



AKSHARAM

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...towards a literate society



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The Director,
State Resource Centre, Kerala
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Thiruvananthapuram - 695 033

Printed and Published by Dr. T. Sundaresan Nair, Director, State Resource Centre, Kerala
Nandavanam, Vikasbhavan .P.O. Thiruvananthapuram - 695 033
Printed at Akshara Offset Tvm. Ph: 2471174, 2473470. Cover: abc Color Systems, Tvm.

(For private circulation only)



Literacy rate in India, States & Union Territories
Comparative adult literacy rates for the age 15 and above 2001-2007

State	Literacy 2007	Literacy 2001	Increase from 2001 to 2007	Average Annual Increase	Remarks
Andhra Pradesh	56.6	54.2	2.4	0.4	Low
Arunachal Pradesh	64.3	51.9	12.4	2.1	
Assam	80.5	61.2	19.3	3.2	Very high
Chhatisgarh	64.2	59.1	5.1	0.85	
Delhi	82.8	79.6	3.2	0.5	Low
Goa	80.1	79.9	0.2	-	Very low
Gujarat	69.9	65.3	4.6	0.8	
Haryana	68.2	62.4	5.8	1.0	
Himachal Pradesh	76.4	71.7	4.7	0.8	
Jammu & Kashmir	61.7	51.3	10.4	1.7	
Jharkhand	56.2	49.8	6.4	1.1	
Karnataka	65.8	61.6	4.2	0.7	
Kerala	92.8	89.9	2.9	0.5	Low
Madhya Pradesh	63.2	58.8	4.4	0.7	
Maharashtra	77.4	72.9	4.5	0.7	
Manipur	79.3	69.7	9.6	1.6	
Meghalaya	91.0	63.2	27.8	4.6	Very high
Mizoram	95.0	89.4	5.6	1.0	
Nagaland	90.4	65.1	25.3	4.2	Very high
Orissa	62.2	59.7	2.5	0.4	Low
Punjab	72.1	65.3	6.8	1.1	
Rajasthan	52.4	54.4	(-) 2.0	-	Negative
Sikkim	79.7	66.0	13.7	2.3	
Tamil Nadu	76.4	69.8	6.6	1.1	
Tripura	74.5	70.4	4.1	0.7	
Uttarakhand	70.1	66.7	3.4	0.6	
Uttar Pradesh	57.4	51.1	6.3	1.05	
West Bengal	71.0	65.8	5.2	0.9	
A&N Islands	83.1	79.0	4.1	0.7	
Chandigarh	80.8	80.3	0.5	-	Very low
Dadra & Nagar Haveli	67.6	53.6	14.0	2.3	
Daman & Diu	91.5	75.5	16.0	2.3	
Lakshadweep Islands	89.9	85.4	4.4	0.7	
Puducherry	83.1	79.1	4.0	0.7	
India	66.0	61.0	5.0	0.8	

New Courses under the IGNOU-SRC Community College

The academic Committee IGNOU-SRC community college approved to start the following Diploma & Certificate courses in the January 2011 session.

1. Diploma in Visual Media
2. Certificate in Yoga, Meditation and Personality Development
3. Diploma in Beauty Care & Management
4. Diploma in Practical Accounting and Taxation
5. Diploma in Store Keeping and Inventory Management
6. Diploma in Computer Teachers Training
7. Diploma in Office Automation
8. Diploma in International Accounting
9. Certificate in Home Nursing
10. Certificate in Acupressure & Holistic Health

The Eligibility criteria for the Certificate courses will be 8th Standard pass and for the Diploma will be 10th Standard Pass.

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January 2011


AKSHARAM
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Editorial

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LEAP and ATHULYAM Models for Lifelong Learning

After the sweeping success of Total Literacy Campaign, the State of Kerala has achieved another milestone in history by attaining total primary education which is an extension of the equivalency programme, in one of its districts viz. Kannur. This historical success was achieved through the "Kiran Project", a campaign by which all the neoliterates and semiliterates of the age group 18-50 are to be provided primary level education within a specific period. The model can be reciprocated with modifications to other districts and state to raise the educational level of people to secondary and higher education.

Now the state has shifted its focus to a new programme viz. Lifelong Education and Awareness Programme (LEAP). This is designed as the next phase of Continuing Education Programme, giving priority to lifelong learning. The neoliterates and the public will be the target of the new mission. The motto of the programme is the transition of the literate society to a cultural society.

"Athulyam" the new project aims to start literacy campaigns in 140 selected panchayats of the 140 constituencies of Kerala. Ward level campaign are also planned in selected Municipalities and City Corporations. Preliminary arrangements and survey have been started. Classes will begin from 1st January and the final evaluation will be done before 31st March 2011.

Let us join together and make the campaign a success.

Dr. T. S. Nair

Director

Growth of Literacy in India

NSSO Survey - 2007

As per the 2001 census the Literacy rate of the age group 7 and over, population for the country was 64.84 percent. Decadal growth rate of literacy which was around 8 percentage during the earlier decades increased to over 12 percentage during the decade 1991-2001. Tenth Five Year Plan laid a target of improving the literacy rate of the country to 75% by 2007. The overall literacy rate increased by about one percentage per year during the five years from 1999-2000 to 2004-05 and slightly less than one percentage per year during the three years from 2004 to 2007. The corresponding increase during the three years 2004-05 to 2007-08 was around 1.4 percentage.

The state-wise comparison indicates that while some states like Assam, Meghalaya, and Nagaland have shown very high growth in adult literacy during some other states like Andhra Pradesh, Delhi, Kerala and Orissa shows low growth. Goa and Chandigarh have shown very low progress. One state, viz Rajasthan has shown that the adult literacy rate reported during 2001 census (54.43%) was higher than that reported by NSSO Survey for the year 2007-08. High growth in adult literacy rates in the North-Eastern states is not explained by any special adult literacy programmes during the period under consideration. On the other hand reasons for negative literacy growth in case of Rajasthan where adult literacy programme was organised in each district of the state during that period needs to be explored further. Female adult literacy rate of Rajasthan which was 35.6 percent in 2001 has been estimated at 35.2 on the basis of 2007-08 survey data and does not show any improvement. 2001 Census data of Rajasthan reported an increase of 21.86 percentage in the overall literacy rate of 38.55 in 1991 to 60.41 in 2001.

NSSO data also reveals that the Tenth Five Year Plan Target of achieving 75 percent literacy rate by 2007 was not achieved during the plan period. Based, on the literacy rate of 71.7 percent in 2007, the number of illiterates was estimated to have declined by about 30 million during the period 2001 to 2007. Adult literacy rate during this period increased only by annual average increase of 0.8 percentage points from 61.0 percent in 2001 to 66.0 percent in 2007. When compared with the annual average growth rate of 1.2 percentage during 1991 to 2001, the growth rate during 2001 to 2007 falls short of the expectations. In case of different states, growth rate in adult literacy has been very uneven, In case of Rajasthan, the level of literacy rate is found to be less than that was reported in 2001 census.

IGNOU-SRC Community College

Inauguration of Academic Courses

The Academic programmes of the the newly opened IGNOU-SRC Community college were inaugurated by Dr. Rajasekharan Pillai, Vice Chancellor, IGNOU on 18th September 2010. He stated, that immediate attention have to be paid to the growth of 'knowledge economy'. The Universities should take initiative for undertaking educational programmes to improve the knowledge and ability of the common man.



Dr. Rajasekharan Pillai inaugurating the workshop



V.C., IGNOU addressing the audience

The objective of the Community Colleges under IGNOU, is to provide educational support and certification to the laymen engaged in different vocations without causing any hindrance to their occupation.

The course materials for the following programmes were released and distributed in the above function.

1. Certificate Programme in Yoga, Meditation & Personality Development
2. Diploma in Beauty Care and Management.
3. Certificate Programme in NGO Management.
4. Certificate Programme in International Accounting.

Sri.M.Nandakumar, Director of Information & Public Relations presided over the function. Dr. C.P. Aravindakshan, Dr. B. Sukumar, Sri.A. Prabhakaran, Dr. G.Sureshkumar, Dr. T.S.Nair & C.Swaraj were present on the occasion. The beneficiaries of courses will be

- ❖ People who wish for higher education.
- ❖ Those who have discontinued their studies.
- ❖ Those who seek improvement in career/skill upgradation.

The IGNOU-SRC Community college will start Associate Degrees & Diploma courses in the coming years.

Equivalency Education : The Stepping Stone to Lifelong Education

The Kerala Experience

- Dr. T.S.Nair

Introduction

Education is a continuous process. Continuing Education includes all the learning opportunities all people want or need outside of basic literacy, basic education and lifelong education. Continuing education is responsive to the needs and wants. It includes experiences provided by all educational subsectors and it can be defined in terms of opportunity to engage in life long learning. The whole idea, predicates itself, on the concept of a 'Learning Society'. A Learning Society is one in which all agencies of a society are educational providers whose primary responsibility is education. Similarly, all citizens should be engaged in learning taking full advantage of the opportunities provided by the Learning Society.

Kerala Experience

In the Kerala context. Continuing Education is conceived as a major Human Resource Development initiative with the active participation of the entire community. The National Literacy Mission, Government of India has sanctioned 3500 Continuing Education Centres (CECs) and 500 Nodal Continuing Education Centres (CECs). The responsibility to identify the centres and selection of preraks, is entrusted to local bodies (Panchayat Raj Institutions) at different levels.

Role of PRIs

Majority of the local bodies earmarked money for continuing education centres by way of construction of buildings, procurement of infrastructure facilities organizing vocational training, awareness generation camp and so on. The total amount spent by the local bodies is two to three times more than the regular grant of National Literacy Mission.

Present Scenario

Now, the CE Programme of Kerala is in the tenth year. Success and failure of the Programme can only be evaluated on the basis of the achievements of the beneficiaries like illiterates, semi literates, people belonging to the coastal area, tribal area, school leavers, people below poverty line, people near poverty line, disadvantaged rural women, subsistence farmers, unemployed youth, adolescents, senior citizens, slum dwellers, tribal and coastal people and so on. These group need to be re skilled to cope with new technology and information.

Target Specific Functional Programmes

As regards the Target Specific Programmes, Income Generation Programmes. (IGP) help the participants to acquire or upgrade their competencies for the purpose of enlarging and enriching their source of income. The Quality of Life Improvement Programme (QLIP), equipped the learners of the community with the essential knowledge, attitude, values and skill. This enabled them to improve their quality of life as individual as well as members of the community. Individual Interest Promotion Programmes (IIPP) are demand driven. Each stands or falls on its own merit. Individuals could get opportunity to sharpen their skills and earn more for their livelihood. The Equivalency Programmes (EP) are designed as alternative education programmes equivalent to existing formal, general or vocational education. It has the relevance, as long as the formal system of education finds itself unable to absorb into it every member of the society or to guarantee that no student drops out of school education.



Learners attending Equivalency Exam

Equivalency Programme

The Kerala State Literacy Mission Authority (KSLMA) has the responsibilities of implementing the programme. It has statewide network starting from the state level to the ward level. The Equivalency Programme is initiated in the state at three levels. The first level is equivalent to that of the IVth standard and the second level to VIIth standard and third level to Xth standard. School teachers, Retired teachers, Social workers, Literacy activists, Instructors, Preraks, Assistant Preraks etc. are selected as teachers for Equivalency Programme.

Syllabus/Curriculum

The newly constituted Equivalency Board shall approve the curriculum and syllabus prepared by the experts in the field of adult and non-formal education. While preparing the curriculum and syllabus, factors such as age and experience of the learner will be taken in to account. Since the equivalency examination is meant for adults and most of who are likely to be employed, the syllabus and curriculum are to be slightly different from the curriculum and syllabus of the regular SSLC stream. It should be more appropriate to the living conditions of the learners. The examination board can also approve the syllabus for the 4th and 7th equivalency

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Sikkim Rates High in Suicides

Kerala, the usual top ranker gives way to Sikkim as the State with the highest suicide rate in the country. Addressing a Continuing Medical Education programme organised by the Department of Psychiatry, Chettinad Hospital' and Research Institute (CHRI), the regional representative of the World Health Organisation on Suicide Prevention Sikkim, with a suicide rate of 48.2 per lakh of population, and Puducherry, with a rate of 46.9 per lakh, shows a new and worrying trend of an escalation of suicides in smaller states.

Kerala dropped to the fourth position with a suicide rate of 25 per lakh, while the Andaman and Nicobar Islands ranked third with a rate of 34.5 per lakh.

Bangalore led the list among cities, with a rate of 42.1 per lakh, followed by Rajkot (31.5), Jabalpur (24.4) and Vijayawada (23.2). Chennai (20.4). Tamil Nad (21.1) was ranked sixth among cities and States respectively.

The data trends more or less perpetuate the status of southern states having relatively higher suicide rates than the Northern States.

India has a suicide rate of 10.8 on a par with developed countries. If one map the suicide trends from an economic standpoint, suicide rates seemed to be higher in transition economies. Statistical analysis showed that while men were more prone to committing suicide than women, Asian women had the highest suicide rate irrespective of the development status of their country.

The Western proposition of a mental disorder as an underlying factor in a majority of suicide victims might not apply to India. Apart from depression and alcohol, almost 50 per cent of suicide victims in the country had no history of mental disturbance. Some of the effective measures included reducing access to methods and means of suicide, crisis support and helplines, drugs such as Lithium and Clozapine and enlightened media reporting on suicides. A national suicide prevention strategy is imperative for India, where an estimated 5 million attempted suicides are carried out every year.

Campaign To Meet The Panchayat Presidents

A Meeting was held on 23rd & 24th October 2010 at Chandigarh on the 'Campaign to Meet the Panchayat Presidents'. Shri Jag Mohan Singh Raju DG (NLM) presided over the meeting. After detailed discussion strategies were formed to organize activities in a time bound manner. Sri. S. Harishkumar attended the meeting representing SRC, Kerala.

Seminar on Reading Habits

Kerala State Resource Centre, in collaboration with Kerala State Branch of Indian Adult Education Association Centre for Adult Continuing Education & Extension, University of Kerala, Dr.K. Sivadasan Pillai Foundation and Council for Teacher Education, Kerala organised a seminar on 'Reading Habits' on November 8, 2010 at the University Students' Centre, Thiruvananthapuram on the occasion of the third commemoration day of the veteran educationist Dr. K. Sivadasan Pillai, the Founder Director, CACEE, University of Kerala, The seminar was chaired by Dr. H.



Release of the book 'Anupacharika Vidyabhyasa Darsanam' by Dr. G. Balamohan Thampi

Parameswaran. Dr. A. Sukumaran Nair inaugurated the seminar. The inaugural session was addressed by Dr. G. Balamohan Thampi and Dr. K. Sivadasan Pillai memorial speech was delivered by Dr. A.R. Supriya. A book titled 'Anupacharika Vidyabhyasa Darsanam' (Vision on Non-formal Education ~ a collection of articles by Dr. K. Sivadasan Pillai) published by Kerala State Resource Centre was released on this occasion by Dr. Balamohan Thampi by handing over the first copy to Prof. Abdul Wahab, Dr. T. Sundaresan Nair gave introductory remarks on the book. Dr. C.P. Aravindakshan, Dr. C.P. Sreekantan Nair, Dr.K.Krishnakumari, Dr. K. Mohan Das, Dr. V.M. Sasikumar, addressed the gathering. In the academic session Dr. A. Muralidharan Thampi, President, IAEA, Kerala State Branch presented a paper on 'Reading Habit ~ a Behavioural Therapy, Dr. V. Reghu presented a paper on 'Youth and Employability', Dr. Ajith Prabhu, presented a paper on 'Transformation of Libraries vs Transformation of Society' and Shri. Janardana Iyer, Senior Health Social Worker presented the cancer care messages. Each presentation was followed by discussion. Shri. Harish Kumar delivered the vote of thanks.

Commonwealth of Learning (COL)

Representative in SRC Kerala

The Commonwealth of Learning (COL) aims to expand the scope and quality of learning by using new approaches and appropriate technologies. Its ultimate mission is learning for development. Smt. Alison Mead Richardson representative of (COL) visited SRC from 13th-17th November 2010. So far 54 countries have become members of COL and adopted the concepts and methodology of its educational system. Kerala's educational scenario is most conducive to the open distance learning programme



Workshop on ODL

The stakeholders of the state has to utilize the possibilities of COL wherever it is convenient and feasible by adopting any strategies on Partnership models, materials and the like. The aim of the programme should be to produce community development workers who can organize local level programmes.

The Socio-political situation of the state necessarily paves more access to ODL Programme. The infrastructure and the man power of SRC Kerala are to be routed for the purpose. In this context a two day workshop was organised at SRC on 16th and 17th November. The workshop discussed in



Mrs. Alison Mead Richardson discussing with Secretary Gen.Edn.

detail about the modus operandi of COL with the representative. Face to face interactions were made on quality education, distinction between ODL and conventional system of education.

Later, Mrs. Alison met Sri. James Varghese IAS, Chairman SRC and Secretary to Govt., General Education Dept and had a discussion.

Tranquil scenes have positive impact on brain

According to researchers tranquil living environments can positively affect the human brain function. The research uses functional brain imaging to assess how the environment impacts up on our brain functions.

The findings demonstrated that tranquil environmental scenes containing natural features, such as the sea, cause distinct brain areas to become connected with one another whilst man-made environments, such as motor ways, disrupt the brain connections.

They utilised the fact that waves breaking on a beach and traffic moving on a motorway produce a similar sound, perceived as a constant roar and presented the participants with images of tranquil beach scenes and non-tranquil motorway scenes while they listened to the same sound associated with both scenes. Using brain scanning that measures brain activity they showed that the natural, tranquil scenes caused different brain areas to become 'connected' with one another indicating that these brain regions were working in sync.

However, the non-tranquil motorway scenes disrupted connections within the brain. People experience tranquillity as a state of calmness and reflection, which is restorative compared with the stressful effects of sustained attention in day-to day life. The Researchers tried to understand how the brain works when it perceives natural environments, so that they can measure its experience of tranquillity.

Yoga, Meditation and Personality Development

Certificate in Yoga, Meditation and Personality Development is one among the four academic programmes launched by the IGNOU-SRC Community College. The programme is designed in Open Distance Learning mode. Both print and non-print study materials are distributed to the learners for the better understanding of the content. The curriculum is designed in such a way to the self development of learners in all aspects. The combination of Yoga, Meditation and Personality Development helps the learner to experience the traditional and modern self development practices. The four courses of the programme includes; The Philosophy of Yoga (Pathanjali Yoga Sutra), Human Physiology & Anatomy, Yog Mudras, Pranayamas & Shatkriyas, Yoga- Postures & Meditation Personality Development. Practical Training will be provided to all.

Sharp Disparities in Kerala's Human Development

Although Kerala heads the table in major human development indicators, sharp interregional disparities in poverty levels, reduced financing for human development, an ageing population and the failure to offer an equal berth to the tribes and the fisher-folk in the development bandwagon are emerging as major challenges for the state, according to an UNDP- Planning Commission Seminar.

The seminar, organised primarily to discuss the strategies for strengthening the state's plan for human development and address the needs of particularly vulnerable communities such as the tribes, the fisher-folk and the elderly, found that the difference between the lowest and the highest poverty levels among districts was as high as eight fold and that the very sustainability of human development was a major challenge for the State.

The seminar, addressed by experts from the Planning Commission and the State Planning Board, economists and top officials of the state administration, was of the view that homogenous "one-size-fits-all" kind of solutions could not address the human development challenges thrown up by "second-generation" problems.

A close examination of the human development reports from various districts shows that Ernakulam is on top with the highest human development index in the entire country, but also has the dubious distinction of having the highest human deprivation index across all districts in the State. The real per capita income of the district (Rs.3,646) is much in excess of the Kerala average of Rs. 2,895.

Mizoram Displaces Kerala in Literacy

According to NSSO survey report, the state of Mizoram attained the top rank in literacy dislodging Kerala from its meritorious position. As per the 2001 census report the general literacy rate of Mizoram was 89.4 just below Kerala. NSSO Survey conducted in 2007 for the age group 15 and over, Mizoram tops the list with the literacy percentage of 95.0 showing an increase of 5.6% whereas Kerala acquires the literacy rate of 92.8 showing a low growth of 2.9% during the period of 2001-2007.

examination. Textbooks for learners and guidebook for teachers are prepared. In all the three levels contact classes are being conducted free but specific fee is charged for 10th std equivalency. Separate curriculum is being followed by KSLMA. An academic committee has been constituted to prepare the curriculum and syllabus. Textbooks are prepared through various workshops. The experts belong to formal and non-formal education fields. The equivalency curriculum is mainly based on the state curriculum imbibing 80% of contents in each subjects are presented in a non-formal manner to suit adult learners. Initially, the Equivalency programme at first level (4th standards) is implemented through selected Preraks and Nodal Preraks, who are academically qualified, trained, experienced and have interest in the programme. Later at the second and third level, the beneficiaries of the programme belong to the age group 15-45. However, a large number of learners are enrolled in each level who have crossed 45 years. They constitute school dropouts, neo-literates, employees working under various governmental and non governmental organizations. Unemployed youth are also attracted to the course. The major motivation to join the programme may be seeking promotion and getting new avenues. At the same time, some of them are really motivated group and learn more.

First level (4th Standard)

The first level (4th std) programme is of 6 months duration with 300 instructional hours. Mainly Preraks and Assistant Preraks are conducting the classes. Majority of them are qualified as graduates and postgraduates. Resource Persons are also engaged to support classes. CEC and NCEC buildings are treated as class rooms. Like formal school system four subjects are included in the curriculum. But a vocational training is also included for skill upgradation as an additional subject. The subjects are as follows.

1. Regional Language (Malayalam)
2. Environmental Studies
3. Arithmetics
4. English-oral
5. Vocational training for skill upgradation

Second level (7th Standard)

The second level (7th std) equivalency is of 8 months duration with 15 instructional hours per week. The total instructional hours are 300. Fifty hours are allotted for each subject. But 20-25 hours are sufficient for Hindi. Vocational Skill upgradation training was also introduced at 1st level. At the same time no specific time is allotted for vocational training. Assessment will be made both internally and externally. The internal assessment will be made by preraks themselves. 25% of marks are earmarked for each subject for internal assessment. Attendance, punctuality, participation in

various programmes, communication skill etc will be considered for internal assessment. The external evaluation is conducted by KSLMA in selected schools near the centre. The pass mark is the aggregate of 60% of internal evaluation and 40% of external evaluation.

Subjects

- | | |
|--|-------------------|
| 1. Regional Language (Malayalam) | 2. English |
| 3. Hindi | 4. Arithmetics |
| 5. General science | 6. Social Science |
| 7. Vocational training for skill upgradation | |

Third level (10th Standard)

The third level (10th std) equivalency programme is visualized for those who pass the second level equivalency and school drop outs in the 8th, 9th and 10th stds. The learners who have failed in the S.S.L.C examination and crossed the age 18 are also enrolled. The third level equivalency (10th Standard), the person who pass second level or 7th Standard will only be admitted. The minimum age for admission of this third level will be 18 years. The equivalency level is 80% of the standards of the formal SSLC system: 360 instructional hours are aimed within the duration of 10 months. School Teachers, retired teachers are entrusted as equivalency teachers and they are trained by KSLMA with the help of District Institute of Education and Training (DIET). The fee charged for 10th equivalency for course materials, teacher's honorarium, examination etc. The examination and certification is the responsibility of General Education Department of the state government.

The subjects for the 10th Std equivalency are:

- | | | | |
|--|---------------------|----------|--------------------|
| 1. Regional Language | 2. English | 3. Hindi | Part-I (250 Marks) |
| 1. Social Studies (History, Politics, Geography) | Part-II (350 Marks) | | |
| 2. General Science (Physics, Chemistry, Biology) | | | |
| 3. Mathematics. | | | |
| 4. Information Technology. | | | |

Equivalency Examination Board (EEB)

The Equivalency Examination Board has been set up by the state government at state level by the Department of General Education. The Secretary, General Education Department, Government of Kerala is the Chairman of the Board.

Members of the board are the following.

- I. Director of Public Instruction (DPI)

2. Director, State Council of Educational Research and Training (SCERT).
3. Director, Vocational Higher Secondary Education.
4. Director, State Literacy Mission Authority (KSLMA)
5. Three Members nominated from the Adult and Continuing Education field.

Powers and Duties of the Equivalency Examination Board

1. To approve the curriculum and syllabus of the 4th, 7th and 10th std equivalency courses
2. To approve textbooks prepared by subject experts and field oriented personnel according to the general and specific objectives.
3. To arrange the conduct of the examination both internal and external and to arrange for certification.
4. To plan the course structure including the charging of fees and pricing, of text books and levying of examination fees so as to conduct the programme on a self sustainable basis.
5. To suggest deployment of adequate personnel for the proper conduct of the programme.
6. To constitute a State Level Advisory Committees specially for the 10th standard. In addition to this, Board will approve the formation of Academic Resource Groups on various subjects.
7. To take decision on other relevant matters relating to the successful conduct of the programme.

The learners who pass the equivalency course can seek higher studies in Open schools, Open universities or in regular colleges and other higher institutions. Since, the certificate is equivalent to the formal secondary levels, job seekers can make use of the opportunities in government, public and private sectors and even in gulf countries.

Financial Commitment

The implementation of the equivalency examination of 10th standard scheme shall be based on a purely self-financing pattern without any financial commitment on the part of the Government. Registration fee, course fee and examination fee shall be collected from the learners both the O level and A level course and all expenses for the various stages and the conduct of the examination will be met from this fund.

Conclusion

Equivalency programme form an integral part of the literacy schemes. Successful involvement of Self-help groups and Panchayat Raj Institutions has provided a major follow up to the programme. Equivalency programme forms the first step to lifelong education and let us march towards a Learning Society targeting youth and adults.

Indian languages For Domain Names

A draft policy frame work and guidelines have been drawn up to prepare the ground for the fullfledged use of domain names (website addresses) in Indian languages, possibly by year end or later .

The guidelines and policy is prepared by the Department of Information Technology in consultation with the Centre for Development of Advanced Computing (C-DAC). Hindi is expected to be the first Indian language to be made part of the new Internationalised Domain Name (IDN) system. The IDN was launched in November 2009 by the Internet Corporation for Assigned Names and Numbers (ICANN), the gobal body that oversees the operation of the domain name or website address system.

The IDN regime, launched after years of discussion and preparation, marked the biggest change since the core protocol governing the Internet address system came into being, making it possible for users of languages with non- Latin scripts to use them in web addresses.

As the first step, the ICANN has been permitting the introduction of a limited number of internationalised country code, top level domain names website addresses in different languages ending with the name of the respective countries. The ICANN has put in place a “fast track” system, under which certain requirements will have to be fulfilled by individual countries before making their language systems operational.

The Devanagari script based languages (Marathi, Hindi, Konkani, Sanskrit and Nepali), Gujarati, Oriya, Punjabi, Malayalam, Tamil, Telugu, Kannada, Assamese and Bengali will be included in the new language dispensation in phases. It will eventually cover all 22 official languages, including those using Perso Arabic scripts such as Urdu, Sindhi and Kashmiri.

Most languages will have the equivalent of ‘Bharat’ as the top level domain name, but it will be ‘India’ in the case of Tamil, ‘Bharatam’ in the case of certain languages like Sanskrit and Malayalam and ‘Hindustan’ in the case of Urdu. The guidelines envisage a three-phase strategy for the launch of the IDN regimen a 60 day soft launch period, followed by a sunrise phase lasting eight weeks and finally for the launch.

Workshop On Camp Literacy

A Workshop was organized at Sasthri Bhavan, New Delhi on 21st & 22nd October 2010 on Camp Literacy. The programme was chaired by Smt. Kusum Vir, DAE, New Delhi. Sri S. Harish Kumar from SRC, Kerala participated in the programme. Tata Consultancy Services presented the success of Camp Approach.

Research Study

A Study on Gender Issues Among Tribal Folk in Kerala

Introduction:-

Kerala has thirty five tribes, which are mostly concentrated in the erstwhile Malabar and Cochin. According to the recent survey, the tribal folk in Kerala is 364,189, which is 1.14 percentage of the total population of the State. Out of thirty five tribes, Paniyan is the most populous tribe with a population of 81,940 forming 22.5 percentage of the tribal population of the State. Kurichan is the second largest tribe having a number of 32,746 containing 9 percentage of the total tribal population. Wayanad has the highest proportion of tribals (17.4%) followed by Idukki (14%). Alappuzha district has the lowest proportion (0.1%) preceded by Thrissur, Kollam and Kozhikode (0.2%) Tribes having below 500 population are eleven in number out of them, Kota, Kammara, Kochuvelan & Kondakapus are the smallest groups each having less than 50% population. At the district level, Paniyan have the highest percentage in the total tribal population in Malappuram (56.3%) and Kannur (54.9%) districts whereas Kurichan have their highest proportion in Kannur (40.2%). Among the other larger tribes, Kanikaran are primarily concentrated in Thiruvananthapuram (90.3%) and Malai Arayan in Kottayam (61.9%) districts. According to the latest census the female tribal population is 181,695.

Major Findings

- ❖ The overall sex ratio of the total tribal population at 1021 shows preponderance of females and is significantly higher than that of the national average (978) for the total tribal population as per the Census of 2001.
- ❖ The literacy rate of tribals has increased from 57.2% at 1991 to 64.4% at 2001. It is higher than the national average of 47% of the total tribes.
- ❖ Male literacy has increased from 63.4% to 70.8% while Female literacy has gone up from 51% to 58.1%.
- ❖ Marati, Kurumans, Kurichans, Kanikarans and Malayarayas, Irulars have shown lower female literacy in the range of 31-43%.



Malathi - A Tribal woman from Attapadi .

- ❖ The women empowerment among the tribals is meagre. In the total legislative history of Kerala the tribal women representation is limited to 10. They have been elected only from reserved constituencies.
- ❖ Out of 6184 seats in the Grama , Block & District Panchayats, Municipalities and Municipal Corporations, the tribal women representation is only 55. In the Municipal Corporations no seat is reserved for tribal women.
- ❖ The study shows that the position of tribal woman has not changed since Independence. Although in almost all the tribal communities, the women contribute their might for making a livelihood. Man is the head of the family.
- ❖ In no tribal community of Kerala can a woman hold any position of authority although the office is hereditary.
- ❖ Women are active in some rituals like puberty, child-birth and first pregnancy. However, tribal women in Kerala are debarred from exercising power over land. No woman is the head of a class and she can't thus be a chieftainess.
- ❖ Ownership of property is vested in males although in certain matrilineal tribal communities daughters get share from the ancestral property. Generally, male children are preferred by the tribal people.
- ❖ Divorce is frequent in almost all tribal communities. Adultery is the ground for, in majority of cases. In every year about 400 divorce cases are registered on the ground of adultery.
- ❖ Women's status in the society is inferior, because they are debarred from inheriting property. They are excluded from social, ritual and political functions.

Hypothesis

Absence of economic freedom creates obstacles to the tribal women's growth. Meagre political participation marginalises their empowerment. Negligence of education to tribal women is the root cause of their backwardness in the administrative sphere.

Workshop on Acupressure and Holistic Medicine

A Workshop was organized on 4th & 5th December 2010 at Vagamon for the preparation of curriculum on Acupressure and Holistic Medicine. Dr T. Sundareshan Nair, Dr. Mercy Murickan ,Dr. George Koshy, Sri. L. Pankajakshan, Sri. Vijaya kumar and Sri. Harish Kumar attended the programme.

Marketing Strategies of the Products from Continuing Education Centres

Introduction

Income generating Programmes aim to improve the economic potential and the social well being of the citizens. Marketing is all about achieving organisational objectives.

Major Findings

- ❖ Majority of the preraks were in the age group of 36-45 years followed by 26-35 years and most of them were married. The educational background of the respondents in this category were SSLC followed by +2 and graduates.
- ❖ The personal income of the preraks were mostly below Rs.10,000/- and family income was also the same.
- ❖ The majority of the respondents reported that their group had 1-20 members.
- ❖ Majority of the respondents informed that they produced food products followed by stationery items, cloth products, leather items, plastics and finally electronic goods. The other categories include saree fabrications, fabric painting, lotion , soaps, candle products and sambrani items etc.
- ❖ Majority of the respondents informed that they hire money from financial institutions.
- ❖ A good number informed that they could not market their products so easily due to financial constraints and competition in the market.
- ❖ A good number (40% each) of respondents conducted survey and house visits to find out the marketability of the products they were going to produce.
- ❖ Majority of respondents reported that they got training in the particular income generating programme from District Literacy Mission, NGOs, Panchayath, Agriculture Department, NABARD, SRC, Municipal Corporation and Kudumbasree.
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Corporation and Kudumbasree.

- ❖ The respondents reported that their main source of marketing was door to door delivery followed by shops and CECs.
- ❖ The respondents were of the opinion that they got raw materials from their locality itself.
- ❖ Good number of the respondents were of the opinion that they had searched the availability of the raw material before starting the production and they faced technical difficulties in their production of goods.
- ❖ The most of the respondents reported that the position of preraks helped the marketability of the products to some extent.
- ❖ A large number of respondents were of the opinion that there is the need for an apex body in the income generating programme and majority of the respondents were of the opinion that there is a need for both centralised and decentralised management.
- ❖ A good number of the respondents have only basic education i.e. SSLC.
- ❖ Most of the respondents were Hindus followed by Christians and Muslims. And majority belong to forward caste.
- ❖ A good number of the respondents were of the opinion that the products were having very good quality and reasonable price.
- ❖ Majority of the respondents were of the opinion that this is due to low production costs, easy availability of the local raw materials and absence of publicity expenses and commissions to intermediaries.
- ❖ Most of the respondents were of the opinion that they got the products of the CEC continuously. A good number reported that they were satisfied with the behaviour of the sales persons.
- ❖ It was seen that the majority of the customers were of the opinion that they were interested in CEC products.

Suggestions

1. Suitable marketing centres in Municipal, Block and Panchayath level may be started to sell the products of CEC.
2. Majority were of the opinion that there was lack of finance to increase the production and as such need more investment in the income generating programme. So, the authorities may do proper acts to raise the financial component of income generating programmes of the CECs.
3. Adequate training programmes may be imparted to the members of the group who were involved in this programme so that they can increase

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Post Graduate Diploma in Beauty Care and Management

This is one among the academic programmes launched under IGNOU SRC Community College. Cosmetology and Beauty Parlour Management has already been introduced as a main subject of study at higher secondary level by Govt. of Kerala. This course was started with the intention to impart the required knowledge, attitude and skills to produce beauticians with sound scientific background in the Beauty care and Management and related subjects. Need for starting this course emerged out of the following considerations.

1. Growing demand for qualified and skilled manpower in the beauty therapy sector.
2. The modern trend among ladies and gents to visit beauty parlours to avail professional service.
3. The existing scarcity of well-trained technicians/personal/workers in the field of beauty therapy.
4. It is a career oriented course: which promotes self employment to qualified youth.
5. To promote safe and skilled practices in beauty care.

The Course of Study includes 4 papers

1. Skin & Body care
2. Hair care & Hair Styling
3. The Art of Make-up
4. The Beauty Parlour Management
5. Project Work

No student shall be presented for the examination unless he or she secures 80% attendance in the contact classes. There shall be an examination at the end of the course, consisting of four papers of three hours duration.

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- the efficiency of the programme.
4. SHGs and associated production centres in all CECs may be started.
 5. Centralised management may be formed to control the decentralised marketing centres.
 6. The needed raw materials, training, financial help and monitoring system may be strengthened to increase the production.
 7. Exhibitions and other selling techniques may be arranged in order to increase the selling programmes of the CEC.



Contact Class

Course on Research Methodology

State Resource Centre Kerala in collaboration with the CTE, State Centre Kerala organized a course on Advanced Research Methodology at Thiruvananthapuram. The course was designed in two parallel streams through two phases. The first stream was intended for post-graduate students of Education (M.Ed students), advanced non-doctoral research students (M.Phil students) and Doctoral researchers (Ph.D students) The second stream was for Teacher Educators (Lecturers in Colleges/ Department of Education).

The objectives of the Course were:

- (i) To acquaint students of education and teacher educators with the latest trends and developments in Social Science Research.
- (ii) To develop the background of theoretical knowledge among participants which will help them to undertake world class research in education.
- (iii) To develop critical research skills needed for conducting global research in education and allied disciplines.
- (iv) To develop special skills for applying advanced statistical designs in research.
- (v) To familiarize the technical and procedural details of SPSS - the software package used for research in Social Science.
- (vi) To familiarize participants with the international conventions for conducting and reporting research for the consumption of the international community of scholars.

The phase I for both the streams were conducted at the SRC Conference Hall, Nandavanam, Thiruvananthapuram. Dr.A. Sukumaran Nair inaugurated the Course which was presided over by Dr. C.P. Sreekantan Nair. Dr.M.S.Geetha, Dr. M. Vijayakumari Amma, Dr. G. Valsala, Dr. T. Sundaresan Nair, Prof. K. Jacob Mathew, Sri.Hanifa Kunju were present.

Expert Meeting

SRC is organising special meetings and open discussion forums on the second Saturdays of every month at the conference Hall of SRC office. Topics of Contemporary significance are discussed in the forum. Latest publications are released along with the function. On 13th November 2010, the book on 'Life Style diseases and Health problems', written by P. Janardana Iyer was released.



Inauguration of the Expert Meeting

Learning Outside Institutional Walls

We live in an era of informal learning. The groundwork for many middle school projects takes place over the virtual expanse of Wikipedia. Blogs on specialised subjects and tweets from ‘mind-casters’ have redefined information access.

However, traditional forms of walled universities and limited access to scholarly publications still persist. While it is possible to look up that trivial fact on Google, one cannot actually go to college online. Peer 2 Peer University (P2PU) is an initiative that aims at tackling this problem. It is a grassroots education project that organises learning outside the institutional walls. Leveraging the Internet and educational materials openly available online, P2PU provides the social environment (by creating a study group) necessary for free learning, anywhere, at anytime. P2PU was started in September 2009 with seven courses, with each course spanning six weeks. In March 2010, an additional 16 courses were added. Each course has about 15 to 20 learners and is headed by a course organiser. It is learning for peers by peers. The course topics range from digital journalism and civic hacking to open standards of software development. Students at the University can also take the online modules for credits.

Social Element

P2PU was started as a movement for open educational resources. “For most people, it is very difficult to learn on their own. The question that led to the creation of P2PU was: Given all the material that is openly available online, we can add the social element.

The quest for greater access to quality education has special resonance in countries such as India and China. Access to knowledge is an important indicator of social mobility, “Collaborative learning experiences can result in a movement for open learning. Everyone can teach a course. You don’t have to be an expert. It doesn’t matter what your background is.” P2PU represents one small success in an effort to build a new age paradigm for education. Apart from projects such as MIT Open Course Ware that are widely known, there are others in the realm of the educational space such as IGNOU’s effort to digitalise and provide ‘open access’ to almost all of their teaching materials; What these initiatives aim to do is that one who really wants to learn something should not be left out. ‘We might never be able to provide equality of circumstances, but ‘open learning’ measures might at least improve opportunities and access for learners.”

CBSE Calls for Continued Assessment of Students

The Central Board of Secondary Education has revamped the manual for an effective and scientific way of assessing the students capability in academic and non academic matters. It aims at reducing the burden of students and by the way lessening the tension brought out from class room studies.

Recently published manual of CBSE to teachers of Secondary School emphasises continuous and comprehensive assessments of students in the middle class level. It calls for proactive participation of teachers in assessing the scholastic and co-scholastic skills of students. Continued evaluation of students performance was made using a range of academic, attitudinal and behavioural parameters. Scholastic areas are to be assessed using a point grading scale based on formative and summative assessments. All projects, assessments, quizzes, debates and group discussions assigned to students for evaluation under formative assessment should be viewed as group activity during school time. Summative assessment would be the best during term end.

Teachers must use at least 3 different tools for each formative assessment viz. co-scholastic category, life skills, attitudes and values.

Co-curricular activities include health and physical education. The indicators for assessing these are interpersonal skills, effective communication attitude towards teachers, classmates and school programmes. The manual urges to avoid negative assessment and to focus on positive and significant achievements of students.

Digitalisation of Printed Materials

SRC, Kerala developed a Knowledge Base of its publications in digital format. It is a collection of literature published since the formation of SRC, Kerala in 1978. About 15,000 pages of various titles of books can be viewed through computer screen. The searching of content both in Malayalam and English is possible through a computer. The title of publications include Literacy Primers, Neo Literate Books on various topics, Vocational Education Materials, Supplementary Reading Books, Source Books, Training Handbooks, Training Modules, Research Studies, Evaluation Reports, Primers etc.

The knowledge base will be added to the SRC website in future. The uploaded version of the same can be viewed through internet from anywhere in the world. It will be fully functional from the next financial year onwards.

Sixth Pan Commonwealth Forum on Open Learning

The Sixth Pan-Common Wealth Forum on Open Learning was held during November 24 to 28, 2010 at Cochin, Kerala. The Commonwealth of Learning, Canada in association with Indira Gandhi National Open University organized the conference. The theme of the conference was **Access and Success Learning: Global Development Perspectives**. About 800 participants across the common wealth countries attended this five day conference.

Dr. N.B.Sureshkumar, Programme Coordinator and Sri.C.Swaraj, Programme Associate of SRC, Kerala participated in the conference. The parallel sessions of the conference were based on four themes viz; Social Justice, Community Development, Skill Development and Formal Education. In the Skill Development theme Sri.C. Swaraj made a presentation on 'ODL in Non-Formal Skill Development through IGNOU-SRC Community College'.



Literacy position of India for the Age group 7 and over Population 2001-2007

Year	Population (in Millions)	Literates (in Millions)	Illiterates (in Millions)	Literacy Rate
2007	966	692	274	71.7
2001	865	561	304	64.8
Difference	+101	+131	-30	+6.9

Source : NSSO Survey report

Health Literacy Programme for Mothers and Daughters

State Resource Centre, Kerala received a project on 'Health Literacy Programme for Mothers and Daughters, from Child Development Centre, Medical College, Thiruvananthapuram. The main objective of the project is to make aware of the public, especially, mothers and daughters on reproductive and sexual health problems. The main components of the project are.

- ❖ Conduct of a workshop for the production of a Handbook on RSH issues.
- ❖ Printing of the Handbook.
- ❖ Preparation of a booklet on RSH.
- ❖ Capacity development programme for Local Level Co-ordinators.
- ❖ Awareness cum Medical Camps.

It is meant to conduct around 50 camps throughout the state. The Child Development Centre has allotted an amount of 10 lakhs for implementing the project.

Gram Panchayat Pradhan Campaign

As part of the implementation of the Saakshar Bharat, a Meet of the Pradhans of gram panchayats and block panchayats are being organised in different states. The campaign of the Erode district of Tamilnadu was held from 14th to 16th December 2010. The campaigns were organised in 14 block panchayats of the district with the support of Dept. of Education & SSA. A team from SRC Kerala and SRC Tamil Nadu participated in the campaign. The Meet of gram panchayat Pradhans of Villupuram District was organised from 28th to 31st December 2010. Another team from SRC, Kerala and SRC Tamilnadu participated.

Training Need Analysis Programme

The Institute of Management in Government in collaboration with Department of Training & Personnel, Govt. of India organized a Training Need Analysis Programme from 22nd November to 2nd December 2010. The residential programme was under the leadership of recognized Trainers. After the completion of the programme the participants are equipped with the capacity for conducting training need analysis independently.