Ensuring institutionalization of all adult education establishments has now become a matter of grave concern. Majority of population in the age group 18 and above, need further education from their base level. A large portion of the adults also belong to the weaker sections especially the disadvantaged groups. It is the duty of the government to enhance the educational level of each citizen from basic literacy level, according to their need and desire. Varieties of academic and technical programmes are to be planned and implemented through various adult education institutions.

To perform the task in a fruitful way all adult education institutions functioning in the state have to be institutionalised in a systematic way on par with the formal educational establishments/organisations.

The State Literacy Mission Authority which is the main implementing agency should be revamped with more autonomy. State Resource Centre should be renamed as State Institute of Adult Education academicians of high profile. District Literacy Missions have to be equipped with two wing, viz, Academic and Administrative.

Jan Shikshan Sansthans formally called Shramic Vidya Peeths should be treated as District Institute of Vocational Education. Permanent structures are also needed at block and grama panchayat levels. Higher Education institutions especially Universities should strengthen its departments of adult education in a fruitful way to cover the entire adults.

Sustainability of these institutions definitely prove all the non-formal education activities of the State. The Central and State Governments should extent its budget handsomely for these tasks. A Task Force must be constituted by the government to study the present issue in detail and to formulate a plan of action.

Dr. T. S. Nair
Director
TOT Programme for DAEOs of Karnataka

The Assessment Programme of Saakshar Bharat in Andhra Pradesh and Karnataka by SRC Kerala has enlightened the idea to provide new glimpse on literacy campaigns and insight into various aspects relating to literacy, on the basis of the track records Kerala. As the pioneer in the education and non-formal education sector, the outsiders will get a chance to have a dimensional introspection on the programme. The Saakshar Bharat a rejuvenated idea of total literacy campaign of the last century, has specific vision and mission for reducing gender equality in literacy and also supporting the local self government agencies to tie up with the community to enhance the literacy and educational percentage of the backward areas. The National Literacy Mission has brought forth, the SB in 18 Districts in Karnataka Programme.

The Kerala SRC has initiated the process of assessment on the ongoing programme in lieu of SB and it is understood that, more insight on the literacy campaign is required to the key personnel implementing the SB.

Smt. Lida Jacob IAS, (Rtd) Former Principal Secretary, General Education, Kerala in her inaugural address, celebrated the previous multi dimensional literacy activities in Kerala. Similarly, Smt. B.B. Cauveri, Director of Mass Education, Karnataka opened her mind with the hazards and thought providing episodes on the way and during the way to Saakshar Bharat in Karnataka. Dr. Poornima, Director, SRC Mysore, Karnataka also joined hands with Smt. Cauveri and sought the support of Kerala SRC to reach at destination of a fully literate society in a time bound manner.

Prof. Alassan Kutty, Director KSLMA spoke on the occasion. Dr. T. Sundaresan Nair, Director, SRC Kerala unfurled the process and diversified programmes on Continuing Education in Kerala, which really sparkled the minds of the Karnataka representatives. Dr. N.B. Suresh Kumar welcomed the gathering and Sri. S. Harish Kumar endered the vote of thanks in the inaugural function.

This was followed by an enthralling session on Environment creation in Saakshar Bharat by Sri. K.K. Krishna Kumar, President BGVS. Dr.M.K.C Nair, Director, Child Development Centre, Thiruvananthapuram has lead the participants in to a new area of enjoyment by providing input to the training strategies which can be adopted in the process of training campaign of SB at all levels.

contd in page .... 23
Another educational milestone for Ernakulam

After setting a model for the rest of the country by becoming the first totally literate district, Ernakulam is eyeing another educational milestone: viz. total primary education. In a move to achieve the feat, those with basic literacy and those who have studied up to class three will further their education by becoming part of the class four equivalency course of the State Literacy Mission. Ten grama Panchayats in the district have already achieved total primary education under the Athulyam 2011 scheme implemented by the State government. The programme will be implemented in all local bodies of the district during 2012-13.

Non-formal Education Week was observed in the district from February 21 to 27 as part of intensifying the literacy programmes. The meeting decided to organize a campaign named Youth@10 targeting all those aged between 17 and 35 years. At present, there are 3,511 students undergoing class ten equivalency course in the district.

It was decided to restructure the district resource group and to impart training with assistance of the District Institute of Education Training to lend academic backing to the literacy programmes in the district. Literacy committees within panchayats and municipalities will also be restructured.

Vocational training is also being given at the Continuing Education Centres of the Literacy Mission in association with the Jan Shikshan Sansthan. The district committee will take the initiative to market products made at these centre. Employment generation schemes for those who have received vocational training will be formulated in association with the District Industries Centre and the District Employment Exchange.

PG Diploma in Beauty Therapy

State resource centre Kerala in collaboration with Kerala University is conducting a Post graduate Diploma in Beauty Therapy. The new batch has been started from January 2012 onwards. The contact classes for this Diploma course will be conducted in SRC Office on 9th to 12th March.
Development of Self Learning Material

COL - SRC Collaborative Workshop

The Workshop for the development of Blue Print for Certificate in Community Development aimed at the skill building of Community Development Workers (CDW) prepared jointly by Commonwealth of Learning, Canada and State Resource Centre, Kerala under the leadership of Prof. Santhosh Panda during April 2011 visualized the development of Self Learning Material for initiating the programme in ODL mode. Based on that, the capacity building on Distance Learning Material for the faculty of SRCK and networked institutions were also made during the April Workshop. As a follow-up to the said initiatives, a proposal for the Workshop for the Development of Self Learning Material has been approved by COL.

The workshop on development of self learning print material was conducted on January 12 & 13, 2012 in which the faculty of SRCK and networked institutions participated for developing the self learning print material for the Certificate in Community Development. A set comprising the Blue Print for Certificate in Community Development, In-house style template for CCD, COL Disaster Unit Sample, COL Inhouse Style Handbook, Unit on Counselling Sample etc were distributed among the participants so that they could get an idea about the material visualized for CCD. The local resource persons consisted of Dr. Rajasenan Nair and Dr. T. Sundaresan Nair. C. Swaraj presented the theme of the workshop.

The workshop focused on presentation on Certificate in Community Development and followed a detailed discussion on the Characteristics of Community Development Worker. In-house style template was presented using power points and samples; Programme Blueprint and In-house Style Template developed during April Workshop under the leadership of Prof. Santhosh Panda was mainly the topic of discussion in the workshop. Later the participants were divided into four groups on the basis of the four courses on the CCD. The task of unit writing was shared by the group members for each course. The progress of content creation has to be verified by the group leader selected for each course.

contd in page .... 24
Camp Based Functional Literacy Programme at Agali

State Resource Centre Kerala has initiated a camp based Functional Literacy Programme for the scheduled Tribes of Palakkad from 1st January 2012 to 15th February 2012.

The 45 day long programme is being conducted in 3 tribal settlements viz. Vayalur, Karara and Anavayi. As part of the programme the volunteers were orientated for the field survey.

Discussions were made with the members of the Ooruvikasana Samithi, the Stakeholders and JSS officials. Household survey and environment creation drive was conducted as part of the programme. Instructors Training was organised during the month of December. The formal inauguration of the camps were held on first January 2012 and study material were distributed

As part of the camp vocational training on Bee keeping and Mushroom Farming were given by JSS Palakkad. SRC personnel conducted Monitoring visit to the settlements in a gap of ten days during the period. The learners in the settlements were provided the food in the night time after the class.

The camp ended by 15th February and the evaluation of the learners in these settlements was done on 22nd to 24th Feb the report is being finalized. An action for followup programmes is also getting ready.
Training for Resource Persons in Jewellery Making and Hand Embroidery

State Resource Centre Kerala in collaboration with Regional Vocational Training Centre, Kazhakoottom, Trivandrum has organized a Residential Training programme for the Resource Persons of JSS.

The Training Programme was from 7th February to 22nd February 2012. The participants were women from Palakkad of the tribal belt of Attappadi. They were given training in Hand Embroidery and Jewellery Making.

The Resource Persons were trained for a period of 14 days and were provided with certificates. The programme was inaugurated by Dr.T.S.Nair, Director, SRC at the RVTC Training Hall. Smt. Santhi, Principal RVTC presided over the meeting. Sri. Joseph, Director, JSS Palakkad delivered the keynote address.

SRC Knowledge Base – A Digital Archive

SRC Kerala launched a digital archive of its publications since 1978. A collection of print material Basic Literacy Primers, Neo-literate Books, Source Books, Handbooks, Modules, Research studies can be assessed through the knowledge base. The other publications like video documentaries, audio programmes, posters, photos of various events can also be accessed through the knowledge base. The other publications like Video documentaries, Audio Programmes, Posters, Photos of various events can also be accessed through the knowledge base. The searching of its through Malayalam and English is possible. The key words of the content is provided in English version. The knowledge base can be accessed through the SRC, Kerala website viz, www.srckerala.org
Kudumbashree: A Paradigm Shift in Welfare Discourse

A study on Kudumbasree evaluates the achievements of the mission, now it has changed lives for the better.

“Our lives have changed. That is reflected in our deaths too. Before we became Kudumbasree members, our deaths would have been recorded as mere deaths, but today, we are honoured in our deaths when people come in groups to pay homage to the dead and place 10-20 wreaths on our bodies. This is part of social recognition, “the words of Neighbourhood Group (NHG), member quoted in a study on the Kudumbasree Mission conducted by the Tata Institute of Social Sciences (TISS), perhaps sum up what the movement has achieved over the last one decade and more.

The study titled ‘En-gendering power spaces for deepening democracy: study of Kudumbasree in three panchayats in Kerala’ says that the women’s collectives under the Kudumbasree Mission have emerged as the largest micro-credit network in the world with a membership of about 37.8 lakh households, each being represented by a member, covering more than 50 per cent of the households in Kerala.

The study explores the ways in which the women collectives have tried to enhance the standard of living of its members through income-generating activities such as micro-enterprises and innovative interventions. The Kudumbasree could provide a convergent platform for the economic and social needs of society. The Kudumbasree differs from conventional programmes in that it perceives poverty not just as deprivation of money but as the deprivation of basic human rights and denial of spaces to exercise one’s agency and subjectivity.

Making an overall evaluation of the mission’s achievements, the study says that it has helped the women participants to graduate from agricultural labourers to farmers, from entrepreneurial assistants to entrepreneurs, from trainees to trainers and, finally, from targets to subjects. As a State Programme, it brings in the unique positionality of the State and local self-government institutions in the welfare discourse to provide organizational support and coordination to such initiatives towards poverty alleviation, democratic decentralization, and deepening democracy, the study says. The study was conducted at Nadathara panchayat in Malappuram district, and Panamaram Panchayat in Wayanad district.
WASTE DISPOSAL: NEEDS STRONG LEGISLATION

Kerala may be in for stringent legislation on waste management as waste remains a major environmental and health hazard in the State. The Legislature Committee on Environment recommended in its report submitted early this year that law should be brought to make waste processing mandatory at the source itself. Housing colonies, hotels and restaurants, reports, hospitals, hostels, slaughterhouses, and markets should not be allowed to function if they failed to treat their waste.

The committee suggested that biogas plants and compost-making units should be set up in different locations for treatment of organic waste. Rules should be specified for recycling and disposal of non-organic waste. Recycling of waste water should be made mandatory, and any act that caused water pollution should be made a punishable offence.

The committee wanted the government to bring legislation to ensure that manufacturers took back used cadmium batteries, compact fluorescent lamps (CFLs), cell phones, computers, and other electronic waste for processing, recycling, or proper disposal. The committee felt that the police should act under the provisions of the Police Act to check pollution. The Act had provisions that empowered the district magistrate to prevent disposal of waste in public places through regulations, the committee noted. Its recommendations are under consideration of the government. The government had announced as part of a 10-point programme for waste management that a law would be brought making waste processing systems mandatory in flats, villas, commercial complexes, community halls, and hotels, and prevent dumping of waste in public places.

Expert Meeting

The monthly interaction programme organized by SRC on fourth Saturdays for the month of January was organized at the University Students Centre, PMG, Trivandrum on 28th January 2012. Dr. A. Sajidas, Director, BIOTEC, Centre for Development of Biogas Technology and other conventional energy sources, Trivandrum presented the theme: Safe Disposal & Recycling of Garbage. Resource persons, SRC Personnel and University students attended the meeting.
Training to Instructors on Camp Based Functional Literacy Programme

One day training for the instructors of CBFL programme was organised at SRC office on 27th December 2011. Dr. T. Sundaresan Nair, Director SRC inaugurated the training programme. The instructors from three tribal settlements of Attappadi, Palakkad district attended. The instructors were given sufficient inputs regarding the topics to be covered during course of the Camp based literacy programme. SRC officials made detailed discussions and deliberations with the instructors.

Registry Report shows a Climbing Cancer Graph

On the observance of World Cancer Day, a look at the climbing graph of cancer incidence and mortality linked to cancer gives much cause for public concern. The first five-year (2005-09) report of the Population Based Cancer Registry for Thiruvananthapuram taluk at the regional cancer centre shows that the average annual incidence of cancer is 129.3 (per 1,00,000 population) for men and 125.5 for women. The registry was established under the National Cancer Registry Programme of the Indian Council for Medical Research in 2006 to assess the magnitude and pattern of cancer incidence and mortality rates. The incidence indicates the number of new cancers occurring in the population every year. The rate of new cases went up from 110.4 in 2005 to 132 in 2009 in men while in women, it jumped from 102.8 in 2005 to 119.2 in 2009. The average annual cancer mortality rate for men is 58 (per 1,00,000), while for women, it is 37.1. The mortality rate for men went up from 39 in 2005 to 61 in 2009. The mortality rate for women shot up from 23.7 to 36 during the same period.

During the five-year period, 7,411 persons were diagnosed with cancers in the taluk, out of which 2,572 died. Childhood cancers accounted for 1.8 per cent of all the cancers. The average age – at diagnosis was 60 years in males and 55 years in females. The registry’s data projects that one in seven men and one in nine women have the lifetime risk of developing cancer. Among men, lung was the leading cancer site (12 per cent) followed by prostate (5.8 per cent), mouth (5.5 per cent), and tongue and larynx (4.9 per cent each). Among women, 30 per cent of the cancers were of the breast. The second-most afflicted area was cervix (7.8 per cent), followed by thyroid (7.1 per cent), and ovary (5.8 per cent). Tobacco-related cancers accounted for 39 per cent of all cancers in males and 11.1 per cent in females, indicating yet again that tobacco ban is the single-most public health intervention which can drastically bring down cancer incidence.
Kerala’s ICT Enabled Learning Model Lauded

Ministry of Human Resource Development Secretary Anshu Vaish said that the Central Advisory Board of Education (CABE) is studying the possibility of adopting Kerala’s Information Communication Technology (ICT) enabled education as a base model for other States in the country. In an interaction on the sidelines of the two-day deliberations of the ICT sub-committee of CABE at Kovalam, Thiruvananthapuram.

Ms. Vaish said the sub-committee would see whether the Kerala model can be adapted suitably for possible implementation in other States. The deliberations of the sub-committee were preparatory to the framing of a national ICT policy for schools. A major strength of the Kerala model was that it was not vendor-specific. The use of free and open software for content development had resulted in a lot of freedom to the user to modify or upgrade the content. The intimate involvement of students and teachers in content development had given them a sense of ownership over the whole system.

The systemic flexibility in Kerala’s ICT-enabled education-being rolled out by the IT@School Programme — also came in for praise from noted educationist Vinod Raina, a member of the ICT sub-committee. The fact that Kerala was able to relate its e-content to its textbooks and other learning material made its ICT curriculum very relevant.

In many States in the country, ICT-enabled education had come to mean learning about computers. In such situations, the government purchased computers and some software from vendors. It may turn out later that such software had little relevance-cultural and educational-to the students of the State.

Kerala’s success rested on the fact that it was able to leverage the strengths of ICT to teach individual subjects, through relevant content. There was this danger of Kerala ending up thinking that computers can be a substitute for everything in the education sector, including teachers. It was alright to have simulations of experiments but such things could never be a substitute for an actual experiment done by a student in a laboratory.

Therefore, along with reaching more computers and infrastructure to its schools, Kerala also needed to concentrate on strengthening infrastructural facilities — including laboratories — that were so critical for a good learning experience.
ONLY SIX PER CENT OF ELEMENTARY EDUCATION BUDGET SPENT ON CHILDREN

Interventions aimed directly at children providing free textbooks, uniforms and addressing out of school children account only for 6 per cent of the total investment in elementary education. The largest investment - 78 percent of the education budget in India is invested in teachers and management costs while the next largest spending to the tune of 14 per cent, is done on creating school infrastructure. Only 1 per cent is spent on improving the quality of education. This has been shown by PAISA - a non-government group in its analysis of elementary education funds of seven States for 2009-10. The study covered the districts of Medak (Andhra Pradesh), Nalanda and Purnea (Bihar), Kangra (Himachal Pradesh), Sagar (Madhya Pradesh), Satara (Maharashtra), Jaipur and Udaipur (Rajasthan) and Jalpaiguri (West Bengal).

The focus of the study was to track the flow of funds from their point of origin to their final point of expenditure, the district or the school. This required analysis at the levels of the Centre and the State, district and school. The survey says that substantial finances were provided to expand the elementary schooling system. However, the per child investment in each of these States for 2009-10 ranged from Rs. 3,982 in West Bengal to Rs. 19,111 in Himachal Pradesh indicating a vast interstate disparity in investments. Bihar and West Bengal invest the largest proportion of their resources in programmes directed at children. While funds for infrastructure development are often channeled to schools; the key decisions related sanctions and procurement are taken by the district administration. Importantly, while a school can demand infrastructure funds, it has no decision-making power as most major infrastructure-related expenditure are incurred based on district and State administration. An analysis of the flow of funds from the Centre to the district or schools revealed that there was need for a serious reassessment of the current model of financing and decision-making in elementary education to enable India to make the shift from schooling to learning.

With the implementation of the Right to Education Act, funds to elementary education have seen a significant increase. However, this increase was accompanied by an increased centralization of decision-making – the antithesis of a decentralized approach.
### Ranking of States by Population Density: 2001 and 2011

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### Ranking of Union Territories by Population Density: 2001 and 2011

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Source: Provisional Population Totals 2011

### KERALA

#### Ranking of Districts by Population Density, 2001 and 2011

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Capacity Development Training for JSS Resource Persons in Eight Districts

Jan Shikshan Sansthas work throughout the country with the objective of providing Vocational education to neo-literates and the deprived sections of the society. SRC Kerala has organized a Capacity Development Programme to the Resource Persons and programme officers of JSSs in 8 districts of Kerala.

The first of the kind was organised at Palakkad district. Followed by Palakkad training programmes were conducted at Kollam, Ernakulam, Thrissur, Malappuram, Kottayam, Idukki and Thiruvananthapuram.

The Resource persons of the JSS were very enthusiastic in attending the training programmes. and the participants of the training opined that training was very effective and had enhanced their knowledge and soft skills. They were trained in communication skills, leadership, personality development, marketing techniques, skill development and so on. Majority of the training programmes were residential. At the end of the training the participants suggested that an opportunity for exhibiting the products made by the resource persons may be included as part of the training so that the participants themselves can interact each other and visualise the variety of products marketed by the JSS.

The Training Programme at Palakkad was at PSSP Animation Centre, Dhoni on 15th & 16th December 2011. 37 Resource Persons attended. The Training Programme Malappuram was organized at Nilambur Manor on 30th & 31st December 2011. 43 participants attended.

On 30th & 31st December the training programmes were organized at Ernakulam KIDS Animation Centre, Kottappuram, Ernakulam and Thrissur districts at Hotel Vanchinadu, Kodungallur. 42 Persons attended the Training at Thrissur & 40 at Ernakulam. On December 27th 28th the Training was organized at Chathanoor, Kollam 27 participants attended. On 28th & 29th January 2012, the Training Programme was organized at Nedumkandam, Idukki. 30 participants attended.

The Training of Kottayam district was held at the CSS Retreat Centre, Kuricky, Kottayam on 31st January 2012 1st February 2012. 38 persons attended. On 23rd & 24th January the Training Programme was conducted at Bank Employees Union Hall, Trivandrum 28 persons attended.
International Education Meet

Mar Theophilus Training College, Mar Ivanious Vidya Nagar in collaboration with UGC, Council for Teacher Education (a national professional organization for Teacher Educators, Association of International Researchers of Indian origin, (AIRIO), USA, Dr.N.P.Pillai Centennial celebration committee and Dr.K. Sivadasan Pillai Foundation for Educational Research Extension & Development has organized on International Education meet on Education for global excellence from 5th to 7th Jan 2012 in the campus of Mar Ivanios College.

In connection with the Education meet, a book exhibition has also been conducted by SRC Kerala from 5th & 7th January.

‘Researches in Social Science do not reflect ground realities’

A symposium on the ‘State of social science research in India’ alleged that researchers in the field were reluctant to adapt to the current changes in society. It noted that the social science researches seldom reflected the quantum of poverty or large-level social inequality in the country. The symposium was organized by the Centre of Science and Technology for Rural Development, in memory of eminent economist K.N. Raj. In the era of globalization, the focus of social science research had been shifted to finance capital, “Though the investment in the share market in the country is only one per cent, it has been projected as the major investment sector,”.

Delivering the Prof.K.N. Raj memorial lecture, R.S. Deshpande, Director, institute for Social and Economic Change, Bangalore, said that lack of synergy among various disciplines was the major challenge faced by social science research in the country. “Researchers work in a compartmentalized manner, There is no interaction or feedback either in terms of concept or on any type of development of new tools or applications,” Multi-discipline approach will bring in genuine methodological exchange and help to create new concepts. Qualitative approach using case studies, focused interviews and group discussions will augment research findings”.

Innovative researches with simple techniques seldom encouraged. There should be a facility to learn social science in regional language. The students from rural areas or from socially disadvantaged background often find it difficult to express their ideas in English.
ICT based MIS system in Saakshar Bharat Report Submitted

One of the most comprehensive study on Process Management of new ICT based MIS system in Saakshar Bharat Programme, spread over southern states like Andhra Pradesh and Karnataka has been submitted to Kerala SRC, in January 2012.

The RISE Foundation Mysore, the nodal agency solicited for the study by the Kerala SRC, has done full justice to the research study, by covering almost all aspects related to ICT and MIS system. The possible development and its present short comings are projected in the study report in a detailed manner.

Sri. Achuth Rao, the Director of RISE Foundation, visited SRC Kerala for a detailed presentation of the study report and made a thorough introspection on the subject. Several suggestions are put forth to boost up the model of Saakshar Bharat functionaries as well as the public. The report carries out various stages of the progress of Saakshar Bharat Programme and the obstacles they have overcome through peoples participation. The summary and findings of the study have been sent to the Directorate of Adult Education, New Delhi.

Training on Acupressure

A practical training was organised on Acupressure at Vagamon from 27th January to 31st January 2012. Dr. Mercy Murickan, the chief resource person handled classes on various topics related with Holistic health and Acupressure. The participants of the certificate course on yoga and acupressure actively participated in the training programme.

Dr. T.S. Nair Director SRC and Sri. Harish Kumar gave leadership to the training.
The University Grants Commission (UGC) has recommended the setting up of a national educational resource portal to strengthen the database on the Indian higher education system. The proposal forms part of the e-initiatives being proposed in the higher education sector under the 12th Five Year Plan. According to an expert panel of the commission, the data of all educational institutions of the country should be made available on the portal as a mandatory measure. This will be the first step towards national networking of universities and colleges.

Such a portal will be a source of information on human resource available in the Indian institutions of higher education. It will have data on the availability of experts in various fields for teaching, examinations, research collaboration, and industrial consultancy. The portal will display new initiatives and innovative ideas for sharing and mutual benefits, besides posting model teaching and research programmes and the syllabus followed in various institutions. The portal will also display details related to the examination systems and academic, administrative and examination reforms initiated in higher educational institutions and publish the model guidelines for the choice-based credit system.

The commission has suggested that easy access to the Internet and to e-resources is the key to enhance the quality of teaching and learning process in the country. It has suggested that the scheme to promote 1 GB connectivity through the National Knowledge Network and NMB-ICT should be extended to all colleges under section 12B of the UGC Act and to all State and Centrally funded institutions.

The UGC observed that the key to quality teaching and research essentially depends on the access to latest information, which should be available to a teacher. The launch of the scheme N-LIST for access to e-resources by colleges on a monthly contribution of Rs. 5,000 had failed to evoke an encouraging response.
Assessment of Saakshar Bharat Programme in Karnataka and Andhra Pradesh

SRC Kerala has conducted an assessment of the Saakshar Bharat Programme in the states of Karnataka and Andhra Pradesh. Based on the findings and observations of the assessment, the following recommendations are put forth:

1. In order to cover the remaining major portion of the target, the literacy programme under the Saakshar Bharat Programme may be extended to five more years.

2. As of the present state of affairs of SB programme, irrespective of state or district, the major stakeholders viz, PRIs, NGOs and the local communities have not been taken into full confidence and their full support earned. Effort on a large scale, from the part of SB functionaries and concerned authorities, are needed to garner full support from all the aforesaid stakeholders.

3. Training given to different strata of SB functionaries is insufficient in contents and quality. Teaching/Learning methods of andragogy-adult nonformal education-have to be given, especially to Preraks and voluntary teachers.

4. Training in soft skills may be given to all levels of functionaries.

5. The training has to be institutional and residential, giving emphasis to practical sessions.

6. A systematic and regular monitoring and feedback system has to be established and kept operational, covering all levels of SB operational machinery.

7. The monitoring body should invariably include sufficient representation from PRIs, major NGOs and local communities.

8. Concurrent internal evaluation of activities at state level to gram panchayat and to learner’s level has to be ensured according to a strict schedule.

9. Facilities for ICT enabled documentation and management are to be provided up to AEC level. Block/ Mandal Samithies and AECs, as far as possible, may be computerized, and their functionaries given computer training.

10. The impoverished and ill healthy learners may be provided with nutritional refreshment and health care provisions. PRI and NGO support may be sought in this regard, as also support of state government departments.

11. Measures for ensuring proper lighting of AECs and learning centres may be taken on an emergency basis. Where-ever electric connection is not possible, solar lighting system may be installed.

12. Awareness and sensitization programmes on SB programmes and prospects have to be organized with the involvement of people’s representatives for local community leaders, head of house holds of learners, community social workers, NGO voluntary activists etc.
13. Measures / strategy have to be adopted for maximum coverage, propaganda and advocacy of SB programmes and related activities by mass media, especially of local visual media.

14. Convergence of efforts and resource input from various governmental, local governmental and other stakeholders such as, NGOs, CBOs, FBOs etc may be made more effective and result oriented. Specific roles and targets may be assigned to each.

15. Efficiency of SB web portal may be augmented in order to avoid operational failures at subsequent levels.

16. Preparing learners for NIOS test is quite objective. However, the SB goal is far extensive and inclusive, going beyond the relative literacy achievements to self reliance and emancipation of the beneficiaries. Neo-literates are to be prepared for this through equivalency education, skill training and life enrichment education.

17. In order to address the remaining larger portion of non-literate target, more stakeholders are to be brought in to the SB programme fold and entrusted with the direct responsibility of running literacy classes. Women collectives such as, SHGs, NREGP groups, Mahila Mandals etc may be brought in to a large extent.

18. Honorarium to Preraks may be paid regularly at every month and additional payment of TA and DA to them may be considered.

19. Voluntary teachers are to be paid a monthly honorarium to a minimum of Rs.1000. Their demand for paying weightage to them in government appointment worth considering.

20. Preraks and VTs may be given training in a few short duration vocational skills and life skills. They can in turn impart training in such skills to learners.

21. Lok Shiksha Kendras (AECs) may be elevated to local community centres, providing more space, infrastructures and facilities. Along with literacy learning, other activities viz. cultural, literary, sports and recreation activities may be promoted at AECs. These can also act as community counseling and as knowledge centres.
ICT BASED MIS RESEARCH STUDY on Saakshar Bharat Programme

SRC Kerala and RISE Foundation Mysore has conducted a study on ICT based MIS in Saakshar Bharat programme in selected district of Karnataka and Andhra Pradesh.

The major highlights of the study are given below:

• The research study has observed that basic ICT infrastructure at the block/mandal level and AEC level has to be strengthened.

• Both core and enabling infrastructure have to be improved. All the functionaries involved in SBP from top to bottom be given training intensely in operating computers and internet facility in a language required for the governance.

• At all level there is a need to establish help desks to guide, mentor and coach the functionaries to upload and manage the data.

• Coordination between the different levels of operation such as state, district, block/Mandal and AECs should be strengthened. There is a need to start a cluster approach at the AECs level to help/seek guidance from each other while uploading the data. FAMS uploading from all AE centres have to be monitored at all levels.

• Minimum three months amount need to be released to the implementing agencies namely AECs/blocks/districts. Whatever they spend to be reimbursed every month.

• A learners progress and VTs participation should be possible for Block/Mandal office. Dates of pre-launching activities, actual process viz learners progress and volunteer teachers performance to be tracked systematically by developing an exclusive web page.

• There should be a plan to develop post program reports application. This is important to block and district level.

• The web applications to be designed in such a way functionaries gets inspired to fill them. At all levels Lok Shikshan Samithi members have to be involved to manage the program.

There is a need for policy directions for implementing agencies at the state, district, block and AEC level as to whether WePMIS is to be adopted beyond Saakshar Bharath Programe for its suitability.

This clarity in policy direction will help the functionaries to achieve professionalism in approach and design strategies for convergence under public private partnership programs to create basic ICT infrastructure at the grass root level.
Saakshar Bharat Yathra

Directorate of Adult Education is organizing a Saakshar Bharat Yathra during the months of February & March 2012. Which will pass through different districts of 22 states. In some places, Hon' Union Ministers, Chief Ministers of Members of Parliament of eminent personalities will participate & greet the Sakshar Bharath Yathra Troupes. It is expected that the Saakshar Bharat Yathra will create a conductive environment for Literacy Programmes in respective Districts States. SRCs & JSS in each State should cooperate with the Sakshar Bharath Yathra & mobilize the participants. The Team from SRC Kerala may randomly visit the places covered by the Sakshar Bharath Yathra. SRC Kerala is authorised to visit the Yathra at various states.

Core group for Equivalency and Skill Development

The Ministry of HRD has constituted a national level core group for drafting action Plan and guidelines on Planning & Implementation of Equivalency and Skill Development Programme under Saakshar Bharat.

Dr. J.S. Jena, Chairman NIOS, will be the Chairperson of the core group & Simmi Chaudhary will be the Member Convener. Directors of SLMAs of Karnataka, Rajasthan & West Bengal and Directors of SRCs of Kerala & Himachal Pradesh & Directors of State Open Schools of Haryana, Madhya Pradesh, Assam, Andhra Pradesh and Joint Director (Media) & Joint Director (NGO) of DAE & Chief Consultants of Monitoring & Finance Units of NLMA will be the members.

EMPLOY TECHNOLOGY FOR SOCIAL CHANGE

Advisor to the Prime Minister of India, ahs exhorted students to balance the pursuits related to technological innovations and higher levels of economic development with efforts to protect and promote the interests of vulnerable groups in society. Delivering the convocation address on the topic. Role for Professionals in emerging India at the 7th Convocation of the National Institute of Technology on Friday, he advised the students to do their bit to help the government in alleviating poverty, providing health care, protecting the environment and upholding human rights through effective management of conflicts combating corruption and advancing gender equity. He pointed out the necessity to rejuvenate the young talent pool and strengthen its skills and capabilities in order to bring about positive social changes and economic growth. He advised the students to dedicate their career to creativity in their chosen areas of interest. There were 997 students who passed out from NIT-C this year in various disciplines and course. There were 27 research scholars who received their doctoral degrees at the convocation while 30 students received gold medals for various courses.
CAMPAIGN FOR AN ALTERNATIVE KERALA

The Kerala Sastra Sahitya Parishad (KSSP), the people’s science movement which is credited with building an environmental consciousness in the State, believes that something is deeply wrong with present day Kerala. An alternative Kerala is necessary—and, it is quite possible, too.

In order to spread the word, KSSP is launching a campaign ‘Venam mattoru Keralam’ (Needed, an alternative Kerala). “Kerala is marching along the wrong track, “We need a strong course correction. “Kerala is fast developing, in an economic sense, the rate of current economic growth is close to 10 per cent which is higher than many other States.

“But this is not real development, it is pseudo-development”. Kerala’s current economic development was now riding on the tertiary sector (services) expansion. The real economic development should spring from the productive sectors—the primary sector (agriculture and allied activities), and the secondary sector (industry).

The campaign would drive home the need for an alternative Kerala development model based on equitable economic development, social justice, environmental protection, and above all humanness and compassion. The Keralites, as a people, had become shallow and culturally empty. Behind the glamour of urban life, there was the large mass of poor people who were marginalized by the march of neo-liberal invasion.

The campaign, during which 16 seminars on different topics—land use, health-care, housing policy, alcoholism, language and culture, protection of the Western Ghats and so on were held at district level. As part of the campaign, a Padayatra was flagged off from Kanhangad in the north and from Venganoor in the south. The two would converge at Aluva. A host of other problems that disturb the current day Kerala were discussed at smaller meetings on the way.

Extend Gyanvani to Rural Areas

Gyanvani, the national educational radio channel functioning under the MHRD, should extend its coverage to the rural population, said Dr. A Jayakrishnan, Vice-Chancellor of Kerala University.

He was presiding over the advisory board of Gyanvani FM Radio at Thiruvananthapuram. A Prabhakaran, Director of Gyanvani, presented a report on the activities of the radio during the past one year. Dr. T. Sundaresan Nair, Director, SRC (Member) attended the meeting.
Co ordination meeting of SRC SLMA JSS & KMSS

The Coordination Meeting of SRC, SLMA, JSS & KMSS was organized at SRC Conference Hall on 18th February 2012. The meeting reviewed the programmes implemented after the previous meeting. The meeting was chaired by Prof. P. Alassan Kutty, Director, KSLMA. The meeting discussed the new dimensions of SRCs & JSS envisaged in the 12th Plan. The meeting stressed the importance of institutionalization and its different parameters. The implementation of a uniform curriculum, external evaluation of courses and centralized level of certification were discussed.

Kerala Mahila Samakya Society, agreed to collaborate with JSS, in the respective districts where KMSS is available. The need to include beneficiaries up to 10th standard along with neo-literate up to 10th standard along with neo-literates was emphasized by the JSS Directors.


Dr. Chandra Prasad Sreedhar, Prof (Rtd) IMG of Kerala has trembled the participants with the communication techniques in Adult Education. The narration of relevant experiences and experiments in communication techniques really opened a white garb to the participants and they received the ideas and opinions of the Chandra Prasad Sreedhar in a sincere manner. The doubts and comments from the participants really reflected the effectiveness of the presentation.

Subsequently all participants expressed their desire to have a spot experience in Continuing Education Programme of Kerala. They were taken to nearby CE Centres in and around Thiruvananthapuram city. Really, the activities that they have witnessed compelled to think on more about the future course, which they may be bound to take in the near future. Finally all the participants have expressed their wonderful experience in the two days interactive programme.
Saakshar Bharath Mission Portal Launched

Sri Kapil Sibel, Hon’ble Minister for Human Resource Development has launched a web portal viz. Saakshar Bharath Mission portal to ensure efficiency and accountability in Saakshar Bharath Mission. The portal boasts a web based Planning and Monitoring Information System (WebPMIS) and Financial and Accounting Monitoring System (FAMS). WebPMIS will generate a centralised data base of beneficiaries. FAMS, a comprehensive financial management information and decision support system will ensure timely access to funds and its optimal utilisation. It will also prevent any pilfering of funds for any purpose other than the Saakshar Bharth Mission.

FAMS is a comprehensive financial management information and decision support system, which will ensure timely and interrupted access to funds, up to the gram panchayat level and its optimal utilisation by ensuring funds to not lie idle. Besides, it would prevent diversion of funds for the purposes other than related to the SB programme.

FAMS is based on fund flow system, customised banking system (based on core banking), online accounting system and the management information system (MIS).

Unlike the previous National Literacy Mission, under the revised fund flow system, funds are available to 200,000 implementing agencies from state to village level on the basis of already sanctioned financial plan. Work modules including preparation of financial plans as per approved norms, apportioning of funds and authorization are all ICT enabled.

The applications have been developed by centre for development of advanced computing (CDAC) and national informatics centre (NIC). For banking related services, the government has partnered with four banks including, State Bank of India, Punjab National Bank, Indian Bank and Union Bank.

**Expected Outcome**

- Orientation of unit writers on Certificate in Community Development using presentation and discussion on Programme Blue Print developed during April 2011 workshop at SRCK
- Capacity building in In-House Style Template for CCD developed jointly by SRCK and COL under the leadership of Prof. Santhosh Panda.
- Orientation on Self Learning Print Material, the structure and its characteristics.
- Listing out the unit writers for certificate programme and sharing the task of unit writing.