

Editorial

State Resource Centre, Kerala is now in its 25th year of remarkable services for the promotion of non-formal/adult and continuing education programmes in the State. Ever since the organisation started functioning in 1978, the adult /literacy programmes have passed through a series of experiments in which SRC has played a creative role. Though the literacy programmes organised earlier had many unique characteristics and merits, lack of institutionalisation was a deterrent. The ongoing programme has the provision for institutionalisation at grass root level. But the sustainability of the programme is the essential need of the time and society. The institutionalisation through the local self government agencies is the unique attempt in the venture, which created a conducive atmosphere for bringing the programme to the people. The role of SRC in the matter has been recognised by the society.

SRC has contributed much in creating the Kerala model of literacy programme. The State later followed the prototype model of the programme in attaining the Kerala Model in many respects. In its Silver Jubilee year SRC, Kerala can satisfactorily look back at a set of experimental projects which led to the Kerala Model and look ahead for creating another replicable model in Continuing Education for all other Resource Centres.

In its future, SRC should envisage itself as a resourceful institution providing for the needs of the society. It should ensure the participation of the community for developing new vistas of nonformal education to the needy.

NATIONAL COMMITTEE FOR PERFORMANCE APPRAISAL OF C.E. DISTRICTS

A National Committee under the chairmanship of Dr. S.Y. Shah has been appointed by the Govt. of India for assessing the Continuing Education programmes. Since the CECs are expected to become self sustainable after five years, efforts made by the C.E. districts in this regard may be particularly evaluated along with innovations.



*Dr. S.Y. Shah visiting the information centre
cum CEC at Idukki*

As part of the performance appraisal, the Committee Chairman Dr. S.Y. Shah visited the Idukki District of Kerala. A team including Sri. Sundaresan Nair and Sri. C. Swaraj of SRC, Kerala accompanied him.

The criteria decided by the committee for measuring the performance of C.E. district are as follows:

- i. Core programmes and activities like establishment of library, reading room, residual illiteracy programmes etc.
- ii. Implementation of target-specific programmes like Equivalency Programmes, Income Generating Programmes, Individual Interest Promotion Programmes & Quality of Life Improvement Programmes.
- iii. Convergence with other Development Departments.
- iv. Innovative programmes.
- v. Efforts towards sustainability and self reliance.



DIRECTORATE FOR NON FORMAL EDUCATION A NEW PERSPECTIVE TO CONTINUING EDUCATION IN KERALA

The State of Kerala is now on its way towards the setting up of a separate Directorate for Non formal and Continuing Education Programme. This was announced by Sri Nalakathu Soopy, Minister for Education, Govt. of Kerala on the occasion of the inauguration of the year-long Silver Jubilee Celebrations of the State Resource Centre, Kerala on 4th July 2003 at Thiruvananthapuram. Sri. Nalakathu Soopy, also released the book, 'Charithrathile Nazhikkallukal' a reference book on the historical anecdotes.



Adv. Nalakathu Soopi Minister for Education releasing the book at the Silver Jubilee Celebrations

Sri Palode Ravi, Ex MLA and Chairman, Project Implementation Committee, Kerala State Literacy Mission, presided over the function. As part of the

Silver Jubilee Celebrations, SRC has launched a website Viz. www.srckerala.org. Sri. Palode Ravi officially inaugurated the website on the occasion.

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I . T . ENABLED SCHOOLS IN KERALA CHALLENGES AND PROSPECTS

The State of Kerala has taken up IT @ School as its prime objective in educational development. The basic idea behind this venture is to help the students to use computer as a tool to understand the complicated concepts that form part of their learning process. They should be able to use with ease computers as effective tools in understanding new ideas.

Young minds are the most inquisitive of all. Be it a mathematical concept, a physical science concept, a chemical science concept or a biological science concept, all that is required is that they should be turned digestible to young, inquisitive minds.

Perhaps the basic difference between Kerala's IT@School and similar projects in other states is that

the latter attempts to introduce computer education only at the higher secondary level. Kerala has always been a forerunner in the matter of experimenting in education; not only in the matter of literacy, but in any novel scheme that comes up from time to time, this state has given a lead to the rest of the country in its successful implementation. Anything new and enterprising, Kerala picks it up immediately!

And that is precisely the motivation behind the Government's bold initiative to introduce computer education in Standards eight and nine through the IT@School Project. It is a compulsory subject in both the classes, and next year it will be extended to the tenth standard also. Already in many aided schools, computer education begins at the upper primary levels. ●





Education for all: Still a Dream

The Dakar Framework for Action assigned to the international community six goals, two of which are particularly relevant. The first commits us to "ensuring that by 2015 all children, particularly girls, and children in difficult circumstances and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality". The second involves "achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults".

Yet today the number of adult illiterates worldwide stands at 868 million. True, illiteracy has significantly diminished in relative terms and should continue to decline. The percentage of illiterates fell from 30.8 per cent in 1980 to 22.8 per cent in 1995 and should drop to 16.6 percent in 2010. But because of the increase in world population, the actual number of illiterates remained astonishingly stable between

1980 and 1995 - around 890 million. And over 100 million children of primary school age still do not attend school or simply have no possibility of doing so.

In the course of generations to come, we shall have to take up the unmet challenges of the 20th century - *Education for all*- and those of the 21st century - *life-long education for all and the construction of learning societies*. And these challenges concern all societies, even the richest nations. Education systems cannot ensure sustainable literacy among the population.

Studies show that over one-tenth, and more often than not, one-fifth of the population of the industrialised countries are affected by illiteracy - defined as the inability to read and write with understanding a short simple statement in relation to everyday life.

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"Swayamsiddha" A major initiative for Women Empowerment

The Department of Women and Child development is launching a major initiative "Swayamsiddha" for the empowerment of women in the country. The programme with an outlay of Rs. 116 crore will cover 650 blocks in 35 States and Union territories. Being launched by the Minister of State for Human Resource Development Smt. Sumitra Mahajan, it will have a multi-dimensional and participatory approach for the development of women.

Under Swayamsiddha, measures will be taken to improve access and control of resources by women

through activating self-help groups and enabling them to take their rightful place as a major stake-holder in the society. The programme will be implemented over a six year period through Project Implementing Agencies (PIA) identified by the States. The PIA could be a government agency or NGO, which will identify block-level projects incorporating core aspects of self-help groups. On an average 100 self-help groups will be formed at village level with 15-20 members each.





KERALA POPULATION POLICY

The population policy of Kerala is an integral part of its development strategies for achieving sustainable socio-economic and environmental development for ensuring social justice and for eradicating poverty. Sustainable social development should expand people's choices. The role of the Government lies in the creation of a conducive environment, for the people to enjoy long, healthy and creative lives. The objective of the policy is to ensure a higher quality of life for all citizens in the state.

The provision of a broad range of services to improve the quality of life of the entire population above the demographic goals is a major goal of the policy. It should also ensure empowerment of women and reduction of gender discrimination.

Kerala : Demographic and Health Goals for 2010

- ◆ Maintain the population growth rate at 0.7 percent per annum.
- ◆ Maintain the Total Fertility Rate at the level of 1.5 per woman.
- ◆ Bring down maternal mortality from the current rate of 87 to 60 per 100,000.
- ◆ Universal antenatal registration institutional deliveries.
- ◆ Reduce stillbirth from nine per thousand to seven per 1000 live births.
- ◆ Reduce one-week mortality from eleven to eight per thousand live births.
- ◆ Reduce proportion of Caesarean section to twenty from the current level of twenty nine per hundred deliveries.
- ◆ Decrease the rate of low birth weight baby (<2500 g) to ten percent from the current rate of eighteen percent.
- ◆ Reduce anaemia among women (15 to 49 Years) to less than ten percent.

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World Population: Ominous Trends

Population over 50 million (By the year 2050)

1. India : 1.5 billion
2. China : 1.3 billion
3. United States : 408.7 million
4. Pakistan : 348.7 million
5. Indonesia: 293.8 million
6. Bangladesh : 254.6 million
7. Brazil : 233 million
8. Ethiopia :171 million
9. D.R. of the Congo : 151.6 million
10. Mexico : 140.2 million
11. Egypt : 127.4 million
12. Philippines : 126.9 million
13. Vietnam : 117.6 million
14. Japan : 109.7 million
15. Iran : 105.5 million
16. Uganda : 103.2 million
17. Russian Federation : 101.4 million
18. Turkey : 97.7 million
19. Yemen : 84.4 million
20. Germany : 79.1 million
21. Thailand : 77.0 million
22. Afghanistan : 69.5 million
23. U.R.of Tanzania : 69.1 million
24. Colombia : 67.5 million
25. United Kingdom : 66.1 million
26. Burma : 64.5 million
27. France : 64.2 million
28. Sudan : 60.1 million
29. Iraq : 57.9 million
30. Saudi Arabia : 34.7 million
31. Niger : 53.0 million
32. Argentina : 52.8 million
33. Nepal : 8 million

All tables sourced from "World Population Prospects - The 2002 Revision" by the UN.





' 'MORE STRESS ON CONTINUING EDUCATION REQUIRED' '

Indian Adult Education Association South Zone Conference

' 'Continuing Education in Kerala has to be strengthened by joining hands with agencies of similar ideals and with the co-operation of the people. The Govt. of Kerala should have a wider perception of the programme, enabling it to realize the goal of education for all' ', recommended the delegates in the IAFA Conference at Thiruvananthapuram.

The South Zone Conference of the Indian Adult Education Association was organised by the Kerala Branch of the Indian Adult Education Association, in collaboration with the State Resource Centre, Kerala and the Centre for Adult, Continuing Education and Extension, University of Kerala at Thiruvananthapuram on 10th & 11th May, 2003. Eightyfive delegates representing different parts of South India participated in the ' 'two day' ' conference.



Sri. Sundaram Nadar inaugurating the Conference

The conference was inaugurated by Sri. Sundaram Nadar, Hon'ble Deputy Speaker of Kerala, Legislative Assembly. Dr. P.K. Rajan, Vice Chancellor, Kannur

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UNEMPLOYMENT :

WOMEN WORST AFFECTED

The number of women seeking jobs through the employment exchanges has increased over the years. The live register - record of job-seekers - of women looking for work has shown an increase of 48.9 percent during 1991-2001. This trend is primarily the result of an increase in the literacy rate among women.

The percentage of placements to registration has declined from 3.8 per cent to two percent between 1992 and 2001, while placement effected through the employment exchanges has shown a mixed trend and hovered between 32,000 and 62,000 per year.

Among the major States, Kerala has 24.3 lakh women job-seekers followed by Tamil Nadu at 17.8

lakhs. The placement of women through employment exchanges has been the highest in Tamil Nadu where 8,000 women got employment through employment exchanges.

The percentage of educated women seeking employment has also shown an upward trend with the percentage increasing from 68.7 in 1991 to 78.1 in 2000. The live register of educated women has increased from 50.2 lakhs in 1991 to 81.6 lakhs in 2000. Of the educated group, the number of Graduates and Post-graduates is the highest in the Arts faculty where 7.3 lakhs have got themselves registered in the employment exchanges. This is

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EVALUATION OF EQUIVALENCY PROGRAMMES

Creation of a Learning Society is a pre-requisite for the development of any society. In Kerala the CEP has given more significance to Equivalency Programmes. More than ten thousand learners are already in the list. Their performance and progress are to be assessed with a timescale. The Kerala State Literacy Mission Authority and General Education Department of Kerala jointly organised IV standard Equivalency Examination on 9th August 2003, throughout the State.

About twelve thousand candidates appeared for the examination in various centres. Kollam district

topped in placing the maximum number of learners for the examination.

The examination lasted for three hours, in which questions on Malayalam, Environmental studies and General Arithmetic were asked. An oral test in English language was also given to the candidates.

The combined evaluation of the answerbooks will take place within a month and the results are expected to be announced by the first week of September 2003.

EDUCATION FOR ALL

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Education for all will only be effectively 'for all' when it becomes the active concern of all. Dakar must not be "yet another conference", and Education for all must not forever remain an "unfulfilled promise".

This is for UNESCO a key task, for education as a fundamental human right, set forth in the Universal declaration of Human Rights and the International Human Rights Conventions, have the force of international law. To pursue the aim of education for all is therefore an obligation for states.

Education for all is more than an ambitious objective: It is an ambitious ethic predicated on human dignity. Today the notion of literacy is no longer restricted to reading, writing and numeracy: education must also offer access to skills and know-how that enable the individual to take his or her place in society. Education must also be accessible at all stages of life, so as to give a "second chance" to the excluded, and enable every individual to adapt to a changing world and work environment. It must give access in the first instance to necessary knowledge, and then make available throughout life - not only in school but also through non-formal and informal education.

We are convinced that this effort will bear fruit only if education for all is integrated in national development and poverty-reduction programmes. For today, the essential link between education, development and poverty-reduction is universally recognised. This is why the poor and the excluded - particularly women and girls, too often deprived of education and marginalised groups - should be the main targets of education for all.

In this respect, there are some heartening signs: The publication by the World Bank has given the list of the first 23 countries to benefit from a fast-track 'education for all' programme - these countries alone comprising over half the children worldwide not attending school. There have been encouraging pledges made at the recent G8 summit in Canada, particularly concerning the funding of education for all. For investing in education is investing in success, it is building our future. Governments, International institutions, Social agencies, NGOs, the private sector and citizens must join forces in carrying through this undertaking.

Education for all is the best cement of peace, both between and within nations.

(Presentation of Director General UNESCO at the 21st Century Talks Session on 'Education for All')





Self help - the best form of Empowerment

To achieve the motive of the Empowerment of women, institutional mechanisms which exist at the Central and State levels are to be strengthened through interventions as may be appropriate like provision of adequate resources, training and advocacy skills.

National and State councils will be formed to oversee the operationalization of the policy on a regular basis. The national council will be headed by the Prime Minister and the state councils by the chief ministers and will be broad in composition having representatives from the concerned departments/ministries, national and state commissions for women, social welfare boards, representatives of non-government organizations, women's organizations corporate sector, trade unions, financing institutions academics, experts and social activists etc. These bodies will review the progress made in implementing the policy twice a year. The national development council will also be informed of the progress of the programme undertaken under the policy from time to time for advice and comments.

National and State resource centres for women will be established with mandates for collection and dissemination of information, undertaking research work, conducting surveys, implementing training and awareness generation programmes, etc. These centres will link up with women's studies centres and other research and academic institutions through suitable information networking systems.

While institutions at the district level will be strengthened at the grass-roots, women will be helped by the government through its programmes to organize and strengthen into self-help groups at the anganwadi/village/town level. The women's groups will be helped to institutionalize themselves into registered societies and to federate at the panchayat/municipal level. These societies will bring about synergistic implementation of all the social and

economic development programmes by drawing resources made available through government and non-government channels, including banks and financial institutions and by establishing a close interface with the panchayats/municipalities. ●

WORLD POPULATION DAY 2003

The World Population Day was observed on July 11 2003 with a colourful function at Kollam in the District Panchayat Conference Hall under the joint auspices of State Resource Centre, Kerala, District Literacy Mission Kollam, and the Health Department, Govt. of Kerala. Smt. Aysha Potti, President, District Panchayat, Kollam, inaugurated the programme. Sri. G.R. Ramanan, Chairman, Standing Committee presided. Sri. T. Sundaresan Nair (Dir. SRC), Sri. K. Aboobacker (Dir KSLM) and Rev. Fr. Ferdinand Kayavil addressed the audience. The audio cassette viz 'Kamakshrangal' - a set of motivational songs on Adolescent Education - was released in the function.

Following the inaugural session a Seminar has been organised for preraks against contagious diseases. A Medical Camp has also been arranged simultaneously in which Allopathy, Ayurveda and Homoeo doctors attended.

Dr. M.S. Jayaprakash, Member, Governing Body, SRC and Sri. P. Gopakumar (Former Director, SRC) were the chief guests in the Valedictory session. ●





INDIA SLIDES DOWN THE INDEX

Madhya Pradesh, Kerala and West Bengal have received considerable appreciation in the 2003 Human Development Report (HDR) of the United Nations Development Programme (UNDP) even as India was pushed down three rungs on the Human Development Index (HDI) to the 127th position in the comity of 175 nations.

"The country has sustained its progress in HDI and Gender Development Index values with the former going up from 0.577 in last year's report to 0.590 this time round."

The HDR had placed on record the significant contribution of India towards achieving the first Millennium Development Goal of reducing by half the proportion of poor people in the world by 2015.

The HDR was particularly appreciative of the strides made by Madhya Pradesh, Kerala and West Bengal in decentralisation. "Wherever decentralisation has worked- as in parts of Brazil, Jordan, Mozambique, and the Indian States of Kerala, Madhya Pradesh and West Bengal - it has brought significant improvements".

HUMAN DEVELOPMENT RANKINGS

The UNDP Human Development Report ranks countries on the basis of measuring human development by combining indicators of life expectancy, educational attainment and adjusted real income into a composite Human Development Index (HDI)

Graphics show how some countries have gained or lost their ranks since 1990

HDI Rank	2001	1990
Norway	1	7
United States	7	2
Japan	9	4
United Kingdom	13	18
Singapore	28	33
Russian Federation	63	40
Thailand	74	80
Sri Lanka	99	93
China	104	110
India	127	130
Bangladesh	139	147
Nepal	143	148
Pakistan	144	141
Ethiopia	169	170
Sierra Leone	175	N.A

Source: Human Development Report 2003, UNDP KBK

Silver Jubilee Logo



The State Resource Centre Kerala has now completed 25 years of its existence and is searching for a wider horizon of development of the society. As part of the Silver Jubilee celebrations, SRC has prepared a logo envisaging the message on education and development. This has been released in a ceremonial function.

UNEMPLOYMENT

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followed by education and science faculties where 4.3 lakhs and 3 lakhs jobless women are enrolled.

However, the placement of educated women was better than the overall placement of women, since 31,000 educated women were provided employment every year between 1991-2000.

The National Employment Service provides registration, placement, vocational guidance and career counseling services to the job-seekers and is jointly run by the Centre and State Government.

There are 938 employment exchanges in India excluding Sikkim.



KERALA STANDS UNIQUE

Human Development Index (HDI)

States	1981		1991		2001	
	Index	Rank	Index	Rank	Index	Rank
1. Andhra Pradesh	0.298	9	0.377	9	0.416	10
2. Assam	0.272	10	0.348	10	0.386	14
3. Bihar	0.237	15	0.38	15	0.367	15
4. Gujarat	0.360	4	0.431	6	0.479	6
5. Haryana	0.360	5	0.443	5	0.509	5
6. Karnataka	0.346	6	0.412	7	0.478	7
7. Kerala	0.500	1	0.591	1	0.638	1
8. Madhya Pradesh	0.245	14	0.238	13	0.394	12
9. Maharashtra	0.363	3	0.452	4	0.523	4
10. Orissa	0.267	11	0.345	12	0.404	11
11. Punjab	0.411	2	0.475	2	0.537	2
12. Rajasthan	0.256	12	0.347	11	0.424	9
13. Tamil Nadu	0.343	7	0.466	3	0.531	3
14. Uttar Pradesh	0.255	13	0.314	14	0.388	13
15. West Bengal	0.305	8	0.404	8	0.472	8
All India	0.302	-	0.381	-	0.472	-

Source : National Human Development Report (NHDR) 2001., Rank at National level

Human Poverty Index (HPI)

States	1981		1991		States	1981		1991	
	Index	Rank	Index	Rank		Index	Rank	Index	Rank
1. Andhra Pradesh	50.1	20	39.8	19	9. Maharashtra	38.63	12	29.25	11
2. Assam	56.00	29	48.95	27	10. Orissa	59.34	31	49.85	31
3. Bihar	57.57	30	52.34	32	11. Punjab	33.00	7	25.06	7
4. Gujarat	37.31	10	29.46	13	12. Rajasthan	54.16	27	46.67	25
5. Haryana	38.97	13	28.55	10	13. Tamil Nadu	42.1	14	29.3	12
6. Karnataka	44.0	15	32.7	15	14. Uttar Pradesh	54.84	28	48.27	26
7. Kerala	32.1	6	19.9	4	15. West Bengal	47.64	17	40.48	20
8. Madhya Pradesh	52.15	23	43.47	23	All India	47.3	-	39.4	-

Source : NHRD 2001, Planning Commission, Rank at National level



INTERNATIONAL RECOGNITION TO SRC, KERALA NLM - UNESCO AWARD 2002-03 FOR SRC

SRC, Kerala is accredited with the NLM UNESCO Award for the year 2002-2003, taking into account its outstanding contributions in Non-Formal/Adult/Continuing Education programmes in the State. This prestigious award instituted since 1998 is being given to institutions for the commendable contributions extended in the field of Literacy/Adult and Continuing Education.

SRK, Kerala has been selected for the award from among the Jana Sikshan Sansthans, State Resource Centres, Universities, Voluntary Agencies and State Literacy Mission Authorities.

The Award fetches Rs. 50000/- and a citation. The Govt. of India will present the award on 8th September 2003 at the function organised in connection with the International Literacy Day at Vinjnan Bhavan, New Delhi. Hon'ble Speaker of Lok Sabha Sri. Manohar Joshi will give away the award.

On behalf of SRC, Kerala, Sri. P. Marapandian IAS, Secretary, General Education, Govt. of Kerala & Chairman, SRC and Sri. T. Sundaresan Nair, Director, SRC will receive the award. ●

KERALA STANDS UNIQUE

Literacy Rate, Drop Out Rate And Intensity of Formal Education

States	Literacy Rate 2001 (per cent)			Drop Out Rate: I-X 1998-99 (per cent)			Intensity of Formal Education 1993 (Years)		
	M	F	P	B	G	C	B	G	C
1. Andhra Pradesh	70.9	51.2	61.1	76.5	78.7	77.4	4.6	4.2	4.4
2. Assam	71.9	56.0	64.28	76.55	75.32	76.00	4.41	4.30	4.36
3. Bihar	60.3	33.6	47.53	81.44	87.26	83.47	4.12	3.66	3.97
4. Gujarat	76.46	55.61	66.43	70.12	74.96	72.29	4.94	4.69	4.83
5. Haryana	79.3	56.3	68.59	45.24	55.98	50.04	5.29	4.78	5.07
6. Karnataka	76.3	57.5	67.0	67.2	68.9	68.0	4.7	4.3	4.5
7. Kerala	94.2	87.9	90.9	30.0	19.2	24.7	5.4	5.5	5.4
8. Madhya Pradesh	76.8	50.3	64.11	60.37	75.22	66.73	4.82	4.17	4.57
9. Maharashtra	86.3	67.5	77.27	55.02	64.22	59.33	4.99	4.64	4.83
10. Orissa	75.95	50.97	63.61	52.44	62.05	52.27	4.37	4.09	4.25
11. Punjab	75.6	63.6	69.95	39.99	44.35	42.02	5.04	4.95	5.00
12. Rajasthan	76.5	44.3	61.03	77.63	82.74	79.29	4.53	3.83	4.32
13. Tamil Nadu	82.3	64.6	73.5	57.7	58.4	58.0	5.3	5.2	5.3
14. Uttar Pradesh	70.2	43.0	57.36	55.13	72.68	61.25	4.85	4.33	4.67
15. West Bengal	77.6	60.2	69.22	78.50	88.03	82.73	4.39	4.03	4.23
All India	75.6	54.0	65.2	65.4	70.2	67.4	4.8	4.5	4.6

M-Male F-Female P-Person B-Boys G-Girls C-Children Source : National Human Development Report 2001





UNESCO TEAM VISITS KERALA



Sri Nalakatlu Soopi, Minister for Education addressing the UNESCO Team.

A team constituting members of UNESCO including higher officials visited Kerala to study the problems and prospects of Non formal Education in Kerala. A meeting was organised by the Education Dept., Govt. of Kerala in which Sri. Nalakatlu Soopi, Minister for Education, Sri. P. Mara Pandian IAS, Secretary, General Education and experts in Adult Education attended. After the discussions, they visited a number of Continuing Education Centres run by KSLM in Trivandrum and appreciated the work done by Kerala and commented that Kerala - Model in Literacy is laudable. ●

DIRECTORATE FOR NON FORMAL *Contd from p 3*

As part of the Silver Jubilee Year Celebrations, SRC has prepared a logo. Dr. M.S. Jayaprakash, Governing Body Member SRC released the logo. Prof. K. Aboobacker (Director, KSLM) delivered the keynote address.

The inaugural session was followed by a technical session in which three papers on Continuing Education were presented.

The first theme paper was on the Convergence of Continuing Education Programme with Development Initiatives: Special Focus on Self Help Groups.

Dr. V. Reghu, Member G.B, SRC presented the topic. Dr. K. Sivadasan Pillai was the moderator

NGO DIRECTORY

State Resource Centre, Kerala is preparing an NGO Directory for networking them for the enrichment of the ongoing Continuing Education Programme in Kerala. It aims at the preparation of a comprehensive data bank on NGOs working in the field of Non-formal, Adult, Continuing Education and Other Development Sectors. Interested NGOs in Kerala can apply for including their details in the Data Form prescribed. The completed data form should be sent in the address: **Director, State Resource Centre, Kerala, Pattom. P.O., Thiruvananthapuram-4.**

WEBSITE FOR SRC

In connection with the Silver Jubilee Celebrations of SRC a website viz. www.srckerala.org has been launched.

The website of SRC is a novel package beneficial not only to SRC, but for agencies in and outside the country to coordinate and disseminate informations. The website will be beneficial for conducting correspondence and online courses.

of the session. The second theme paper was on the Role of Local Self Govt. Institutions in Continuing Education Programme. The topic was presented by Fr. (Dr) M.K. George, Member, G.B. SRC. Dr. K. Soman acted as the moderator of the session. The third theme paper was presented by Sri. B. Chandrabhanu, Programme Associate, SRC on the significance of State Resource Centre in the Continuing Education Programme. Sri. A. Prabhakaran Director, SIET, moderated the session.

Lively discussions after each paper presentation gave an insight into the intricacies and prospects of the problems related to the topics. During the discussions the participants put forward a lot of concrete suggestions for active consideration. ●





STATE LEVEL PHOTOGRAPHY CONTEST

SRC has announced a State level photography competition with the objective of popularising the messages of Continuing Education among the public thereby to encourage public participation.

The entries for the contest are to be based on topics relating to literacy/continuing education. The prizes will be announced at a public meeting.



Sri. K.M. Balakrishna Pillai receiving the copy of the Cassette 'Kamaksharangal'

English Primer

Since Continuing Education Programme concentrates on skill development/upgradation of skills, the neoliterates and beneficiaries of CECs are interested in having a basic knowledge of English. With this view, SRC has prepared a primer in English, thus acquainting the common people with the alphabets and words in English, which enables them to use English in day to day life.

Neoliterate Books

A set of Neoliterate books and supplementary reading materials are being readied for publication. First among the series are two neoliterate books, which have won the first and second prizes in the national competition 2002 organised by NLM for neo literate Books in regional languages. The following are the names of the books; *Kunjalikku oru Thozhil*, *Annavicharam Munna Vicharam*.

KERALA POPULATION POLICY *Contd from p 5*

- ◆ Reduce Anaemia among Children (<3 years) to less than 20 percent from 44 percent.
- ◆ Eliminate child marriages (below 18) for girls
- ◆ Reduce the abortion rate in Kerala to half from the current levels.
- ◆ Bring down the Unmet need for contraception from 11 percent to less than 5 percent.
- ◆ Improve the male sterilisation rate from the current level of 5 percent to at least 15 percent.
- ◆ Health care service provision (labs and institutions) should be registered under appropriate authority.
- ◆ Achieve 100 percent registration of births, deaths and marriages and publish the information on a priority basis.
- ◆ Establish adolescent-friendly services along with health facilities.
- ◆ At least fifty percent of Adolescents in Kerala should be provided with Adolescent Care, Counselling, Empowerment and Support Services (ACCESS).
- ◆ Achieve HDI of Marginalised groups on par with the HDI of the general population.
- ◆ Reduce the suicide rate from thirty one per 100,000 population to twenty five.
- ◆ Reduce gender based violence from above thirty percent to less than fifteen percent.
- ◆ Establish appropriate Geriatric care services at all health and other social service centres.
- ◆ Reduce the prevalence rate of disability from ten percent to seven percent.
- ◆ Provision for Mandatory Premarital Counselling on HIV.





Sri. Sathish Lomba IAAS, Director (A.E) reviewing the activities of the SRC, Kerala

MORE STRESS ON CONTINUING *Contd from p 6*

University chaired the session. Dr. P.K. Rajan analysed the educational scenario in the country, and stressed the need of a strong 'political will for empowering the Continuing Education Programme'.

Dr. K. Sivadasan Pillai, Chairman, State Branch, IAEA, Kerala welcomed the guests and delegates. Sri. N.C. Pant and Dr. L. Raja, Vice President, IAEA and Prof. Abubaker, Director, State Literacy Mission addressed the delegates. Prof. A.M. Thampy Vice-chairman, IAEA, Kerala proposed the vote of thanks.

Dr. V. Reghu (University of Kerala) presented the Key-note Paper for discussion. The academic discussions were divided into four: (1) Continuing Education and Women (2) Continuing Education : Contents & Components (3) Continuing Education : Constraints & Prospects and (4) Continuing Education-Vision-2010. Thirty-two papers were presented and discussed in these four sessions. All papers presented in the Seminar were brought out as a useful reference volume by the organizers. Mr. T. Sundaresan Nair, Director-in-charge, SRC, Kerala presented the recommendations and the Trivandrum declaration in the plenary session.

The Valedictory address was given by Dr. S. Kevin, Pro-Vice Chancellor, University of Kerala. He

PROPOSED SPECIAL PLAN OF ACTION FOR THE SILVER JUBILEE YEAR

- Construction of an Office-cum-Training Complex
- Conduct of an International Seminar on Continuing Education
- Publication of a book on the History of Adult Continuing Education in Kerala
- Action Researches on various aspects of Continuing Education in Kerala.
- I.T. Resource Projects.
- Cultural Competitions
- Series of District wise seminars on the role of SHGs as change Agents.
- Self-financing correspondence courses.
- Online courses on various topics.
- Publication of a Source book on trends in CE.
- Publication of 100 Neoliterate Books.
- Refresher Courses.

appreciated the steps taken by the Kerala State branch of IAEA, in strengthening the CEP in the country, as a professional organization. The conference honoured Sri. K. Vishwanathan, the Senior most Adult Educator of Kerala (Director, Mitraniketan) for his meritorious contributions in the field of Adult & Continuing Education for the last forty years.

Dr. Ida Nancy of Govt. College of Teacher Education, Thiruvananthapuram was adjudged as the best paper presenter and was honoured with a memento. Dr. Suriakanthi, Director, Adult & Continuing Education, Gandhigram, and Dr. S. Kamini, Prof. & Head of Department of Home Science, Govt. College for Women also addressed the delegates.

Dr. Mercy Abraham, Retd. Prof. of Education Kerala University, Dr. B.K. Nair (Delhi) Dr. L. Raja Gandhigram and Dr. N.D. Joshi chaired the academic sessions.





SUSTAINABILITY OF CONTINUING EDUCATION PROGRAMME: THE IDUKKI EXPERIENCE

NLM envisages Continuing Education as the primary rural development unit in which all sorts of human and material resources are to be pooled and disseminated for the sake of the society. These factors has been clearly seen in Idukki District in the strategy formulation, implementation and sustenance of C.E. centres.

Most of the centres have their own building, basic infrastructure facilities and are electrified. All the centres have a corpus fund with bank account.

The three tier Panchayats are co-ordinating and supervising the Continuing Education Programmes in the district by convening Monitoring Meetings, Planning CEP at Panchayat Level, assuming CECs as their office, using preraks as link agents with public & officials and allotting plan fund for the smooth functioning of CECs.

DRDA - selects SGSY beneficiaries in collaboration with District Literacy Mission, the nodal agency and they maintain the preraks as local resource persons.

The training and extension facilities of the Development departments like Tribal Welfare, Social

Welfare, Woman Development, Health, Forest etc. are availed through the CECs in Idukki District.

The District has evolved a corpus fund by means of registration fees from trainings, nominal amount collected as service fee, prize, coupon, tuition fee, library fees and local contribution.

Supplementary Samithis have been organised under every CECs/NCECs in the term of local development societies, arts and sports club, Women's development societies etc.

Activities conducted in Convergence with SGSY, SSA, Community Polytechnics, KVKs, JSS, District Library Councils etc make the centres live and suited to the varied tastes of the beneficiaries. The formation of SHGs is an indispensable part of Continuing Education Programme. NCECs/CECs act as the marketing centres of these groups. These activities can help the Centres in sustaining the C.E. Programme without external funding.

The Literacy Mission has a number of institutions under its control in different parts of the District and has an asset of 1.25 crores. ●

CHAMRAVATTOM : INDIA'S FIRST COMPUTER-LITERATE VILLAGE

Chamravattom village in Tripangode panchayat of Kerala's Malappuram district, has a unique claim: to become the nation's first 100 percent computer-literate village. Now at least one member of every family has completed basic computer literacy training.

They have been learning the skills at the local "Akshaya" centre, a one-room facility equipped with five PCs, a server and a printer with a dial-up Internet connection. Villagers have been keeping the centre busy with nine or ten '90 minute' teaching shifts

every day, including Sunday. Every slot is booked in advance. Housewives take the afternoon slots. The men come late in the evening. After they have completed the 15 hours of instruction, the learners take an online test. And when they answer all questions correctly, the screen flashes the message they have waited to read: "Congratulations: you have attained computer-saksharathah!".

Chamravattom is only the first success story in one of the most innovative literacy campaigns carried out in this country. ●





SARVA SIKSHA ABHIYAN IN KERALA

A NEW FRAMEWORK FOR EDUCATION

Sarva Siksha Abhiyan (SSA), with the basic goal of universalising elementary education by community participation and in response to the demand for quality basic education, has been in vogue in the State.

This is a programme with a clear time frame for elementary education all over the country. It envisages providing useful and relevant elementary education for all children in the 6-14 age group by 2010, and also bridges the social, regional and gender gaps with the active participation of the community under the management of the schools.

It aims at restructuring and rejuvenating the educational system in the State. The SSA will be implemented from classes 1-8, under the specific orders of the Ministry of Human Resource

Development. A special feature of SSA is the continuous and comprehensive evaluation system. SSA aims at the holistic development of children-not just academic but also extracurricular. Besides being evaluated on the basis of class and term examinations, children are also marked on behaviour in class and character.

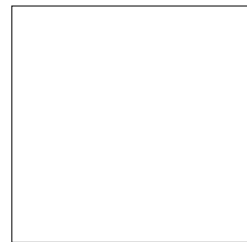
The success of SSA depends mainly on the teachers. They need to view the task set before them as a challenge. The new system calls for great dedication on their part and of course, effective time management skills.

The state has gone far ahead in curriculum renewal and in the preparation of text books and teaching/learning materials based on the national curriculum frame work.



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