because of lack of creativity among teachers.
- The learning ability of the children in primary schools is atleast two grades below the required proficiency in language and mathematics. In other words a class V student is only equipped to study the textbooks meant for class III.
- In Class IV, around 40 percent students are in the age group 7-14 years although the age range for the class is 8-9 years.
- Around 30 percent student in class II are not able to read more than two alphabets in a word eventhough, they are taught lengthy phrases in class one.
- The language of instruction for 10 percent children is different from the language used at home.
- The ability of the teachers was also evaluated by asking questions from class IV textbook in which a fair number of teachers failed to answer the questions correctly.

आजमगढ़ जन शिक्षण संस्थान का बाह्य मूल्यांकन



पलहानी ब्लाक के माडया–निशाद बस्ती का वर्तमान में चल रहा प्रशिक्षण केन्द्र

जन शिक्षण संस्थानों के मूल्यांकन के क्रम में भारतीय प्रौढ़ शिक्षा संघ द्वारा 1 नवम्बर से 5 नवम्बर, 2011 तक उत्तर प्रदेश के आजमगढ़ जिले के जन शिक्षण संस्थान का मूल्यांकन किया गया। मूल्यांकन का उद्देश्य यह जानना था कि जन शिक्षण संस्थानों के कार्यक्रमों का जिले के लाभार्थियों पर क्या प्रभाव पड़ा है।

पांच सदस्यीय इस मूल्यांकन टीम में डॉ. वी. मोहनकुमार, श्री एस. सी. दुआ. श्री कृपाल सिंह मेहरा, श्री जय भगवान तथा श्री शिव प्रसाद शामिल थे। आजमगढ़ जन शिक्षण संस्थान द्वारा वर्ष 2007 से 2010 तक जिले के कुल 22 ब्लाकों में से 19 ब्लाकों में व्यावसायिक शिक्षा केन्द्र संचालित किए गए थे जिसमें से मूल्यांकन टीम ने 16 ब्लाकों का दौरा किया। ये केन्द्र आजमगढ़ शहर से न्यूनतम 14 कि.मी. एवं अधिकतम 85 कि.मी. की दूरी पर थे। मूल्यांकन में जन शिक्षण संस्थान द्वारा संचालित पाठ्यक्रमों, लाभार्थियों में अनुसूचित जाति, जनजाति, सामान्य वर्ग, अन्य पिछड़ा वर्ग तथा धार्मिक अल्पसंख्यक वर्गों का समुचित प्रतिनिधित्व है या नहीं इस बात पर विशेष ध्यान दिया गया। शहरी एवं ग्रामीण क्षेत्रों की न्यायसंगत भागीदारी रहे इसका भी ख्याल रखा गया।



सेठिया ब्लाक के मुबारकपुर का वर्तमान में चल रहा प्रशिक्षण केन्द्र

वस्तुस्थिति की सही जानकारी हेतु लाभार्थियों, अनुदेशकों तथा कार्यक्रम संचालकों से साक्षात्कार अनुसूचियों के माध्यम से आवश्यक जानकारी प्राप्त की गई।

पंचायती राज प्रतिनिधियों, समुदाय के प्रमुख व्यक्तियों एवं सहयोगी संस्थाओं के प्रतिनिधियों से इस हेतु तैयार की गई अलग–अलग अनुसूचियों के माध्यम से जानकारी प्राप्त की गई। मूल्यांकन टीम द्वारा संस्थान के अध्यक्ष एवं प्रबन्ध समिति के सदस्यों से मुलाकात कर जन शिक्षण संस्थान के कार्यक्रमों पर उनकी राय एवं उनकी भूमिका का आंकलन किया गया।

मूल्यांकन के दौरान वर्ष 2011–12 में संचालित किए जा रहे कुछ चुंनिदा केन्द्रों का भी टीम द्वारा अध्ययन किया गया।

Aasiriar Semmal Award to Dr. Matheswaran



Dr.V.P. Matheswaran, Senior Faculty in the Department of Adult and Continuing Education, University of Madras has been awarded 'Aasiriar Semmal' (Best Teacher) by the Institute of Educational Research and Development on the occasion of the Teachers Day celebration on October 5, 2011 at Chennai. He has recently taken over the post of Head-in-Charge of the Department of Education, University of Madras.

Hearty congratulations to Dr. Matheswaran who is a Life Member of Indian Adult Education Association.

Dr. Subhash Purohit Nominated to University Council



Dr. Subhash Purohit, Chairman, Institute of Consumer Education and Research, Jaipur and Former Member of Rajasthan State Subordinate Services Selection Board has been nominated as a Member in the Court of Doon University, Dehradun. He has also been nominated alongwith Justice V. S. Sirpurkar, Former Judge of Supreme Court as a Member of the Governing Council of Uttrakhand Sanskrit University, Haridwar.

IAEA congratulates Dr. Subhash Purohit for his new assignments. He is the Life Member of the Association since 1988.

Workshop on Role of Teachers in Child Education



Jayamala Dumre on the mike. Others seated L-R: Asha Patil, Maheshkumar Yenkey, Nayana Sadashivan, Jayashree Bharadwaj.

The Department of Continuing and Adult Education & Extension, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur organized a workshop on the Role of Teachers in Child Education on October 10, 2011 at Purnachandra Buti Sabhagruha, Ramdaspeth, Nagpur. Around 100 Montessory teachers and students participated in the programme. The inaugural session was chaired by Dr. Maheshkumar Yenkey, Registrar, Rashtrasant Tukadoji Maharaj Nagpur University and the inaugural address was given by Dr. Mrunalini Fadnavis, Principal, Mahila Mahavidyalaya, Nandanwan, Nagpur. Dr. Jayamala Dumre, Director, Department of Continuing and Adult Education & Extension gave welcome address and introductory remarks. Smt. Nayana Sadashivan, Manager, Bank of India was also present on the occasion.

In the business session two presentations were made on two important topics directly related to Montessory teachers and students. They were Role of Teachers in Child Education by Dr. Asha Patil, Associate Professor, Department of Continuing and Adult Education and Extension Work, SNDT Women's University, Mumbai and Production of Children Literature by Dr. Jayshree Bharadwaj, Training Coordinator for Balwadi Sevika, Indian Institute of Youth Welfare, Lonara, Nagpur.

Prof. Suresh Somkuwar, Vidyasagar Mahavidyalaya, Ramtek facilitated the programme and Smt. Sulbha Takalkar, Mahila Kala Niketan, Gorepeth, Nagpur proposed vote of thanks.

-Dr. Jayamala Dumre
Director, DCAE&E

Kashmir University VC released DLL Newsletter



In a solemn function held on October 18, 2011 at the seminar hall of Humanities Block, the Vice Chancellor of Kashmir University Prof. Talat Ahmad released the annual Newsletter of the Directorate of Lifelong Learning "The DLL Times" (Edited by Shri Altaf Hussain, Project officer) and presented certificates to the students who have successfully completed various technical short term courses conducted in collaboration with EMMRC, Kashmir University during the current academic year. In his speech the Vice Chancellor stressed the need of the Department of Lifelong Learning to reach out to large sections of the community to promote the learning habits as an integral part of the total education programme through formal, non-formal and extension approaches so that the under privileged also take active part in the same. He also desired the Department to take necessary action to prepare the university students for the state and national level competitive examinations.

In his address Prof. A.M.Shah, Dean, Academic affairs appreciated the work done by the Department of Lifelong Learning through outreach programmes by conducting skill based, job oriented, short term trainings programmes.

Dr. G. H. Mir, Director, Department of Lifelong Learning in his speech said that the thrust area of the Department now is to enable the youth to set the income generating units and promote the professional abilities through skill training programmes.

On this occasion Prof. B. L. Zutshi, Consultant and Shri M. Premchand Jamad, AGM, Amoha Education Pvt. Ltd., Chennai also spoke. Dr. Salima Jan, Senior Faculty, EMMRC was present.

The proceedings of the programme were conducted by Shri Zahoor Akram, Project Officer, Department of Lifelong Learning.

-Dr. G. H. Mir
Director, DLL,
Kashmir University

Gandhi Jayanti Celebrated at Madurai JSS

The Gandhi Jayanti was celebrated by Madurai Jan Shikshan Sansthan on October 3, 2011. The programme was presided over by Smt. Hepziba Beaula Punitha Jeyarani, Vice Chairperson of JSS Madurai. Shri Nandha Rao, Public Relations Officer, Gandhi Memorial Museum, Madurai was the Chief Guest.

The Chief Guest while addressing the beneficiaries of JSS gave a detailed account of the sufferings of low cast people in those days due to untouchability which was prevalent for long with the result even today that section of the people are not able to achieve the desired place in the social hierarchy. He desired the youth of today to appreciate the sacrifice of the freedom fighters and set the goals for themselves to take the country to such heights so that others envy us.

The Vice Chairperson of JSS in her brief speech wanted the citizens of India, particularly the younger generation to emulate the principles followed by Mahatma Gandhi to



A successful trainee receiving the certificate

make their life useful for others.

As part of the celebration Elocution, Essay, Poetry Recitation competitions were held for the beneficiaries of JSS and prizes/certificates distributed on this occasion. A Documentary Film Mohandas Karamchand Gandhi was screened.

Shri K.S.J. Rajkumar, Director, JSS welcomed the gathering and Shri M.N. Mannan, Coordinator Incharge, JSS gave the vote of thanks.

-K.S.J. Rajkumar,
Director, JSS

डॉ. वेल्दी फिशर के सपनों को साकार करें - न्यायमूर्ति प्रदीप कान्त

डॉ. वेल्दी फिशर के सपनों को साकार करने के लिये दूर–दराज क्षेत्रों में फैलायें साक्षरता का उजाला – ये विचार व्यक्त किये इलाहाबाद उच्च न्यायालय, लखनऊ खण्डपीठ के वरिष्ठ न्यायाधीश,न्यायमूर्ति प्रदीप कान्त ने। श्री कान्त साक्षरता निकेतन प्रांगण में अक्षरदात्री मा डॉ. वेल्दी एच. फिशर के 131वें जन्म दिन एवं जन शिक्षण संस्थान, लखनऊ द्वारा आयोजित प्रौढ़ शिक्षार्थी सप्ताह के समापन एवं पुरस्कार वितरण समारोह में बतौर मुख्य अतिथि बोल रहे थे। इस अवसर पर श्री प्रदीप कान्त ने डॉ. वेल्दी फिशर के आवास का संग्रहालय के रूप में लोकार्पण भी किया। उन्होंने जन शिक्षण संस्थान, लखनऊ द्वारा "प्रौढ़ शिक्षार्थी सप्ताह" के अन्तर्गत सम्पन्न विभिन्न विकास खण्डों में आयोजित



प्रतियोगिताएं यथा– निबन्ध, कढ़ाई, मेहंदी, रंगोली एवं ब्राइडल मेकअप प्रतियोगिता, जिसमें 199 प्रतिभागियों ने प्रतिभाग किया था, विजयी प्रतिभागियों को पुरस्कार प्रदान किये ।

स अवसर पर जन शिक्षण संस्थान, लखनऊ उत्तर रेलवे के परिवार के सदस्यों के लिये योजित मोबाईल रिपेयरिंग तथा आर्टीफिशियल ैलरी मेकिंग के सफल प्रतिभागियों को डी.आर. म. श्री जोगेश सिंह सोंधी द्वारा प्रमाण पत्र दान किये गये।

समारोह की अध्यक्षता उ.प्र. के पूर्व लोकायुक्त एवं इण्डिया लिटरेसी बोर्ड के अध्यक्ष न्यायमूर्ति स. सी. वर्मा ने की।

समारोह में श्री रमेश चन्द्र त्रिपाठी, पूर्व महासचिव, राज्य सभा, इण्डिया लिटरेसी बोर्ड के कोषाध्यक्ष श्री राकेश कुमार मित्तल, प्रोफेशर निशी पाण्डेय, सुश्री अचला खन्ना, उपाध्यक्ष, जन शिक्षण संस्थान, लखनऊ, सुश्री आशारानी राय, उपाध्यक्ष, जन शिक्षण संस्थान, कानपुर, श्री आर. पी. सरोज, निदेशक समाचार, दूरदर्शन केन्द्र, लखनऊ, श्रीमती लक्ष्मी त्रिपाठी, सदस्य, प्रबन्ध मण्डल–जन शिक्षण संस्थान, लखनऊ, डा. अंशुमाली शर्मा, सदस्य, प्रबन्ध मण्डल, राज्य संसाधन केन्द्र, उ.प्र. और इण्डिया लिटरेसी बोर्ड के सचिव/निदेशक, श्री प्रमोद कुमार सुन्द्रियाल आदि उपस्थित थे।

समारोह का संयोजन एवं संचालन जन शिक्षण संस्थान के निदेशक, श्री एस. पी. रस्तोगी ने किया, जबकि आभार प्रदर्शन श्रीमती रचना पाल, ओ.एस.डी., राज्य संसाधन केन्द्र, उ.प्र. ने किया।

समारोह में डॉ. वेल्थी फिशर चिल्ड्रेन्स एकेडमी के छात्र/छात्राओं ने सांस्कृति कार्यक्रम प्रस्तुत किये।

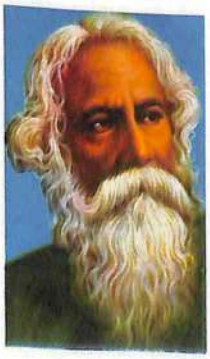
– एस.पी. रस्तोगी,
प्रभारी निदेशक,
जन शिक्षण संस्थान, लखनऊ

'आसरा' द्वारा मोमबत्ती एवं हस्तशिल्प प्रशिक्षण कार्यक्रम का संचालन

हाल ही में आसरा चैरिटेबल ट्रस्ट द्वारा आसरा के भवन में केनरा बैंक के महिला उद्यमिता विकास केन्द्र के सहयोग से मोमबत्ती बनाने एवं कई अन्य हस्तशिल्प कलाओं का प्रशिक्षण प्रदान किया गया जिसमें 36 महिलाओं ने भाग लिया। इस प्रशिक्षण कार्यक्रम के अन्तर्गत महिलाओं को विभिन्न प्रकार की मोमबत्तियों, यथा – पानी में तैरने वाली मोमबत्तियां एवं विभिन्न आकृतियों की जैल मोमबत्तियां बनाने का प्रशिक्षण दिया गया। साथ ही प्रतिभागियों को हस्तशिल्प द्वारा सजावट का सामान बनाने तथा उनकी पैकेजिंग का भी प्रशिक्षण दिया गया।

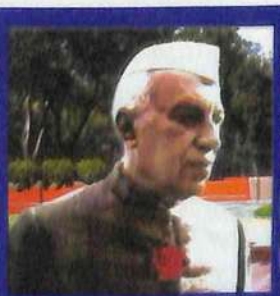
उपरोक्त प्रशिक्षण श्रीमती कुसुमवीर, पूर्व निदेशक, प्रौढ़ शिक्षा निदेशालय, नई दिल्ली के निर्देशन में तथा श्रीमती सरोज सचदेवा, केनरा बैंक के सौजन्य से प्रदान किया गया। प्रशिक्षण के समापन अवसर पर केनरा बैंक के उप महाप्रबंधक एवं श्रीमती कुसुमवीर द्वारा प्रशिक्षणार्थियों को प्रमाणपत्र भी वितरित किए गए।





Gurudev Rabindranath Tagore

"The highest education is that which does not merely give us information but makes our life in harmony with all existence"



- Pandit Jawahar Lal Nehru

"No subject is of greater importance than that of education. It is the men and women in a country that make and build a nation and it is education that is supposed to build those men and women."

Jawahar Lal Nehru

I have been a big fan of Jawahar Lal Nehru since my childhood. He is fondly called Chacha Nehru by children. So when Nina wanted to know about Chacha Nehru I was too excited to share some information about Nehru Ji with her. I told her that Jawahar Lal Nehru was born on November 14, 1884 and hence the day is celebrated as Bal Diwas every year. He loved the children and children also loved him equally.

Nina stopped me and said Ma, I already know about it. I have learnt these things in my school. I also know that he was the first Prime Minister of independent India and one of the key figures of the Indian Independence movement. He was the one who initiated the process of social reforms in independent India. The importance of Jawaharlal Nehru as a social reformer in Indian history is well known.

I asked Nina what else she wants to know when she knows so much about him.

Nina told me to tell something different.

I was really in a fix what to tell? Then slowly I told that Nina do you know the joy and sad occasion when India got independence on August 15, 1947? It was joyful because we got rid of foreign rule and came to self rule but at the same time it was very sad that the country was divided into two with the creation of Pakistan as an independent country. Unfortunately, the bloodshed occurred on both the sides at the time of division was the worst part of the history. Many families were divided, many had lost their lives, many more lost their properties and a lot of children became orphans. The bitterness created persisted for long and even today we, the neighbours instead of living together by imposing confidence on each other always suspect and treat one another as enemy.

Nina interfered and asked how come Nehru Ji was called a socialist?

I said it is a very good question. When the whole world was divided into two thoughts - one capitalist and another one communist, Nehru Ji took the middle path by adopting the good things of both capitalists and communists and called himself a socialist. Many criticized his socialist policies but he ignored. His wisdom worked and today we are in the fast track of the path of progress. The socialist policies are inclusive in which people of all the regions of the country, all the languages, all the religions and all the castes are treated equally and given adequate opportunity to improve their life and reach a decent status in the social hierarchy.

Nina asked when Pakistan was created as a Muslim country, why all the Muslims from India have not migrated to that side?

I thought this girl is really inquisitive in nature and that is why she is asking such deep questions. I said Nina do you know the number of Muslims in India is far exceeding the population of Pakistan. At the time of division many nationalist Muslim leaders refused to cross the border as they know the life in

India will be much better than in Pakistan. This created confidence in the minds of large chunk of Muslims and hence, they stayed back. Every citizen in India including the minorities feel safe and enjoy the equal opportunities.

Nina agreed and then said Ma, as far as I know Pandit Nehru tried to bring reform in education system also. I was told that he was of the firm opinion that the only way Indian Republic can establish its presence in the world is through the intellectual power of its citizens. Therefore, he emphasized on the teaching of science and its practical application in fields. He stressed on the need of learning vocational science. He also put special focus on the development of technology. The famous Indian Institutes of Technologies (IITs) were conceived and established during his tenure as Prime Minister. Infact, in his own words he said that "No subject is of greater importance than that of education. It is the men and women in a country that make and build a nation and it is education that is supposed to build those men and women."

I said you are correct. Nehru Ji not only encouraged quality education but establishment of major industries to generate employment and export of finished products. The pharmaceutical industries established ensured life saving medicines to common man. He was a visionary who gave India a place and world leaders looked for guidance.

Nina said Ma, I really feel great to know about such a leader of our country. I am sure his vision still leads and one day India will become a super power.

- Nishat Farooq

विधिक चेतना शिविरों का आयोजन



भारतीय प्रौढ शिक्षा संघ नई दिल्ली एवं जनार्दनराय नागर राजस्थान विद्यापीठ विश्वविद्यालय उदयपुर के जन शिक्षण एवं विस्तार कार्यक्रम निदेशालय द्वारा राष्ट्रीय महिला आयोग के सौजन्य से दो विधिक चेतना शिविरों का आयोजन लोक ज्योति विभाग, सलूम्बर व लोक चेतना विभाग, झाडोल में क्रमशः दिनांक 13–14 अक्टुबर, 2011 तथा 19–20 अक्टुबर, 2011 को किया गया।

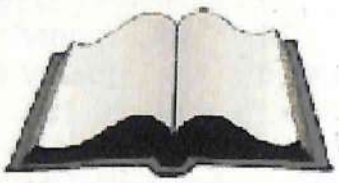
इन शिविरों में विषय विशेषज्ञों द्वारा मौलिक अधिकार, बलात्कार एवं कानून, भरण–पोषण संबंधी अधिकार, घरेलू हिंसा संरक्षण अधिनियम 2005, पुलिस कार्यवाही, गिरफ्तारी व तलाशी के दौरान कानूनी संरक्षण, महिलाओं द्वारा प्राप्त की जा सकने वाली विधिक सहायता, सूचना का अधिकार आदि विषयों पर गहन चर्चा की गई।

चर्चा के दौरान प्रतिभागियों द्वारा पारिवारिक विवाद को निपटाने, पुलिस कार्यवाही व पुलिस की भूमिका, भरण–पोषण व तलाक प्रक्रिया आदि मुद्दों पर खुलकर चर्चा की और अपने पक्ष भी रखे।

इन शिविरों में 123 (62+61) महिलाओं ने भाग लिया।

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Documents



Kumar, Ranjit. **Research Methodology, 3E: A Step-by-Step Guide for Beginners.** SAGE South Asia; 2011: 440 p.

Written specifically for students with no previous experience of research and research methodology, the third edition of Research Methodology: A Step-by-Step Guide for Beginners integrates various quantitative and qualitative methodologies into eight practice-based steps, providing lots of examples throughout to link theory with practice. The writing style is simple and clear and the author presents this complex subject in a straightforward way that empowers readers to tackle research with confidence.

This book provides methodologies for both modes of enquiry side-by-side in the eight-step process. The book includes extended coverage of qualitative research methods in addition to existing comprehensive coverage of quantitative methods. The book contains reflective questions throughout the text to help students consolidate their knowledge.

The book contains practical and easy-to follow guidance on:

- Formulating a research problem
- Reviewing the literature
- choosing a study design
- writing a research proposal
- collecting and analysing qualitative and quantitative data
- Selecting a sample
- Ethical considerations in research
- Displaying analysed data
- Writing a research report
- Research and practice evaluation

Majumdar, Manabi and Mooij, Jos. **Education and Inequality in India: A Classroom View.** Routledge, 2011: 240 p. Series: Routledge Contemporary South Asia Series.

Universalization of primary education has been high on the policy agenda in India. This book looks at the reproduction of social inequalities within the educational system in India, and how this is contested in different ways. It examines whether the concept of `education for all' is just a mechanically conceived policy target to chasing enrolment and attendance or whether it is a larger social goal and a deeper political statement about the need for attacking entrenched social inequalities.

Drawing on original data collected in the two states of Andhra Pradesh and West Bengal, the authors present the multiple ways in which social class impinges on the educational system, educational processes and educational outcomes. The book goes on to explore issues around autonomy and accountability via an analysis of the position of teachers within the educational hierarchy, and by looking at the various possibilities of making teachers accountable. Recommendations related to the necessity for a larger debate and normative framework are made, including whether private schools should play a role, and whether it is necessary to move from government action and responsibilities to a broader concept of public action. The book presents in interesting contribution for students and scholars of South Asian studies, as well as Education and Public Policy studies.

Mojab, Shahrzad ed. **Women, War, Violence and Learning.** Routledge, 2010: 160 p.

This anthology provides fresh theorization of gendered dimensions of learning, war, and violence, with a view to offering new insights on the impact of violence on women's learning and well being. The collection is an important contribution to emerging interdisciplinary approaches to the role and effectiveness of civil society, especially women's NGOs, working in war and post-conflict zones, and to the relationship between neoliberal, global 'feminist' projects and the re-emergence of colonial and imperial feminisms. This collection is also an exploration of the plausibility of current peace education strategies augmenting the political and leadership role of women and their civic engagement.

This collection is designed to create a space for conversation across disciplines on such issues as how to advance our conceptualization of gender-related education and conflict; how to provide empirically-based case studies and transnational analyses that improves our understanding of the impact of war and violence on women's learning; and how to contribute to national and international policy analyses to improve education for women and girls, through related policy reforms or humanitarian aid programs in post-war reconstruction efforts.

OECD; World Bank. **Eleventh meeting of the Working Group on Education for All, 2-3 February 2011, Paris, France: summary report.** Unesco, 2011: 11p.

The eleventh meeting of the Working Group (WG) on Education for All (EFA) took place on 2 and 3 February 2011 at UNESCO headquarters in Paris. The meeting brought together people representing governments, bilateral and multilateral organizations, regional organizations, civil society organizations (CSOs), research institutes, foundations and the private sector. Consisting of seven sessions, the meeting aimed to review the world's progress towards EFA and identify policy actions that can accelerate EFA progress, in particular as regards quality education, effective advocacy for education, violent conflicts and education and financing for education. The recommendations of the meeting were to be taken to the tenth meeting of the High Level Group (HLG) on EFA (Jomtien, Thailand, 22-24 March 2011).

Compiled by SC Dua and Neha Gupta

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अपेक्षित है शिक्षा अधिकार कानून का प्रभावी क्रियान्वयन



भारतीय प्रौढ़ शिक्षा संघ के राजस्थान शाखा द्वारा 14 नवम्बर, 2011 को श्रमजीवी महाविद्यालय के सभागार, उदयपुर में शिक्षा का अधिकार कानून पर एक संगोष्ठी का आयोजन किया गया। गोष्ठी में मुख्य अतिथि भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के महासचिव तथा सामाजिक कार्यकर्ता श्री कैलाश चौधरी थे। श्री चौधरी ने छात्रों व शिक्षकों की समस्याओं की ओर सभी का ध्यान खींचा। उन्होंने कहा कि शिक्षा का अधिकार कानून संसद द्वारा पारित होने के पश्चात 1 अप्रैल, 2010 से प्रभावी हो गया लेकिन इसका सम्यक ढंग से क्रियान्वयन होना अभी भी शेष है। हमें शीघ्र ही इस दिशा में कदम बढ़ाना चाहिए।

गोष्ठी की अध्यक्षता करते हुए राजस्थान विद्यापीठ के चांसलर तथा भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष प्रो. भवानीशंकर गर्ग ने कहा कि आज भी हमारे बालक उपेक्षित है। वंचित वर्ग, जनजातीय क्षेत्र तथा ढाणियों में रह रहे सर्वहारा छात्रों को किस प्रकार विद्यालयों से जोड़ा जाए, इस पर विचार करना होगा। प्रो. गर्ग ने राजस्थान शाखा की स्थापना व भारतीय प्रौढ़ शिक्षा संघ के उददेश्यों पर भी विचार प्रकट किया।



संगोष्ठी में विशिष्ट अतिथि विद्यापीठ की वाइस चांसलर प्रो. दिव्यप्रभा नागर, श्री भंवर सेठ, श्री चौसरलाल कच्छारा, श्रीमती इंदिरा राजपुरोहित, डॉ. सरोज गर्ग, डॉ. महावीर प्रसाद तपोड़ी आदि ने भी अपने विचार व्यक्त किए।

इस अवसर पर नगर के प्रबुद्ध नागरिक तथा शिक्षा संगठनों से जुड़े कार्यकर्ता उपस्थित थे। संगोष्ठी का संचालन डॉ. लक्ष्मीनारायण नन्दवाना ने किया तथा आभार ज्ञापन राजस्थान राज्य शाखा के समन्वयक श्री श्यामसुन्दर नन्दवाना ने किया।

– श्यामसुन्दर नन्दवाना
राज्य समन्वयक

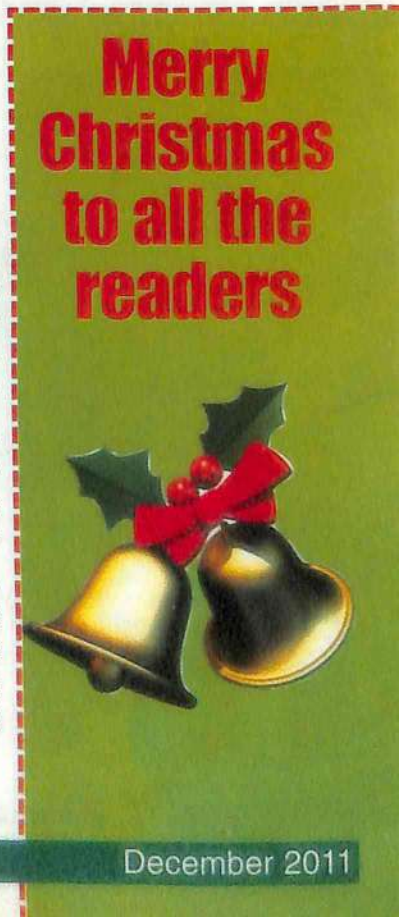
External Evaluation of JSS Shahjahanpur





The Directorate of Adult Education, GOI, New Delhi has sponsored a number of evaluation studies to social science research institutions to assess the impact of various vocational training programmes organized by the Jan Shikshan Sansthans. IAEA got an allotment of 9 Jan Shikshan Sansthans for evaluation and one of which is JSS, Shahjahanpur. The study includes the progress made during the three years, i.e. 2007-08 to 2009-10.

The evaluation at Shahjahanpur was conducted by a team consisted of Dr. V. Mohankumar, Shri S. C. Dua, Shri Kripal Singh Mehra, Shri Jai Bhagwan and Shri Shiv Prasad from November 15-18, 2011. The team visited 10 out of 15 blocks of the district and collected data from the learners, resource persons, members of the staff of JSS, members of the Board of Management, elected members of the panchayats and other stakeholders through pre-designed interview schedules. The evaluation team gave special emphasis to the coverage of the learners from economically backward communities, OBCs, SCs/STs and others minority groups. The evaluators also visited the on-going centres and collected success stories.



National Seminar at Siliguri



Indian Adult Education Association West Bengal State Branch, All India Council for Mass Education and Development and Balason Society for Improved Environment in collaboration with Department of Mass Education, Extension and Library Services, Govt, of West Bengal and Sarva Shiksha Mission, Siliguri Education District organised a two day National Seminar on "Tagore's Vision on Mass Education and Rural Reconstruction" on November 26-27, 2011 at Mahakuma Parishad Hall, Hakimpara, Siliguri. In all 125 persons from West Bengal and Odisha participated in the programme. IAEA New Delhi was represented by Dr. V. Mohankumar, Director and Smt. Kalpana Kaushik, Assistant Director.

The seminar was inaugurated by Shri Abdul Karim Chaudhary, Minister of Mass Education, Extension and Library Services, Govt. of West Bengal. The Chief Guest was Shri Sunil Kumar Tirkey, Minister of State for Consumer Affairs, Govt. of West Bengal. While Shri Sudhir Chatterjee, Chairman, IAEA East Zone Committee presided over the inaugural session, the welcome address was given by Prof. M.U. Alam, Secretary, Balason Society for Improved Environment. The keynote address was delivered by Prof. Dilip Mukhopadhyay, Former Registrar, Viswa Bharati, Santiniketan. Other speakers were Smt. Gongotri Datta, Mayor, Siliguri Municipal Corporation, Dr. V. Mohankumar, Director, IAEA, Dr. Jiban Chakraborty, Director of Mass Education and Extension, Govt. of West Bengal. Smt. Rajashree Biswas, Secretary, IAEA West Bengal State Branch gave the vote of thanks.







The inaugural session was followed by the secial technical session which was presided over by Prof. Debes Ch. Deb, President, Balason Society and the presentations were made by Dr. V. Mohankumar on "Adult Education: A Paradigm shift through Saakshar Bharat" and Smt. Kalpana Kaushik on "Women Empowerment".





The first technical session was presided over by Prof. Rajat Subhro Mukhopdhyay, Department of Sociology, University of North Bengal. In this session three papers were presented by Shri Jagannath Ghosh, Former Deputy Registrar, Viswa Bharati, Santiniketan, Dr. Afzal Hossain, Principal, Sitalkuchi College and Shri Sumit Mukhopadhyay, Assistant Professor, Department of Economics, Mrinalini Datta Mahavidyapith, Birati, Kolkata. The second technical session was presided over by Prof. Nabinanda Sen. In this session two papers were presented by Dr. Sadananda Mishra, Associate Professor, Mahima Mahavidhyalaya, Joranda, Odisha and Prof. Mahbub Ul Alam, Associate Professor, Department of Lifelong Learning and Extension, University of North Bengal.

The presidium session was presided over by Shri Sudhir Chattarjee in which Smt. Rajashree Biswas presented the report on West Bengal and Dr. Sadananda Mishra on Odisha.

The valedictory address was given by Prof. Jeta Sankrityayan, Dean, Arts, Commerce and Law, University of North Bengal.

All India Adult Education Conference Postponed

The 59th All India Adult Education Conference planned to be held at Bhubaneswar from December 16-18, 2011 has been postponed due to unavoidable reasons.

IAEA Foundation Day Celebrated



The Indian Adult Education Association was established on December 2, 1939 and it completed 72 years. A small function was organized by the members of the staff in the office of the Association on December 2, 2011 to celebrate the 73rd Foundation Day in which Shri K.C. Choudhary, General Secretary, IAEA was the Chief Guest. In his brief address the General Secretary desired the staff to rededicate themselves for the service of the organization so that it is able to serve for the betterment of the unlettered people.

सम्पन्न हुई सीएलएस की परिक्षाएं



राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, भारत सरकार द्वारा स्तकालय विज्ञान में प्रमाण–पत्र कोर्स कराया जाता है। इस कोर्स का एक प्रमुख अध्ययन केन्द्र भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली भी है। इस केन्द्र द्वारा संचालित तृतीय बैच के 10 विद्यार्थियों में से 9 विद्यार्थियों ने नवम्बर 2011 की परीक्षा में भाग लिया। दिनांक 4 नवम्बर, 2011 से 11 नवम्बर, 2011 तक इसकी लिखित परिक्षाएं राजकीय सर्वोदय बाल विद्यालय, वेस्ट पटेल नगर, नई दिल्ली–110 008 में सम्पन्न हुई और प्रयोगात्मक परीक्षाएं 14 नवम्बर, 2011 को भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के मुख्यालय में आयोजित की गई।

इस बार की परीक्षा में एक उल्लेखनीय बात यह थी कि भारतीय प्रौढ़ शिक्षा संघ में प्रोग्राम एसोसिएट–कम–कम्प्यूटर ऑपरेटर पद पर कार्यरत श्री कृपाल सिंह मेहरा ने भी एक परीक्षार्थी के रूप में भाग लिया।

त्रिलोकपुरी विस्तार केन्द्र पर मनाया गया बाल दिवस

भारत के प्रथम प्रधानमंत्री पं. जवाहरलाल नेहरू को बच्चों से बहुत लगाव था। बच्चों में वे राष्ट्र का भविष्य देखते थे। उनके जन्म दिवस को बाल दिवस के रूप में मनाया जाता है। इस वर्ष चाचा नेहरू का 122 वां जन्मदिवस विस्तार केन्द्र त्रिलोकपुरी ने अपने ही प्रांगण में जोश (यूथ रिर्सोस सेन्टर) के साथ मिलकर मनाया। इस अवसर पर 'जोश' के श्री नीरज तथा अध्ययन केन्द्र की अध्यापिकाओं द्वारा सभी बच्चों को चाचा नेहरू के मनपंसद गुलाब के फूल बांटे गए। बच्चों द्वारा कई मनोरंजक कार्यक्रम भी प्रस्तुत किए गए। इसी के तहत बच्चों से चाचा नेहरू पर निबन्ध लिखने को कहा गया तथा उनसे संबंधित प्रश्न भी पूछे गए। सही जवाब देने वाले बच्चों को पुरस्कृत किया गया। शिक्षा का अधिकार पर सुश्री रिंकी एवं सुश्री रीतू के द्वारा दिए गए आशु व्यक्तव्य ने श्रोताओं को सबसे अधिक प्रभावित किया। दोनों ही वक्ताओं ने शिक्षा के अधिकार, निःशुल्क एंव अनिवार्य शिक्षा की आवश्यकता, सरकार द्वारा किए जाने वाले प्रयासों तथा इसके लाभ के बारे में विस्तार से बताया ।



A Ray of Hope

This is not an ordinary certificate for Padma. For obtaining this certificate she had devoted a long time along with all her domestic work and work in the paddy field. She studied in an adult education centre in her village under the guidance of Vidya, the Volunteer Teacher (VT) who is fondly called Vidya didi by everyone. Padma was one of the well motivated learners in the centre who could learn fast the basic primer and also other reading materials available in the centre. By observing her keen interest in studies Vidya Didi motivated her to continue her studies under Basic Education Programme so that she can achieve equivalency level to different grades from III to VIII and beyond in the formal school system or through Open Learning System. Padma immediately agreed to and appeared in the assessment test conducted jointly by National Literacy Mission Authority and National Institute of Open Schooling.

When the date of assessment came Padma was really nervous but had the hope that she will definitely achieve the result. Today the certificate she received is the proof of her hard work as she successfully completed with good marks. Vidya didi is a proud Volunteer Teacher when Padma touched her feet to express her respect and shown the certificate she received from the institute. Vidya didi told Padma that from now on sky is the limit for her. She must continue to study so that she can go to any level which is available in the open learning system for which Padma nodded her head in complete agreement.

Padma asked Vidya didi what is this open learning system and in which way it is different from the schools? Vidya told that in the educational context, open learning system refers to the philosophy where a learner has the freedom to choose how to learn, where to learn and what to learn. Open learning is considered as a process that is not enclosed or encumbered by barriers that is accessible and available, not confined or concealed and that implies continuum of access and opportunity. The characteristics of the open learning system include a learning process where the learners are able to set their own objectives, choose the contents, sequence the programme and decide when and how learning is to be assessed.

She also told that in our country the major thrust of the government, as reflected in various policy documents, is to ensure the goal of universalisation of elementary education for children and provide adult education for those who dropped out of schools for various reasons. Basic Education Programme under Saakshar Bharat is an effort in the direction to enable adults who acquired the basic literacy to proceed further to achieve equivalency levels. In view of the success achieved through adult education programmes under National Literacy Mission and Saakshar Bharat Programme a large number of adults have been made literate. Open learning system provides an opportunity and opened a path of lifelong learning that will culminate in the secondary education for these people.

Vidya didi further stated that in the open learning system the National Institute of Open Schooling plays a major role. This institute was started in 1979 as Open School Project and over the years it has grown a lot and today this institute is one of the largest open schools in the world with a cumulative enrolment of 2.02 million learners. Academic, Vocational and Life Enrichment courses at Senior Secondary, Secondary and Elementary level are provided through 5813 study centers.

As a first step towards implementation of the equivalency programme is assessment of learners for functional literacy and their certification. For certification of Functional Literacy to neo-literates National Institute of Open Schooling has been identified as the nodal agency by National Literacy Mission Authority. The assessment is conducted periodically so that opportunity is provided to the learners to appear for assessment as per their convenience.

The system of learners' assessment includes assessing general awareness and empowerment along with literacy skill through participation in various activities. In this way the learner assessment assists in gauging the effectiveness of the programme and provides inputs for learner specific needs. The learners are assessed for proficiency in reading, writing and numeracy skills through written summative external tests for three hours. The total assessment is supposed to be for 150 marks out of which 50 marks are allocated for each of the skills i.e. reading, writing and numeracy. The learners are free to work towards achievement of marks at their own pace. The successful candidates are allotted A, B and C grades depending upon the total marks in percentage. Those getting 60% and above marks are considered Good and allotted Grade A. 40% and above marks are satisfactory and allotted grade B and others getting less than 40% marks are allotted grade C. Those who get grad C need improvement.

The assessment process helps in building self-esteem of the learners and provides valuable feedback to the programme implementers. Building self esteem and self confidence of the learners are recognized as important components of the Saakshar Bharat Programme. Active participation in development process at grass root level requires awareness and empowerment of learners. Functionality and awareness are important components of adult education programme. Gains in literacy skills facilitate the learners to participate in lifelong learning process through formal and non-formal system.

Padma told that she learnt a lot and will tell others so that they can also join along with her to pursue the courses in the open learning system.

-Nishat Faroqui

I am Proud to be a Barber



Shabaj Nagar in Dabraul block is 7 km away from Shahjahanpur town. Eventhough, it is very close to the district headquarter it maintains the village environment with small and medium built houses with a lot of open space. The total population of this village is around 25,000 and both Muslims and Hindus are almost equal in number. This place is famous for looms and beautiful carpets are made which are marketed all over the country. In view of a lot of employment opportunities closer to their homes, young boys at the cost of their education join the carpet weaving units at early age and earn the wages with which they support their families and supplement the family income.

Jan Shikshan Sansthan, Shahjahanpur organized a few vocational training programmes in this place which included the course on "Hair Cutting". One of the participants in the Hair Cutting course was Rashid Khan who is now 18 years old. He is an illiterate and never gone to school at all. He is the 3rd son of his father who is a labourer. He has 5 brothers and 2 sisters. When Khan was asked how he has joined the course, he told that the Resource Person (a local man) selected by the Jan Shikshan Sansthan visited his house and explained in detail about the course. As he was neither having any employment at that time nor going to any school, he thought that he should join this course so that he can have a livelihood. The attraction was that duration of the course was only three months and also free of cost. During the training in practical sessions he told that he was really nervous to handle the scissors as he was worried about the customers. However, in course to time he gained confidence and started using the scissors as if he was a born barber. To tell the truth he is the first generation barber in his family to come to this profession.

When asked whether the training he has undergone is of any help, he told that he is the proud owner of a small Hair Cutting Saloon and is earning on an average Rs.150/- per day. He has a set of regular customers even though the village has 13 barber shops. When asked whether he really likes the profession? He smiled and said, "Sir I not only like the profession but also enjoy serving my customers with new styles of hair setting. I am really proud to be a barber".

Fieldwork Placement for Community Health Nursing Students



(From L-R) Kala Vivekanandan, Jyoti Shukla, Sonia Chongtham

IAEA has extension centre at Trilokpuri in Delhi East for conducting outreach activities. In this centre three Post-Graduate students of Community Health Nursing from Nightingale Institute of Nursing, Noida have been placed for field work training. The main objective of the placement is to enable the students to gain competencies in Nursing practices, develop abilities to solve problems in management and supervision in community speciality through observation and practice.

International Reading Association: Annual Convention at Chicago

The 57th Annual Convention of International Reading Association is scheduled to be held at Chicago from April 30 to May 2, 2012 in which educators from all over the world will discuss and learn about the latest issues in the field and network for solutions. Those who are interested to attend the convention may register their names as given in the website of IRA.

Pre-registration rates available from December 1, 2011 to April 9, 2012 midnight EST. On-site registration rates apply from April 10, 2012 to May 2, 2012. Online registration will remain open through the entire event and will charge the appropriate rates according to the dates posted. Paper version registrations that are mailed must be postmarked by April 9, 2012 and faxed registrations must show receipt date of April 9, 2012 according to the receiving fax machine in order to receive lower rates.

For more information about the visa process and for the interactive invitation letter, please visit http/www.ira.org

National Seminar on Skill Development and Lifelong Learning

The Department of Lifelong Learning, Acharya Nagarjuna University Guntur is organizing a two day national seminar on Skill Development an Lifelong Learning on January 20-21, 2012. Those who are interested t attend may contact the Department's Office by phone (0863-2293189, Those who wish to present papers on sub-themes (Skill Development fo Youth, Women, Senior Citizens, Agricultural and Industrial Workers, Ski Development for Employability, Skill Development for Promotion o Entrepreneurs, Skill Development for Developing Human Resources an Skill Development for Economy, Environmental and Health Aspects) may contact Prof. P. Syama Thrimurthy (09849740726/0866-2471968) o Smt. P. Pushpa Rani (09441593779).

National Colloquium on Empowerment of Youth

The School of Youth Studies and Extension, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur, Tamil Nadu is organizing a two day National Colloquium on Empowerment of Youth on February 16-17, 2012. The theme is "Youth and Sustainable Development". Those who are interested to attend and present papers may visit the website: www.rgniyd.gov.in

साक्षर भारत रैली: लखनऊ से रायबरेली



लखनऊ जन शिक्षण संस्थान ने 3 दिसम्बर 2011 को लखनऊ से रायबरेली तक की "साक्षर भारत रैली" का आयोजन किया। राष्ट्रीय साक्षरता मिशन के महानिदेशक श्री जगमोहन सिंह राजू द्वारा रैली को फ्लैग दिखा कर रवाना किया गया। लगभग 100 किलोमीटर की यात्रा लखनऊ जन शिक्षण संस्थान से प्रातः 8 बजे प्रारम्भ होकर, पूर्वा 11.30 बजे रायबरेली के जिला पंचायत प्रांगण में समाप्त हुई। इस रैली का जन शिक्षण संस्थान के प्रतिभागि द्वारा मोहनलालगंज और बछरवा आदि स्थानों पर भव्य स्वागत किया गया। श्री जगमोहन सिंह राजू ने प्रतिभागि को सम्बोधित करते हुए कहा कि तमाम प्रयासों के बावजूद भी देश में असाक्षर लोगों की बड़ी संख्या आज भ मौजूद है। खासतौर से उत्तर प्रदेश सहित अन्य हिन्दी भाषी राज्यों में निरक्षरता उन्मूलन के लिए हमें विशेष प्रयत्न करने की जरूरत है। उन्होंने कहा कि साक्षरता आन्दोलन के इस नये दौर में आवश्यक है कि लोग भारी संख्या में जुड़ें इसके लिए उन्हें हर संभव तरीके से उत्साहित किया जाना चाहिए। श्री राजू ने आशा व्यक्त की कि यह "साक्षर भारत रैली" साक्षर बनने के लिए अनुकूल वातावरण निर्माण का कार्य करेगी।

इस दौरान इण्डिया लिटरेसी बोर्ड के अध्यक्ष, पूर्व लोकायुक्त न्यायमूर्ति एस. सी. वर्मा, श्री संजय मोहन, निदेशक साक्षरता एवं वैकल्पिक शिक्षा, उ.प्र, श्री एस. रामकृष्णा सूरा, संयुक्त निदेशक, प्रौढ़ शिक्षा निदेशालय, भारत सरकार सुश्री कमलेश प्रियदर्शी, उप निदेशक, साक्षरता एवं वैकल्पिक शिक्षा, उ.प्र., श्री पी.के. सुन्द्रियाल, निदेशक, साक्षर निकेतन, एस.पी. रस्तोगी, निदेशक, जन शिक्षण संस्थान, लखनऊ, श्रीमती रचना, निदेशक, राज्य संसाधन के उ.प्र. एवं उत्तर प्रदेश के जन शिक्षण संस्थानों के लगभग 45 निदेशकगण उपस्थित थे। रैली में जन शिक्ष संस्थान, लखनऊ के लगभग 200 प्रतिभागियों ने भी बड़े उत्साह से भाग लिया।

– एस.पी. रस्तोग
निदेशक, जन शिक्षण संस्था

World AIDS Day Observed

Jan Shikshan Sansthan, Bengaluru observed World AIDS Day on December 1, 2011 at Singanayakanahalli in Bengaluru North Block. Around 175 persons attended the programme which included JSS beneficiaries of ongoing vocational training courses, ex-beneficiaries and general public.



The programme was held in the premises of Local Gram Panchayat and was inaugurated by Smt. Vanishree Vishwanath, Member, Zilla Panchayat, Bengaluru Urban District. Dr (Smt) Pankaja, Lady Medical Officer, Primary Health Centre, Rajanakunte, Bengaluru North, Shri Siddaramanna, Child Development Project Officer, Bengaluru North and Shri Devendrappa, Regional Consultant, the Union Organization participated as guests in the function. All of them in their address spoke about HIV/AIDS, the way it spreads, precautions to be taken and facilities available in the Integrated Counselling and Training Centre at government hospitals. The JSS displayed posters and charts in the meeting hall and all the participants were given folder in Kannada on HIV/AIDS.



-S. Rajappa
Director, JSS

Lalganj Ki Ladli



Janki is totally handicapped on both the legs due to polio. But she is a capable tailoring teacher in the vocational training centre of Azamgarh JSS located in Lalganj (Lalganj Block) and always liked by her trainees.

Janki was born in a middle class family at Banaras. Eventhough she was handicapped she completed successfully her school education (X Standard) and then proceeded to complete one year Cutting Tailoring course in ITI, Banaras in 1973. As she was handicapped her marriage was a difficult one. Finally, a day came and a boy named Santosh Gupta from Azamgarh district accepted to marry her as he was also equally handicapped and polio on both the legs. Janki was not happy in the in-law's family as she was not treated well. Her father-in-law was a habitual drinker and her husband was only a worker in the Chakki belonged to her father-in-law. One day her husband was removed from the work at Chakki and Janki's family was left alone to fend them. This situation in fact forced her to pursue self-employment in the trade in which she was already trained at ITI.

In the meantime, Janki gave birth three children, two boys and one girl. The first boy who is now 35 years old has studied upto BA and working as SBI Bank Commission Worker. He is having a limited income and living with his parents. He is married and has four children. The second girl who also studied upto BA is now married and settled. The last son was murdered at the age of 18 due to rivalry among friends and Janki burst into tears when she spoke about him.

Today Janki is with the support of crutches and cannot stand even for two minutes. The condition of her husband also is equally bad and his mobility is very much restricted. Janki was telling that in view of their physical problems they could not be helpful to each other and always depend on others. But the vocational skill she acquired in the early years of her life is helping her a lot with regular monthly income. Janki is handling four batches of trainees in the Cutting Tailoring course and earns Rs.3000/- per batch. Her trainees give her a lot of respect and appreciate the knowledge she possesses. Her house is the training centre and it is always crowded as trainees come in different batches at different times.

Today Janki is a well known name in the small semi-urban town of Lalganj and she is Ladli for her trainees.

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Documents



Biswal, K. **Secondary Education in India: Development Policies, Programmes and Challenge.** Create Pathways to Access, Research Monograph No. 63, Delhi, NUEPA, 2011.

This paper provides an overview of secondary education in India with focus on the development trajectory currently pursued in the sub-sector reviewing the current status, development policies, approaches and reform programmes. While discussing the tremendous progress made in enhancing secondary schooling opportunities in India during the past six decades, the paper highlights the increasing regional, gender and social disparities in secondary education. It is argued that there is a large deficit in policy planning for secondary education development, which not only goes against the principle of inclusive development and the service-led growth strategy but also affects India's capacity to connect effectively to globalisation. The broad development approach pursued by the country needs a clearer framework for change with more focus on decentralisation and governance issues and quality improvement. The paper identifies key challenges relating to implementation of major reform programmes including Rashtriya Madhyamik Shiksha Abhiyan (RMSA). It concludes that India needs to step up investment in pre-reform activities for creating a sustainable environment for initiating change; improving political will; introducing strategic management models ensuring continuity in change at the school level; and increasing budgetary allocation to make more inclusive quality secondary education a reality.

Clarke, Grayson. **Education MTEF: Approaches, Experience and Lessons from Nine Countries in Asia (Asia-Pacific Education System Review Series No. 3).** Bangkok, UNESCO Bangkok, 2010: 45 p.

This booklet summarizes the basic concepts of the Medium-Term Expenditure Framework (MTEF) process and the experiences that Asian countries have had in its implementation in the education sector. The publication reviews the processes and experiences of Asian countries in medium-term budget planning for the education sector and informs readers on how MTEF has been evolved in the education sector in different country contexts. It also documents typical issues faced and lessons learnt by countries while implementing MTEF and proposes possible solutions for how ministries of education can engage with the MTEF process more fruitfully.

Govinda, R. and Bandyopadhyay, Madhumita. **Overcoming exclusion through quality Schooling.** Create Pathways to Access, Research Monograph No. 65, Delhi, NUEPA, 2011.

This monograph provides a detailed and evocative insight into the realities of changing patterns of access to education in 88 schools serving over 6,000 households and 10,000 children. Most children are enrolled in school in the case study areas, but it is clear that after ten years of SSA there are still significant numbers of school age who fail to complete primary school to grade 5, and many more who do not reach grade 8 and proceed to secondary school. Though most children have access to purpose built school buildings it is clear that more construction is needed and the condition of much of the existing stock is unsatisfactory. Too many schools in the sample have insufficient furniture and equipment, lack appropriate sanitation and clean water, and do not provide a learning environment conducive to high levels of achievement. Testing confirms that many children remain a long way from achieving appropriate standards of achievement in literacy and numeracy. Though learning materials are generally available their patterns of use are very varied. So also is the time spent on learning and teaching with substantial absenteeism leading to the loss of 25% or more of time on task for some children. Distributional equity remains a critical issue with, for example, pupil teacher ratios varying from over 130:1 to below 10:1 across the schools. Many of the schools are small with one or two teachers, five grades and less than five classrooms.

The paper lays out the challenges and the opportunities that remain for SSA which still has a road to travel if the evidence from the case studies is reflected more widely in other districts. The districts chosen were identified because they were amongst the poorest and because a similar study had been undertaken twenty years ago. CREATE can make comparisons over time and these suggest that there has indeed been considerable progress in expanding access to education, but that this has neither succeeded in realising the dream of universal participation and completion of basic education to age 14 years now enshrined in the Right to Education Act nor has it succeeded in reducing large disparities between and within clusters and administrative blocks. More studies of this kind are needed to provide in depth and independent insights into why it remains the case that in many parts of India the dream has been realised, but that in too many locations, especially in the Northern States, the dream remains an aspiration not a reality.

Compiled by S.C Dua and Neha Gupta

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Editor-in-Chief: Prof. B.S.Garg **Editor: Dr. Madan Singh**

Tel: 0[illegible]379306, 23378206, 23379282 **E-mail:** iaeaindia@yahoo.com **Website:** iaea-india.org