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Indian Adult Education Association

IIALE and Helmut Schmidt University Signed MOA for Academic Cooperation

The International Institute of Adult and Lifelong Education, New Delhi and Professorship of Continuing Education, Helmut Schmidt University/University of the Federal Armed Forces, Hamburg, Germany signed a Memorandum of Understanding for academic cooperation. This arrangement was materialized after Professor S.Y.Shah, Director, International Institute of Adult and Lifelong Education and Shri K.C.Choudhary, Chancellor had a detailed discussion with Professor Dr.S.Schmidt-Lauff, Head of the Professorship, Helmut Schmidt University during her visit to Indian Adult Education Association on October 22, 2016. Further discussions were held when Professor Shah was invited by Professor Schmidt-Lauff to give a

Schmidt University at IIALE for field work and gaining practical experience.

- Providing access to library facilities and other resources of the IIALE to students of Helmut Schmidt University.
- Conducting joint research project.
- Expending research in international comparative Adult and Lifelong Education/organizing research methodology courses.
- Organizing national/international workshops/seminars for BA/MA students and Ph.D. students.
- Exchanging documentary publications and teaching materials regularly.
- Briefing of visitors from the other institution.
- Any other form of cooperation which the two institutions may jointly arrange, including cooperation with other departments of the Helmut Schmidt University. This cooperation will be outlined in a separate Memorandum of Understanding.

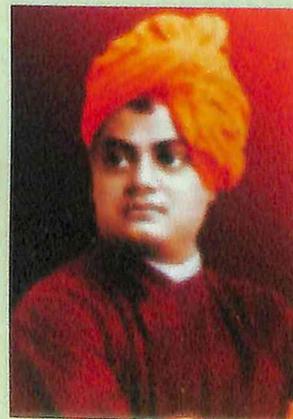


From L-R: K.C.Choudhary, S.Y.Shah and Sabine Schmidt - Lauff

presentation on Adult Education in India and its relevance for Germany at the Helmut Schmidt University on November 24, 2016. Subsequently the MOA has been signed by Professor S.Y.Shah on behalf of the institute and Professor Dr. W. Seidel, President of the Helmut Schmidt University/University of the Federal Armed Forces in December.

The academic cooperation agreed upon is for three years (2017-2020) with the provision to extend by mutual consent between the two institutions. The areas of cooperation indicated in MOA are:

Facilitating the placement of students of Helmut



Freedom can never be reached by the weak. Throw away all weakness. Tell your body that it is strong, tell your mind that it is strong, and have unbounded faith and hope in yourself.

-Swami Vivekananda

IAEA and SRC organized Foundation Programme on Research Methodology

The Kerala State Branch of Indian Adult Education Association in collaboration with the State Resource Centre, Kerala organized a three day Foundation Programme on Research Methodology at Thiruvananthapuram on January 14-16, 2017. In all 17 persons participated and all were from



different academic background.

The two main objectives of the programme were "topic selection" and "important aspects relating to research". For quality dissertation or research work one



need to have good topic. Many students found to be not able to choose the appropriate topic for their work with the result they are not able to complete the work and submit the report in the prescribed time limits.

The academic sessions were divided into two parts – one lecture session and the other group work. In the lecture session Dr. V. Reghu, Chairperson, IAEA Kerala State Branch, Dr. T. S. Nair, former Director, SRC Kerala, Dr. N. B. Suresh Kumar, Director, SRC Kerala, Shri Pramod Dinakar,

Assistant Professor, CSAI College of Education and Shri Harish Kumar. S, Secretary, IAEA Kerala State Branch spoke on different aspects of research including significance, topic selection,



methods, types, formulation of hypothesis, sampling methods, data collection and report writing.

In the group work the participants had an opportunity to formulate topics for research relating to their field of study. They were guided by the resource persons.

Staff get together for New Year



The members of the staff of IAEA had a get together on January 2, 2017 for New Year in which Shri K.C.Choudhary, President and Prof. S.Y.Shah, Vice President were also present. A few staff members shared their experience in the year 2016 and what they look for in the year 2017. At the end word of blessings were given by Shri K.C.Choudhary.

Candidates in Technical Sector lack right balance of Hard and Soft Skills

A survey conducted by Kelly Global Workforce Insight (KGWI) reveals that the hiring managers of all professional and technical sectors say 60% of the candidates globally lack the right combination of hard and soft skills. In the selection process the hiring managers look for two important key soft skills – ability of listen and team work from the potential candidates which most of the candidates do not have. The report also reveals that team work is more critical for engineering talent.

The survey also reveals that hiring managers give importance to five top most hard skills in the potential candidates and they are – analytical thinking, communication, evaluation/analysis/accuracy and trouble shooting, technical including systems/computers/software and complex problem solving skills.

JNU organized National Consultation Workshop on SDG-4, Education 2030



A one day National Consultation Workshop was organized on December 28, 2016 by Group of Adult Education, Jawaharlal Nehru University, New Delhi in collaboration with National Coalition for Education (which is the national Chapter of the Global Coalition for Education) in pursuant of the Incheon (South Korea) Declaration of 2015 on the agenda of Sustainable Development Goal-4 (SDG4): Towards an Inclusive and Equitable Quality Education and Lifelong Learning for All. The workshop was held at the School of Social Science, JNU and attended by 96 persons which included academicians, research scholars, university students, social activists, school teachers, teachers unions and civil society organizations.

The main objective of the workshop was to brainstorm on SDG4 so that the suggestions emerge are consolidated and submitted to the Government of India (especially the New Education Policy makers) and other stakeholders to give favourable consideration while

finalizing the policy. Another objective was to sensitize teachers, academics, researchers, students, educational policy makers and other key stakeholders belonging to Civil Society Organizations on the problems and prospects of implementation of the Sustainable Development Goals 2030 with particular reference to SDG4 adopted by the UN through a critical review of its history in the context of the previous UN Mission of Millennium Development Goals 2015.

The participants in the workshop discussed the critical elements of SDG4 which need to be included in the New National Education Policy, implementation mechanism aligned to the sustainable development strategy and the necessity of large, structured and active participation of the academia, researchers, teachers, Civil Society Organizations and other stakeholders in the formulation of the New Education Policy.

Dr. Ajay Kumar, Director, Group of Adult Education, School of Social Sciences, JNU coordinated and conducted all the four

sessions (including the technical sessions). An overview of 2030 Agenda for Sustainable Development was presented by Shri Ramakant Rai, Convenor, National Coalition for Education.

Prof. Vipin Kumar Tripathi, a retired professor from IIT Delhi and a Gandhian was the Chief Guest who delivered the keynote address in the inaugural session. In his speech he stressed the need for long-term vision for quality education and better life based on respect, dignity and optimum fulfillment of the ordinary citizen's needs and aspirations. He also emphasized on social cohesion, resilience, natural environment, historical and cultural assets, democratic governance and minimum security for the citizens.

Immediately after inauguration Icebreaking session was held in which the first speaker was Dr. V Mohankumar, Director, Indian Adult Education Association, New Delhi. He gave an overview of the national scenario on the status of adult education, adult literacy, continuing education and lifelong learning in the context of the MDGs 2015 and the New SDGs 2030. He highlighted the complexities involved in the formulation of strategies to achieve the agenda for Education For All and gaps in the implementation of various literacy and skill development programmes, particularly the quality contents. He also explained about the role of government and non-government organizations in achieving MDGs and SDGs.

The second speaker was Shri Ramakant Rai who spoke on opportunities and challenges potentially visible from the specific sections and sub-sections of the SDG4. The third speaker was Dr. (Ms) Protiva Kundu who extensively covered the financial aspects of investment in education for quality and equity and also highlighted the constraints faced by all the sectors and at all levels of education, which ultimately will defeat the very purpose and goal of inclusive, equitable and quality national education.

The afternoon session was devoted to open discussion in which the participants came out with a number of issues and also gave a lot of suggestions. At the end of the discussion main points emerged were:

- that although larger problems facing national development and education have strong local roots and character, yet their planning and implementation are highly centralized and hence, it needs to be reversed and local participation in all sectors of development and education must be made as the guiding principle.

- The role of civil society organizations are often marginalized and considered secondary when there are serious bottlenecks in implementing the programmes. It may be appropriate that their involvement is ensured both at the planning stage and implementation.

More often the major constraint of civil society organizations is funding.

Hence, they need support.

- Views of the common man at the grassroots level about sustainable development are hardly taken into consideration.

- Sustainable development as a concurrent running theme throughout the curriculum

core capacities needed for sustainable development.

- The budget allocation for education by Government of India should be at least 6% of the GNP so that India invests on human resource which is the pillar of the future of the country.

The concluding session was



Participants with Jagdambika Pal (first row third from right)

content is largely absent in school and university curricula. At the most they are taught as environmental issues and not as a discourse to promote sustainable development.

- The transition from MDGs to SDGs needs a paradigm shift in governance and policy formulation (both in education and development) rather than merely giving a new name to disguise the previous failures.

- There is an urgent need to have a strong database at the local level. This will help to address immediately about the inequality and environmental disaster occurring at different places apart from consolidating the key human resources and

addressed by Shri Jagdambika Pal, Member of Parliament. In his address he appreciated the initiative of NCE and JNU for organizing the consultative workshop, the recommendations of which will go a long way both in policy formulation and implementation. He appreciated the role of civil society organizations in educating the masses on various issues which create awareness for their course correction. He concluded his address by stating that there is a need for institutional mechanism so that periodical consultation happens between the government, NGOs, teachers, students and parents.

-Dr. Ajay Kumar
GAE, SSS, JNU

National Forum for Action on Convergence celebrated Second Anniversary

The National Chapter of National Forum for Action on Convergence (NFAC) organized Convergence Think Fest 2016 on December 24, 2016 at Palika Service Officers Institute, Chanakyapuri, New Delhi. This was organized to celebrate the second anniversary of NFAC. Smt. Rashmi Singh, former Director Samajik Suvidha Sangam chaired the programme. Around 20 persons representing various NGOs participated which included Dr. Amodh Kanth, Dr. Rajesh Kumar, Dr. Gyanendra, Dr. Shelly Bhanshali, Shri Amber Sharma, Shri Shriom and Dr.R.K. Singh. The Indian Adult Education Association was represented in the Fest by Smt. Kalpana Kaushik, Deputy Director, IAEA.



Subsequently, the Delhi Chapter of NFAC organized the second Annual Day meeting on December 31, 2016 at Indian Adult Education Association. Around 20 persons participated in the programme including Shri K.C.Choudhary, President and Smt. Kalpana Kaushik, Deputy Director, IAEA. The important points discussed in the meeting were - strengthening of liaison between NGOs and government, participation of NGOs in implementing/supplementing the programmes of the government through outreach activities, create awareness on good governance and effective use of human resources and sensitizing the

participants regarding the importance of forum for action on project formulation to avail CSR funding. Shri Shriom, Organizing Secretary, NFAC gave welcome address, Dr. Gyanendra Kumar, Convener, NFAC initiated the discussion. Dr. R.K. Singh, Treasurer, NFAC discussed the significance of Mission Convergence and lessons learnt in the last two years. At the end vote of thanks was given by Smt. Kalpana Kaushik.

कानूनी साक्षरता पर दो दिवसीय प्रशिक्षण



राज्य संसाधन केन्द्र, उत्तर प्रदेश द्वारा प्रदेश के 66 जनपदों में कार्यरत प्रेरकों के लिए कानूनी साक्षरता पर दो दिवसीय प्रशिक्षण कार्यक्रमों का आयोजन किया गया। 27



दिसम्बर 2016 से 10 जनवरी 2017 के मध्य आयोजित 6 बैचों में कुल 307 प्रेरकों ने प्रशिक्षण प्राप्त किया जिनमें 87 महिलाएं शामिल थीं। प्रशिक्षण के दौरान विषय विशेषज्ञों द्वारा सभी प्रशिक्षणार्थियों को विधिक साक्षरता की आवश्यकता, मौलिक अधिकार और कर्तव्य, उ.प्र. सेवा गारन्टी एक्ट, पुलिस से सम्बन्धित नागरिकों के अधिकार, महिलाओं के अधिकार, दहेज, घरेलू हिंसा कानून, बच्चों के अधिकार, किशोर न्याय, बाल श्रम, बाल विवाह, अनुसूचित जाति-जन जाति अधिनियम, राष्ट्रीय खाद्य सुरक्षा अधिनियम एवं मुफ्त कानूनी सहायता साथ ही साथ कैशलेस ट्रांजेक्शन आदि विषयों की जानकारी प्रदान की गई।

डॉ. विक्रमाजीत तिवारी, निदेशक, साक्षरता निकेतन एवं श्री जुगलाल सिंह, उप सचिव, भारत सरकार आदि ने उपस्थित होकर प्रशिक्षणार्थियों का मार्गदर्शन किया। कार्यक्रम के समापन सत्र में सुश्री अचला खन्ना, पूर्व निदेशक, राज्य संसाधन केन्द्र, लखनऊ द्वारा सभी प्रशिक्षणार्थियों को प्रमाण पत्र वितरित किए गये। इस सत्र की अध्यक्षता राज्य संसाधन केन्द्र, उ.प्र. के निदेशक श्री श्रीपति रस्तोगी द्वारा की गयी। समूचे समापन सत्र का संचालन श्री सुधाकर मानसिंह, रिसर्च एसोसिएट द्वारा किया गया।

प्रशिक्षण के प्रारंभ में अतिथि के रूप में श्री जी पटनायक, अध्यक्ष,

— एस.पी.रस्तोगी
निदेशक, रा.सं.के.

Seminar on Professional SEO and Digital Marketing organized



The State Resource centre, Kerala in collaboration with Indian Adult Education Association Kerala State Branch and Dr. K. Sivadasan Pillai Foundation organized a one day seminar on "Professional Search Engine Optimization (SEO) and Digital Marketing" on December 24, 2016 at Thiruvananthapuram. Around 62 persons participated in the seminar.

The subject was introduced by Shri Anu Alfred and Smt. Sija Chandran, SEO Specialists, Three Seas Infologics (P) Ltd, Technopark, Thiruvananthapuram. They said that Search Engine (SE) is a tool that enables users to locate information on the World Wide Web. Search engines use keywords entered by users to find Web sites which contain the information sought. A form of online marketing, Search Engine Optimization / Search Engine Marketing (SEO/SEM) is the process of making a site and its content highly

relevant for both search engines and searchers. Successful search marketing helps a site gain top positioning for relevant words and phrases. SEO is the act of modifying a website to increase its ranking in organic (vs paid), crawler-based listings of search engines. Web Directory is a search service that arranges the web pages it knows about into categories and subcategories. They are often picked by human beings for inclusion in the categories.

They further said that Digital Marketing is the process of building and maintaining customer relationship through online activities to generate sales and/or capture customers that are reaching on the internet for answers. In simple words it is getting found online. With the constant growth of the web and more people getting connected everyday, digital marketing has become a necessity for many organizations. This also includes small businesses that want to trade online and make a name for themselves as the web.

Dr. N. B. Suresh Kumar, Director, SRC, Kerala moderated the session. Shri Harish Kumar, Technical Officer, SRC welcomed the participants and Adv. Ajit Kumar gave vote of thanks.

Dr. N. B. Suresh Kumar
Director, SRC

बीकानेर में नारी सशक्तीकरण पर विचारगोष्ठी

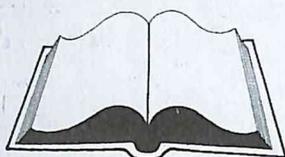


बीकानेर प्रौढ़ शिक्षण समिति द्वारा अपने संस्थापक अध्यक्ष मेजर जनरल जयदेव सिंह की स्मृति में 26 दिसम्बर 2016 को नारी सशक्तीकरण पर प्रौढ़ शिक्षा भवन के स्वर्ण सभागार में एक विचार गोष्ठी का आयोजन किया गया। संगोष्ठी की मुख्य वक्ता डॉ. विश्वनाथ, प्रोफेसर, स्वामी केशवानंद कृषि विश्वविद्यालय, बीकानेर थीं तथा अध्यक्षता बीकानेर प्रौढ़ शिक्षण समिति के अध्यक्ष डॉ. श्री लाल मोहता द्वारा की गयी। कार्यक्रम के प्रारंभ संस्था के मानद सचिव डॉ. ओम कुवेरा ने मेजर जनरल जयदेवसिंह भार्गव के व्यक्तित्व कृतित्व पर प्रकाश डाला। तदुपरान्त विचार व्यक्त करते हुए डॉ. विमला विश्वनाथ ने कि महिलाओं को यह बात स्पष्ट रूप से समझ लेनी चाहिए कि हमारे अपने अस्तित्व नि की लड़ाई किसी दूसरे से नहीं, वरन् अपने आप से ही है। जब तक हम स्वयं तत्पर

होंगी, तैयार और सक्षम नहीं बनेंगी तब समाज में हमारी पहचान स्थापित नहीं हो पाएगी और इसके लिए हमें दूसरों पर आरोप-प्रत्यारोप लगाने की प्रवृत्ति त्यागकर सकारात्मक दृष्टिकोण रखते हुए खुद को सशक्त और योग्य बनाना होगा। डॉ. श्रीलाल मोहता ने आग्रह किया कि महिलाएं अपनी क्षमताओं एवं विशिष्टताओं पहचानें तथा अपने तरीके से समाज में अपना अस्तित्व स्थापित करें।

कार्यक्रम के सफल संचालन में श्री दुर्गासिंह भार्गव, व्यवस्था सचिव, श्री अविनाश भार्गव, जन शिक्षण संस्थान के निदेशक श्री रामलाल सोनी, संस्था अनुदेशिकाओं एवं कार्यकर्ताओं की सक्रिय सहभागिता रही। इस अवसर पर जन शिक्षण संस्थान की अध्यक्ष डॉ.विभा बंसल ने सभी के प्रतिभागियों का आभार व्यक्त किया।

— श्री ओमप्रकाश सु
बीकानेर प्रौ.शि



ASER Centre. **Annual Status of Education Report (Rural) 2016 (Provisional)**. New Delhi, ASER Centre, 2017: 312p.

ASER's objective is to provide annual, reliable, current and actionable evidence relating to enrollment and basic learning outcomes of children in rural India. It is designed to generate district, state, and national level estimates of children's schooling status for all children aged 3-16, and estimates of basic ability in reading and arithmetic for all children aged 5-16.

The Annual Status of Education Report (ASER) is a household survey that provides estimates of children's schooling status and their ability to read simple text and do basic arithmetic. The survey reaches almost all rural districts of India and covers children in the age group 3-16.

Unlike most other large scale learning assessments, ASER is a household based rather than school based survey. This design enables all children to be included those who have never been to school or have dropped out, as well as those who are in government schools, private schools, religious schools or any other type of school. It thus generates estimates of basic learning for all children in rural India.

Rajan, S. Irudaya (ed.). **South Asia Migration Report 2017: Recruitment, Remittances and Reintegration**. India, Routledge, 2017: 350 pages

The South Asia Migration Report 2017 includes migration profiles, diasporas, recruitment and remittances, both in individual countries as well as the South Asian region as a whole. It also discusses skilled, unskilled and internal migrations.

The volume: includes on-the-ground studies from six nations: India, Pakistan, Bangladesh, Sri Lanka, Nepal and Afghanistan; discusses public policy, effects of global recession on the region and its impact on migration; and examines the process of reintegration of returning migrants.

Srinivasan, Girija and Srinivasan, Parasimhan. **State of India's Livelihood**

Report 2016. New Delhi, Sage, 2017.

State of India's Livelihoods (SOIL) Report addresses contemporary issues in the livelihoods sector. This document aggregates the experiences and challenges of the sector, analyses case studies and reports progress of both government and privately run programmes.

This volume provides an overview of the livelihoods situation from a macro viewpoint and includes an update on the policies, financing, and legal and fiscal framework for livelihoods. It also provides a review of important government programs in the past year. Apart from this, the report covers some new and topical themes such as the likely effects of climate change in India with a focus on agriculture, and delves into the handloom sector to look at the production and employment trends in the sector and the current government's initiatives and challenges in the marketing of handloom products. Further, the report analyses the current opportunities and challenges for people in the Northeast in various sectors such as agriculture, sericulture, livestock, forestry, arts and crafts, and tourism.

Unesco. **Community-Based Lifelong Learning and Adult Education: Situations of Community Learning Centres in 7 Asian Countries**. France, UNESCO, 2016: 50p.

This regional synthesis report is to explore how the concept of lifelong learning has been implemented in seven selected Asia-Pacific countries, based on comprehensive education sector reviews and some relevant documents and data from the countries: Bangladesh, the People's Republic of China, Japan, Nepal, the Republic of Korea, Thailand and Viet Nam. The education sector review from each country was an output of a thorough investigation by national experts regarding each country's efforts to reshape its education and training system to create lifelong learning opportunities.

This report focuses on the role of Community Learning Centres (CLCs) to investigate how the concept of lifelong learning is being implemented at community level in a country. It has emphasised the role of CLCs in the belief that lifelong learning is better facilitated in decentralized settings where the role of these CLCs is central at a grassroots level. The role of CLCs in each country can be

the key to understanding how the concept of lifelong learning that a country adopts supports the improvement of people's quality of life, especially those from marginalized groups, by offering learning opportunities that are relevant to their changing needs. As a result, CLCs play a part in determining how equitable and inclusive a country is. This task, however, is complicated by a dearth of evidence about concrete cases of lifelong learning at the community level in many Asia-Pacific countries.

UNESCO. **School Violence and Bullying: Global Status Report**. France, UNESCO, 2017: 56p.

School violence and bullying occurs throughout the world and affects a significant proportion of children and adolescents. It not only negatively impacts their educational outcomes, but harms their physical health and emotional well-being.

This report aims to provide an overview of the most up-to-date available data on the nature, extent and impact of school violence and bullying and efforts to address the problem.

Yasin, Asfa. M. and Shivagunde, RB **Emerging Trends In Technical and Vocational Education and Training**. Delhi, Lenin Media, 2016:

Emerging Trends in Technical and Vocational Education Training (TVET) captures the aspiration of global youth to become skillful through education and training for self development and helping the world on its journey to achieving sustainable development goals -2030. The education to employ ability -employment, empowerment cycle has new requirements for skill due to mobility of work for across economies and geographical regions to fill up the demographic gaps, matching the industry needs with changes in technology and new global benchmarks of skill standards. These dimensions of TVET and skill development avenues have been well projected in this book via rich experiences of authors from various countries.

Compiled by Neha Gupta
Jr. Librarian-cum-Documentation
Assistant

डिजिटल साक्षरता पर महिला जागृति शिविर का आयोजन



दिनांक 20 दिसंबर 2016 को लोक शिक्षा केन्द्र बकतरा, विकासखण्ड अमनपुर में रोटरी क्लब, एस.ओ.एस. बाल ग्राम माना कैम्प, राज्य संसाधन केन्द्र, छत्तीसगढ़ तथा जिला लोक शिक्षा समिति, रायपुर द्वारा संयुक्त रूप से डिजिटल साक्षरता पर एक

महिला जागृति शिविर का आयोजन किया गया।

शिविर के मुख्य अतिथि रोटरी क्लब रायपुर के अध्यक्ष श्री समीर रक्षित, अध्यक्ष श्री दिनेश कुमार टांक, सहायक संचालक, राज्य साक्षरता मिशन प्राधिकरण छत्तीसगढ़ तथा विशिष्ट अतिथि श्री तुहिन देव, निदेशक राज्य संसाधन केन्द्र, छत्तीसगढ़ थे। इस दौरान ग्राम लोक शिक्षा समिति की अध्यक्ष व ग्राम सरपंच श्रीमती उमा साहू तथा एस.ओ.एस. बाल ग्राम माना की सामुदायिक संगठक सुश्री कुसुम पांडे भी उपस्थित रहीं।



शिविर में प्रतिभागियों को डिजिटल साक्षरता तथा इसके माध्यम से महिला सशक्तीकरण पर विस्तार से बताया गया। राज्य संसाधन केन्द्र द्वारा "आखर झांपी" प्रवेशिका का डिजिटल रूप प्रदर्शित किया गया जिससे रोचक ढंग से अल्प समय में पढ़ना-लिखना सीखा

जा सकता है। वक्ताओं ने प्रतिभागियों से आग्रह किया कि वे डिजिटल साक्षरता के विविध रूपों से जुड़ने का प्रयास करें जो पढ़ने-लिखने के अलावा कैशलेस इंडिया से जुड़ने में भी सहायक सिद्ध होगी।

कार्यक्रम का शुभारंभ सुश्री कांता एवं साथियों के पंथी गीत से किया गया। कार्यक्रम का संचालन, राज्य संसाधन केन्द्र, छत्तीसगढ़ की वरिष्ठ कार्यक्रम समन्वयक, श्रीमती शबाना आजमी व आभार श्री पवन गुरुपंच विकासखण्ड परियोजना अधिकारी, अमनपुर ने किया।

— तुहिन देव
निदेशक, रा.सं.के.

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Unique Literacy Project and Convocation



Satyen Mal Janasiksha Samiti, Kolkata implemented a months function and financial literacy project sponsored by the Government West Bengal

Falta and Gaighata Blocks. The literacy programme was launched on March 8, 2015 with 10 Janasiksha Kendras with 168 female illiterate SHG members. While 141 learners continued their studies till the end only 27 have dropped out in between. All the 141 learners appeared in the learner evaluation test December 20-21, 2016 in which 123 have successfully achieved the required learning ability which constitutes 87%. We could find a remarkable improvement in the awareness level of the learners and are vocal in expressing their views and actively participate in social and economic activities.

The learners including Muslim women took active part in sports, cultural activities, competitions, training programmes, tree plantation organized on the occasion of Basanta Utsav, Independence Day and birthday celebrations of Gurudev Rabindranth Tagore and Ishwar Chandra Vidyasagar.

The successful learners and Siksha Sahayikas were honoured in their villages through convocation which was named 'Gram Gourab Sabha' (like the one organized in the literacy programme implemented in Satara District, Maharashtra in 1951). All of them were given flowers mementos and prizes.

- Sakti Pada Mal
President, SJ

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“वरिष्ठजन का सामाजिक दायित्व” विषय पर परिचर्चा सम्पन्न

बुजुर्गों का दायित्व है कि नई पीढ़ी को अपने अनुभवों का लाभ दें।

— ले.ज. सिसोदिया



विशेषता है। वरिष्ठजनों के आशीर्वाद का महत्व वे ही लोग समझ सकते हैं, जो इससे वंचित हैं। जीवन में मनुष्य को हमेशा प्रसन्नचित रहना चाहिये, इस हेतु म.प्र. शासन द्वारा महु में आनन्द केन्द्र का निर्माण किया गया है, जहाँ पर सभी लोग आनन्द की अनुभूति कर सकते हैं।

अध्यक्षीय उद्बोधन में ले. जनरल बी.एस. सिसोदिया ने सदन को सम्बोधित करते हुये कहा कि भारतीय फौज में सर्वधर्म समभाव की संस्कृति है, सभी फौजी अपने फौजी धर्म का निर्वाह देशहित में बखूबी करते हैं। सभी परिवारों में कुछ न कुछ समस्याएं हैं, जिनका सामना हमें समय के साथ समन्वय बनाते हुये धैर्य के साथ करना चाहिये। जो व्यक्ति समाज एवं परिवार के साथ समन्वय नहीं बना सकता, वह समाज एवं परिवार को संस्कार भी नहीं दे सकता। बुजुर्गों के अनुभव से नई पीढ़ी बहुत कुछ सीख सकती है, बुजुर्गों का

**“It is better to
light one candle
than to curse
the darkness”**



— Welthy Fisher

Founder, Lucknow Literacy House

पेंशनर्स एसोसिएशन एवं भारतीय प्रौढ़ शिक्षा संघ के संयुक्त तत्वाधान में “वरिष्ठजन का सामाजिक दायित्व” विषय पर एक परिचर्चा का आयोजन स्थानीय श्री जयगोविन्द गोपीनाथ विद्यालय, पीठ रोड, महु में दिनांक 12 फरवरी 2017 को किया गया। यह कार्यक्रम श्री संदीप जी.आर. (आई.ए.एस.), अनुविभागीय दण्डाधिकारी महु के आतिथ्य एवं ले. जनरल बी.एस. सिसोदिया (ए.वी.एस.एम., वी.एस.एम.) की अध्यक्षता में आयोजित किया गया। इस अवसर पर श्री कैलाश चौधरी, अध्यक्ष, भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली, श्री सदाशिव दुबे, अध्यक्ष पेंशनर्स एसोसिएशन एवं ब्रिगेडियर के.आई. मालासुब्रमण्यम भी मंचासीन थे। मुख्य अतिथि श्री संदीप जी.आर. ने अपने संक्षिप्त उद्बोधन में कहा कि वरिष्ठ लोगों के अनुभव से हमें बहुत कुछ सीखने को मिलता है, इसलिये हमें उनके सानिध्य में रहना चाहिये। महु नगर के वरिष्ठजन हमेशा नगर की समस्याओं के निराकरण के लिये सदैव तत्पर रहते हैं, यह इस शहर की

दायित्व है कि नई पीढ़ी को अपने अनुभवों का लाभ दें, ताकि वे अच्छे समाज के निर्माण में अपना योगदान दे सकें। सभी पेंशनर्स को समाज पर निर्भर रहने की बजाय आत्मनिर्भर रहते हुये समाज के लिये कुछ न कुछ करना चाहिये।



कार्यक्रम के प्रारंभ में श्रीमती वनीता खरे ने सरस्वती वंदना प्रस्तुत की। स्वागत भाषण श्री कैलाश चौधरी ने दिया। पुष्प गुच्छों के द्वारा अतिथियों का स्वागत पेंशनर्स एसोसिएशन की ओर से श्री सत्यनारायण पाटीदार एवं भारतीय प्रौढ़ शिक्षा संघ की ओर से संयुक्त सचिव श्री सुरेश खण्डेलवाल ने किया। श्री जयगोविन्द गोपीनाथ विद्यालय परिवार की ओर से श्री सुभाषचन्द्र पाण्डे द्वारा स्वागत किया गया।

आयोजन परिचय श्री चम्पालाल यादव ने दिया। अतिथियों द्वारा वरिष्ठ



पेंशनर्स श्री ओमप्रकाश ढोली एवं श्री जुगलकिशोर मिश्रा का पुष्प माला, शॉल व श्रीफल द्वारा सम्मान किया गया। सम्मानित पेंशनर द्वय का जीवन परिचय ब्रिगेडियर के.आई. बालासुब्रमण्यम ने दिया। सम्मानित पेंशनर श्री ढोली ने आयोजन समिति को अपने सम्मान के लिये बधाई देते हुये कहा कि सभी पेंशनर अपने समय का समाज के हित में सदुपयोग कर, समाज को नई दिशा दे सकते हैं। यह हमारा सामाजिक दायित्व है कि हम नई पीढ़ी को संस्कारवान बनायें।

श्री सुरेश खण्डेलवाल द्वारा आभार प्रदर्शन एवं कार्यक्रम का सफल संचालन श्रीमती वंदा पाठक द्वारा किया गया। कार्यक्रम का समापन राष्ट्रगान के साथ हुआ। कार्यक्रम पश्चात् सहभोज भी आयोजित किया गया।

इस परिचर्चा में महू तहसील के पेंशनर्स, शिक्षाविद्, प्रौढ़ शिक्षा संघ के सदस्यों एवं गणमान्य नागरिकों ने भागीदारी की।

— राजेश चौधरी
सहायक निदेशक, भा.प्रौ.शि.सं.

DU Students visit IAEA



As part of field orientation 13 students of first year MA (Lifelong Learning & Extension) of the Department of Adult, Continuing Education and Extension, University of Delhi visited Indian Adult Education Association on February 1, 2017. Dr. Rahul Yadav, Assistant Professor accompanied the students.

Dr. V.Mohankumar, Director, IAEA briefed the students about the history of adult education in India and the supportive role played by IAEA in propagating the adult and lifelong education programmes of the Govt. of India. Smt. Kalpana Kaushik, Deputy Director also had a brief interaction with the students.

The students were guided to library by Smt. Neha Gupta, Jr. Librarian-cum- Documentation Assistant and they also had a courtesy call on Shri K.C.Choudhary, President and Dr. Madan Singh General Secretary.



"On the occasion of this Day, I launch an appeal for the potential of multilingual education to be acknowledged everywhere in education and administrative systems, in cultural expressions and the media cyberspace and trade."

- Irina Bokova
UNESCO Director-General
on the occasion of International Mother Language Day

Experience of teaching three courses on Adult & Lifelong Learning in two German Universities



Students in front of UIL office. [From L-R] Front row: Ms. Lisa Krolak (Head of Documentation Centre), Prof. S. Y. Shah, (Director, IIALE), Prof. Arne Carlsen (Director, UIL), Back rows: Students

I had the privilege of being invited as a Visiting Professor to teach three courses for the Masters students of Adult and Lifelong Learning at Julius Maximilian University, Wurzburg and Duisburg Essen University, Essen in Germany. I designed and taught the following courses. A course is called as Seminar in Germany.

- International Networks and Organizations in Adult and Lifelong Learning;
- Global Perspectives on Innovations in Adult Education;
- Asian Perspectives on Participatory Lifelong Learning and Information and Communication Technologies

Unlike India, where some broad topics and a reading list is given for different courses, in Germany the learning outcome for each seminar is spelt out so that the students know in advance how they would benefit from the seminar. The schedule of lecture is prepared in advance specifying the topic of different lectures, date, time and classroom where the lecture will be held. All these details and materials related to the seminar are uploaded on the university website three months in advance so that the students could decide

about the choice of seminar depending on their interest and convenience. A brief CV of the teacher is also given so that the students get to know the academic background of the teacher. Questions related to the course can be asked in the question forum on website.

Each seminar comprises of 12-16 lectures of two hours each per week. Since I had offered three seminars during the semester of three months, the classes were held every alternate date. Sometimes, two lectures are held in continuity depending on the convenience of students who are generally employed.

Instead of following the traditional method of lectures, I had negotiated the transaction of curriculum with the students with a view to seeking their opinion. All of them did not want monotonous and long lectures. As per discussion, the following methodology was adopted to teach the topics. After I introduced the topic with the help of power points for about 30-40 minutes, the students were given 10-20 minutes to read some basic reading material comprising of not more than 10 pages already uploaded on the website so that they could get more clarity. This was followed by a relevant video presentation where an expert in the field would discuss some aspects connected with the topic. While the written matter introduced the students to the scholarly publication, the video familiarised the students with the experts in the field and gave them an opportunity to see and listen to them. This was followed by group discussion where 4-5 students formed a group and discussed various issues identified in the topics. This was done to enable the students practice peer group discussion and working in a group. Subsequently, group reports were presented and followed by open discussion in the class. Since all the students had laptops with them and classrooms had Wi-Fi and technologically well equipped, teaching-learning process was very smooth. During the last ten minutes students were asked to write down the main points covered in the topic based on recapitulation. After the class, the students could refer other reading materials available in the library and prepare detailed notes. As a teacher, I intervened whenever necessary and helped the students acquire relevant knowledge and in the process helped them develop different competencies of listening, reading, writing, discussion

and presentation during the session. This methodology helped the students derive maximum benefits within two hour of attending a session in an interesting and participatory manner. Examination was based on the submission of 15-20 pages essay on a topic selected in consultation with the teacher. Book review was an important assignment given to students to develop the competency of critical reading and reflection. Regular attendance also carried due weightage. The maintenance of attendance sheet and providing technical support to the teacher was entrusted to one of the students who is employed on part time basis by the university. One of the striking features of German university system is a very lean administration. The Head of the Department is assisted by two or three students who worked on hourly basis attending to several administrative tasks. In some of the Departments of the university, there is only a Part-time Secretary to manage the office work.

Following are the details of the three seminars:

Seminar-1

International Networks and Organizations in Adult and Lifelong Learning: Aims, Main topics and Learning outcomes

The course aims at providing an overview of important international organizations and networks in the field of adult and lifelong learning in different countries focusing on their programmes, researches and publications. A brief discussion on theoretical perspectives covering different theories of globalization and the emergence of knowledge society will help the students analyze the functioning of different global networks and develop a comparative perspective. The course would also discuss selected innovative projects undertaken by these organizations with a view to motivating the students to undertake comparative studies and learning from other countries and cultures. It is expected that the course would not only help the students to acquire a broader global perspective on the developments in the field of adult and lifelong learning but also motivate some of them to undertake further studies related to these organizations. An important part of this course will be a field visit to the UNESCO Institute for Lifelong Learning (UIL) in Hamburg with a view to familiarizing the students with actual functioning and programmes of the Institute and providing them an opportunity to personally meet and discuss with specialists working on different country projects and explore the possibilities of internship at the UIL.

Main topics

- A. Theoretical Perspective on the Study of Global Organizations and Networks -discourse on cultural theories of globalization
- B. Networks and Organizations having primary interest in Adult and Lifelong Learning
 - Adult Learning Documentation and Information Network (ALADIN) of the UNESCO Institute for Lifelong Learning
 - The International Council for Adult Education (ICAE)
 - The ASEM Education and Research Hub for Lifelong Learning
 - European Society for Research in Education of Adults (ESREA)
 - World Literacy of Canada
 - Institute for International Cooperation of the German Adult Education Association. (IIZ/DVV)
 - European Association for the Education of Adults (EAEA)
 - Asia South Pacific Association for Basic and Adult Education (ASPBAE)
- C. Networks and Organizations having limited interest in Lifelong Learning
 - OECD
 - UNESCO
 - WORLD BANK
 - ACTIONAID
 - Commonwealth Foundation
 - Commonwealth of Learning

Note: Each of the above networks/organizations discussed in terms of their objectives, programmes, researches, publications and role.

- D. Field visit to the UNESCO Institute for Lifelong Learning, Hamburg.
- E. Reflections on field visit.

Learning outcome

It is expected that at the end of the course, students will be able to:

- acquire knowledge and understanding about programmes of different international organizations and networks
- analyze selected activities of international networks in the light of globalization theories
- identify areas of further study and research
- explore the possibilities of future association with

some of the institutions and develop a global perspective on adult and lifelong learning

An interesting aspect of the seminar on International Networks and Organizations on Adult and Lifelong Learning was a Field visit to UNESCO Institute for Lifelong Learning in Hamburg. The visit was aimed at providing an opportunity to the students to meet the specialists working at UIL and understand its functioning and role in the promotion of lifelong learning. Students spent a whole day at UIL listening to presentations by the staff members on various ongoing programmes and research projects. Students also got a chance to visit the UIL library and Documentation Centre and browse through recent publications specially the Global Report of Adult Learning and Education.

Seminar-2

Global Perspectives on Innovations in Adult Education: Aims, Main topics and Learning Outcomes

This seminar aims at providing an analytical framework for the study of innovations in adult education. Promoting creativity and incentivizing innovations through our educational institutions is a first step towards broadening and deepening the impact of innovations in our society and economy. Diffusion of Innovations offers valuable insights into the process of social change: What qualities make an innovation spread successfully? Why do certain innovations spread more quickly than others? and why do others fail? The course will not only help the students understand the discourse on innovation and change but also develop an analytical insights into various dimensions with reference to selected case studies from the regions of Asia, Arabia, Africa, Latin America, Europe and North America.

Main Topics

- A. Innovation theory and diffusion of innovations
- B. Concept of Innovation and Empirical Models
- C. Discourse on innovations
- D. Role of technology in innovations
- E. Challenges of adoption of innovations
- F. Selected case studies of innovations in adult education from different regions of Asia, Arabia, Africa, Latin America, Europe and North America

Learning outcome

- After the course, the students are expected to:
- have an understanding of innovation, selected innovative programmes of adult and lifelong

learning in different countries

- develop comparative perspectives on adult education in Europe, Africa, Arabia, Asia, Latin America and North America
- draw insights to evolve new strategies towards tackling the problem of illiteracy in Germany

Seminar-3

Asian Perspectives on Participatory Lifelong Learning and Information and Communication Technologies

This course aims at providing an introduction to those students who are interested in having a non-European perspective on adult and lifelong learning policies and programmes with a special focus on a developing country in Asia-India. As a prelude to discussing different themes, the course will cover brief discussion on theories of social change and development discourse. This may help students understand the dynamics of social transformation through educational interventions.

Main topics

- A. Theories of social change
- B. Development discourse
- C. Definitions, terminologies and basic concepts related to literacy, adult education, lifelong learning and Information and communication technologies
- D. Global context and challenge of literacy and impact of literacy on development
- E. Society, literacy and development in Asia
- F. A case Study of development of adult education in India-1: Historical Perspective
- G. Case study of development of adult education in India-2: Policy and Planning of Adult and Lifelong Learning Programmes
- H. Innovative programmes-literacy campaigns and Mahila Samakhya (Women's Empowerment)
- I. Training of Adult Educators
- J. Role of Information and Communication Technologies in adult education in India
- K. Participatory research method
- L. Review of two films on literacy campaigns in India followed by discussion

Learning outcome

After the course the students are expected to:

- have better understanding of the magnitude and problem of illiteracy in developing countries specially India
- acquire knowledge and understanding of the policies and innovative programmes of adult and

- lifelong learning in Asia with special focus on India
- develop comparative perspectives on adult education in Europe and Asia
- draw insights to evolve new strategies towards tackling the problem of illiteracy among migrant community in Europe

Elaborate reading list is provided for all the seminars and it was in two parts. While part one formed essential readings of not more than 30-50 pages per topic, the second part had books covering further

information. To facilitate easy access, the reading materials are given in PDF files which the students can download in their laptops and read at their convenience.

I have found that the students in Germany were regular in attending lectures and came well prepared. Since they were employed and self supporting, they were very serious and committed to studies.

- Prof. S.Y. Shal
Director, IIALE, New Delhi

UN Multilingual Essay Contest

The International Mother Language Day is celebrated every year on 21st February to promote awareness of language and cultural diversity all across the world.

On this occasion the United Nations Academic Impact has announced the fourth edition of "Many Languages, One World", a student essay contest and global youth forum. The contest will qualify contestants for a trip to New York and Boston to

participate in the United Nations Global Youth Forum and present their ideas in the General Assembly Hall at the United Nations in New York City.

The essays should discuss global citizenship and cultural understanding and the role that multilingual ability can play in fostering these.

Those interested to know more about this contest may visit www.many-languages-on-a-world.org

Director, IAEA Delivered Extension Lectures at SV University, Tirupati

On the invitation of Prof. P. Adinarayana Reddy, Director, Department of Adult and Continuing Education and Coordinator, UGC Special Assistance Programme (DRS-II), SVU College of Arts, Sri Venkateswara University, Tirupati,

Dr. V. Mohankumar, Director, IAEA was in the university from February 6-10, 2017 as a Visiting Fellow to deliver extension lectures. In all there were three lectures delivered

– one was to M.Com students on "Research Methodology for Project Work" in which selection of topic, identification of area to conduct the study, decision regarding universe and sampling methodology, data collection, tabulation and report writing were discussed. The second one was to M.Sc. Chemistry

students on "Life Skills" in which difference between life skills and vocational skills, need of these skills for the youth in general and students in particular, different types of life skills, how these skills are used in different situations, the ultimate effect of not using these skills were discussed. The third one was to the students pursuing M.A course in Adult Education and M.A course in Rural Development on "Research Methodology" in which need and significance of Social Science Research, types and methods of researches, formulation of hypothesis, sampling, data collection and report writing were discussed.

While delivering the lectures well prepared PPTs were used and also real life experience was shared to enable the students understand the subjects better. Students were allowed to interact in between the lecture and also at the end. Before

closing every lecture session students were informed of the importance of acquiring additional skills apart from the basic qualification they get from the university to compete effectively in the employment market.

During the stay in the university Director, IAEA had discussion with the faculty of the department Prof. P. Adinarayana Reddy, Prof. K. Sudha Rani, Prof. B. Syam Mohan David Raju and Dr. R. Satyavathi regarding the course curriculum for M.A (Adult Education) and M.A (Rural Development). He also participated in a workshop organized by the department on February 9-10, 2017 to prepare source book on Graduate Entrepreneurship Development Programme in which he was allotted to write chapter – IV on the topic "Opportunities for Self employment".

Children's Mela organized at Gandhigram



The Department of Lifelong Learning and Extension, Gandhigram Rural Institute – Deemed University, Gandhigram, Tamil Nadu under its Creche and Children's Project organized a Children's Mela on February 7, 2017 in which around 300 children and teachers from schools in Gandhigram, Chinnalapattil and the surrounding villages participated.

The main objective for organizing such a mela was to unite the children from different schools and areas under a common platform by giving them an opportunity to show their creativity and potentials through games, drawing, elocution, essay writing, dance and drama.

The mela was inaugurated by Dr. N.D.Mani, Dean, Faculty of Rural Development and valedictory address was given by Dr. G. Palanithurai, Professor and Head, Department of Political Science and Development Administration. Both the speakers said that children have hidden creative capabilities which need to be brought out by providing adequate opportunities. By venting their views in open before others they develop capacity fast to think and speak which is necessary for their future life. In the concluding session all the children who have participated in the mela were given prizes and certificates.

Dr.L.Raja, Professor and Head, Department of Lifelong Learning

and Extension, GRI, Gandhigram not only gave welcome address but also planned and executed the programme.

– Dr.L.Raja
HOD, Dept. of Lifelong Learning & Extension

IAEA President attended meeting of India Literacy Board

Shri K.C.Choudhary, President, Indian Adult Education Association attended the first meeting of the reconstituted India Literacy Board at Lucknow on February 11, 2017. Shri G.Pattanaik, IAS (Retd), Chairman, India Literacy Board presided over the meeting. Earlier the Board was reconstituted by the Committee of Five on January 5, 2017 in which President, IAEA is also a member.

Director, IAEA gave Special Lecture in DU

On the invitation of Dr. J.P. Dubey, Professor & Head of the Department of Adult, Continuing Education and Extension, University of Delhi, Dr. V.Mohankumar, Director, Indian Adult Education Association gave a special lecture on the topic 'Saakshar Bharat' on February 2, 2017. The lecture was attended by the students of MA (Lifelong Learning and Extension)



and Research Scholars (both M.Phil and Ph.D). In his lecture Dr. Mohankumar gave a detailed information regarding the overall educational scenario in India, need for adult education programmes to cover those who have left the schools in early years, allocation of budget for education in Five Year Plans, adult education programmes implemented in the independent India and finally Saakshar Bharat including how it is different to that of earlier adult education programmes. The method adopted for the lecture was with the help of PPT and interactive with the students.

Technical Course on Search Engine Optimization Inaugurated



Lighting the ceremonial lamp. [From L-R] Dr. N.B.Suresh Kumar, Dr. Usha Titus, Justice P. Sathasivam, Shri Shahir Esmail, Shri Hrishikesh Nair



Dr. S. Vidhyanathan



Saritha T. K



Dr. K. Thamizhiniyan



Jayachandran K.

The State Resource Centre, Kerala and Three Seas Infologics jointly conceived and designed a technical course on Search Engine Optimization (SEO) to train creative young generation for the ever growing IT sector. This course is billed as the 'top skill to possess in the year 2017' by global analysts and field experts.

This course was inaugurated by the Hon'ble Governor of Kerala, Shri Justice P. Sathasivam on February 21, 2017 at Travancore Hall, Park Centre, Technopark, Thiruvananthapuram. While addressing the large gathering he said that acquiring a degree in a college or university does not ensure a person to get employment unless the person has the potential skill(s) suitable to the market demand. Hence, employability is a major factor for the youngsters in India today. In this context a course like Search Engine Optimization can help the youngsters to get suitable employment in the highly skilled sectors. He also said that the information technology has transformed the society to move faster than the earlier generations. Today by the click of a button one can get all the necessary and needed information in few minutes. There is no need to refer books or search for the sources of information. The new technology is user friendly and hence, even less

literate people also are able to handle the same. In this connection he said that more and more people start using digital money transfers which not only is transparent but also easy to track. He also appreciated the attestation given to this course by the Department of Non-Resident Keralites' Affairs of Govt. of Kerala as it can ensure employment opportunities in overseas also.

In this function the Hon'ble Governor also released a set of study materials for the Certificate Course in Community Development, a joint initiative of State Resource Centre and Commonwealth of Learning and distributed UNESCO Scholarship including Certificate from International Institute of Adult and Lifelong Education (IIALE), New Delhi to four students who have successfully completed Post-Graduate Diploma Course in Adult Education offered by IGNOU in the year 2016.

The function was presided by Dr. Usha Titus, IAS, Secretary to Govt. of Kerala, General Education Department and Chairperson of State Resource Centre. In her address she said that community colleges and technical institutions should address the vocational needs of the community so that employable courses are organized. Conducting a technical course like Search Engine Optimization will help to bring

technology directly from the laboratory to field and in turn will benefit the society at large. She also presented an Admin Panel in which the Hon'ble Governor has shown keen interest.

Shri Hrishikesh Nair, CEO of Technopark addressed the

gathering.

Dr. N.B. Suresh Kumar, Director of State Resource Centre gave welcome address and Shri Shahir Esmail, CEO of Three Seas Infologics proposed the vote of thanks.

Foundation Programme on Research Methodology



Kerala State Branch of Indian Adult Education Association in collaboration with State Resource centre Kerala organized a Foundation Programme on Research Methodology on February 11-13, 2017 at SRC. Around 16 Post-graduate students and aspiring researchers have attended. The participants were given information on all aspects of research from selection of topic to report writing. A panel of resource persons - Prof. V. Reghu, Dr. Sunderasan Nair, Dr. N. B. Suresh Kumar, Shri Pramod Dinakar and Shri Harish Kumar spoke on different topics. The participants also had an opportunity to discuss in groups on given topics as a practical work.

मतदाता जागरूकता अभियान के तहत गोष्ठी का आयोजन

राज्य संसाधन केन्द्र, उ.प्र. एवं जन शिक्षण संस्थान, लखनऊ के संयुक्त स्वाधान में सांसद आदर्श ग्राम-बेंती के निजरा-दयालपुर में मतदाता जागरूकता अभियान के अन्तर्गत दिनांक 13 फरवरी 2017 को एक गोष्ठी एवं रैली का आयोजन किया गया। गोष्ठी में मुख्य अतिथि



श्रीपति रस्तोगी, निदेशक, राज्य संसाधन केन्द्र, उ.प्र. एवं जन शिक्षण संस्थान, लखनऊ थे। गोष्ठी को संबोधित करते हुए श्री रस्तोगी ने कहा कि लोकतंत्र को समृद्धिशाली बनाने के लिये प्रत्येक मतदाता का अधिकार ही नहीं वरन् कर्तव्य है। मतदान के दिन अनिवार्य रूप से मतदान करें और अपनी पसन्द की सरकार बनाने में अपनी भूमिका निभायें। उन्होंने उपस्थित महिलाओं से विशेष आग्रह किया कि वे बिना किसी डर एवं भय के मतदान करें, क्योंकि उनका मतदान गुप्त होता है। किसी को यह पता नहीं होता कि आप किसको मतदान किया है। उन्होंने कहा कि सरकार ने अब वोट की मशीन में NOTA का भी विकल्प दिया है, यदि आप किसी को भी वोट नहीं देना चाहते हैं तो आप मशीन में NOTA के बटन को दबाकर अपना मत दे सकते हैं।

कार्यक्रम में श्री नरेन्द्र प्रताप सिंह, श्री दिनेश सिंह, श्री सुधाकर मान सिंह, श्री अनिल कुमार मिश्रा के साथ-साथ हैदराबाद से पधारे हुये एम.बी.ए. की छात्रा कु. श्रेया एवं शुभेन्दु ने भी उपस्थित जन समूह को वोट का महत्व बताते हुये, उन्हें मतदान करने के लिये प्रेरित किया।



मतदान करने के लिये प्रोत्साहित किया गया।

इस अवसर पर गोष्ठी में ग्राम निवासियों ने बड़े उत्साह के साथ हिस्सा लिया और अपने विचार भी रखे। तत्पश्चात एक रैली निकाली गई जिसमें घर-घर जाकर लोगों को

— श्रीपति रस्तोगी

निदेशक, ज.शि.स. एवं रा.सं.के.

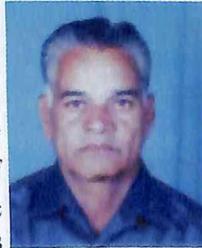


Dr. Kamalini H. Bhansali expired on February 1, 2017 at the age of 91. She worked as the Registrar of SNDT Women's University, Mumbai from 1960 to 1986 and led the same University as Vice Chancellor from 1986 to 1989. She pioneered the establishment of the Department of Continuing and Adult Education at SNDT University and also mentored the Department for several years after her retirement in the capacity of Chairperson of its Advisory Committee. She was a member of several UGC committees including the Standing Committee on Adult Continuing Education during the IX Five Year Plan Period.

She was Life Member of Indian Adult Education Association from May 1976 and was conferred Tagore Literacy Award in 1996 for her outstanding contribution to women literacy programmes.

The Indian Adult Education Association conveys heartfelt condolences to the members of the bereaved family and prays for the departed soul to rest in peace.

Shri Abdul Rajak Qureshi expired on February 2, 2017 at Mhow, Indore. He was 75 years old. He served as a teacher in a secondary school around 30 years and after taking voluntary retirement, he started devoting a lot of time to community development. He was also having a small business dealing with wood.



Shri Qureshi was a Life Member of Indian Adult Education Association from August 1996 and was an elected member in the Council for 15 years.

The Indian Adult Education Association conveys heartfelt condolences to the members of the bereaved family and prays for the departed soul to rest in peace.

डिस्टिंगसन के साथ सफल हुए सीएलएस के विद्यार्थी

राष्ट्रीय मुक्त विद्यालयययी शिक्षा संस्थान, भारत सरकार द्वारा पुस्तकालय विज्ञान में प्रमाण पत्र कोर्स कराया जाता है। इस विषय का एक प्रमुख केन्द्र भारतीय प्रौढ़ शिक्षा संघ नई दिल्ली भी है। इस केन्द्र द्वारा संचालित 11वें बैच के 6 विद्यार्थियों ने अक्टूबर-नवम्बर 2016 की परीक्षा में भाग लिया था जिसमें से 5 विद्यार्थी उत्तीर्ण हुए। उत्तीर्ण विद्यार्थियों में सुश्री आरती, श्रीमती इन्द्रा देवी तथा श्रीमती निर्मला कुमारी को क्रमशः 85.33, 83.33 तथा 74 प्रतिशत अंक प्राप्त हुए।

भारतीय प्रौढ़ शिक्षा संघ इन सभी विद्यार्थियों के उज्ज्वल भविष्य की कामना करता है।



सुश्री आरती



श्रीमती इन्द्रा देवी



श्रीमती निर्मला कुमारी

— जय भगवान

Seminar on Philosophical Background of Yoga



State Resource Centre Kerala in collaboration with Kerala State Branch of Indian Adult Education Association and Dr. K. Sivadasan Pillai Foundation organized a seminar on 'Philosophical Background of Yoga' on January 28, 2017 at SRC which was moderated by Shri K. Soman Nair, Medical Records Officer, Samad Medical & Allied Research Trust, Thiruvananthapuram. Around 40 persons attended the programme.

The resource person was Shri R. Gopakumar, Programme Officer, Jan Sikshan Sansthan, Thiruvananthapuram. While introducing the subject he

quoted a number of Sanskrit slogans and explained the philosophy and darsana of yoga. In the context of yoga he explained in detail about three kinds of pains which are called adhyathmika, adhi bhauthika and adhi daivika and said that right knowledge is the solution for all the ills. He also discussed on Idealism and Materialism with examples and motivated the participants to practice yoga regularly with true spirit for happy living.

In the beginning Shri Harish Kumar welcomed all those present and at the end Shri C. Swaraj gave vote of thanks.

— Harish Kumar
SRC, Kerala

Workshop on Trade Facilitation in Services

The Department of Commerce, Ministry of Commerce and Industry, Govt. of India, Federation of Indian Chambers of Commerce and Industry (FICCI) and Centre for WTO Studies jointly organized a one workshop on "Trade Facilitation in Services" on February 21, 2017 at Federation House, Tansen Marg, New Delhi in which around 50 persons representing various fields including government sector and NGOs participated. The Indian Adult Education Association was represented by Smt. Kalpana Kuashik, Deputy Director.

The main objective of the workshop was to discuss the importance of trade in services as it occupy significant and growing share of domestic and international transactions of India and across the world (both in front and behind the border) and also procedural bottlenecks.

The session started with a brief welcome address by Shri Manab Majumdar, Assistant Secretary General, FICCI and opening remarks by Prof. Abhijit Das, Head, Center for WTO Studies. The Keynote address was delivered by Shri Sudhanshu Pandey, Joint Secretary, Department of Commerce, Ministry of Commerce and Industry. Thereafter, two presentations were made, one by Dr. Pralok Gupta, Center for WTO Studies on the topic "Market Access under General Agreement on Trade and Services (GATS)" and the other by Ms. Aparna Sinha, Director, Department of Commerce, Ministry of Commerce & Industry on "India's Proposal on Trade Facilitation in Services (TFS) at WTO".

After the presentations were over, the participants had an opportunity to raise questions for which the presenters gave suitable answers.



Society for Participatory Research in Asia (PRIA), established in 1982 is one of the leading

NGOs in the area of training and extension with headquarter in Delhi. On February 6, 2017 this organization turned 35 for which a special programme was organized at Sangeet Natak Akademi - Meghdoot Theatre, New Delhi in which around 250 people gathered under the democratic tree (300 years old Pipal tree) where Dr. Rajesh Tandon, President, PRIA launched the yearlong

PRIA turned 35

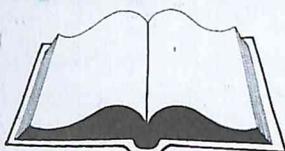


campaign "Youth n Democracy".

As part of the celebration, three cultural programmes were held - one by the students of Jesus and Mary College and Khalsa College (Winning teams of Youthra 2017) enacted plays

to strengthen the voice for democracy in everyday life, the second one was music concert by Trippy Sama (a collaborative effort by bringing together musicians from all over the world) in which an anthem "Youth and Democracy" produced specially for the Youth-n-Democracy Campaign was performed for the first time and the third one was "Dance for Democracy" by PRIA-ians.

The effort of PRIA is to enable the youth to understand the importance of democracy which it communicates through plays, media, public events, workshops and publications. This effort is taken in campaign mode for one year.



2016: 52p.

This document highlights UNESCO's contribution, draws on lessons from past UNESCO efforts and presents the Organization's future commitments. It gives an overview of all UNESCO activities in India along with the on-going cooperation with the Government of India and other UN partners and international donors.

This document comprises of the following sections:

- A situational analysis of India. This sets out the country's priorities, focus areas, sector challenges and the strengthening of the relationship between the Government of India and UNESCO.
- UNESCO's past and present cooperation with the Government of India and lessons learnt as well as key achievements.
- A proposed cooperation framework, giving an indication of the future of UNESCO's activities in India.
- Finally, details of UNESCO's collaborative efforts already established in India with its various partners, both national and international.

UNESCO. **3rd Global report on adult learning and education.** Germany, Unesco, 2016: 158 p.

The third Global Report on Adult Learning and Education (GRALE III) draws on monitoring surveys completed to develop a differentiated picture of the global state of adult learning and education (ALE). It evaluates countries' progress in fulfilling the commitments they made in the Belém Framework for Action, which was adopted at the Sixth International Conference on Adult Education (CONFITEA VI) in 2009. In

addition, the report examines the impact of ALE on three major areas: health and well-being; employment and the labour market; and social, civic and community life. It highlights some of the major contributions that ALE can make to realizing the 2030 Agenda for Sustainable development.

UNESCO. **School violence and bullying: Global Status Report.** France, Unesco, 2017: 56p.

School violence and bullying occurs throughout the world and affects a significant proportion of children and adolescents. It not only negatively impacts their educational outcomes, but harms their physical health and emotional well-being.

This report aims to provide an overview of the most up-to-date available data on the nature, extent and impact of school violence and bullying and efforts to address the problem.

The report focuses on violence and bullying in formal educational settings, in particular violence and bullying between students, and on actions that can be taken by the education sector and schools to prevent and respond to the problem. It aims to:

- Present an overview of the nature, extent and impact of school violence and bullying, consolidating existing data from key reports and the literature.
- Synthesize available evidence about effective responses, highlighting existing initiatives and actions and examples of good policy and practice.
- Provide guidance on priority actions.

Compiled by **Neha Gupta**
Jr. Librarian-cum-Documentation
Assistant

Stree Shakti-The Parallel. **The parallel force: innovative practices for care of elderly women in India.** Delhi, Stree Shakti-The Parallel Force, 2016: 92p.

This study has been supported by the United Nations Population Fund, India and conducted by Stree Shakti-The Parallel Force. The nine selected case studies showcase a variety of projects working on health, economic empowerment; physical and social security run either by civil society or are government aided programs. All the programs are unique in their own way and have achieved excellent results in their area of functioning. The document provides guidance to new and emerging initiatives and suggests areas of improvement to existing ones.

UNDP. **Skilling and livelihoods for transgender community.** UNDP, 2017: 19p.

Only 65% of the transgender community (as compared to 75% in the general population) work for more than six months in the year. Livelihood vulnerability increases risk and vulnerability to HIV. This study aims to understand the barriers and enablers to skilling and livelihood opportunities for transgender people in India and document government, private sector and civil society measures to address the challenge facing this highly vulnerable segment of society.

UNESCO, New Delhi. **UNESCO country programming document, India, 2014-2017.** New Delhi, UNESCO New Delhi,

UIL Policy Brief 6

Libraries to Support National Literacy Efforts

A network of libraries exists in almost in every country. There are around 3.20 lakh public libraries worldwide, of which about 2.30 lakh are in developing and transitioning countries. In addition, there are more than a million special libraries, community, research, university, national and library activities, too often local, regional and national to libraries. As a result, these efforts fail to benefit from working closely with institutions that often have the

longstanding trust of communities and already provide useful literacy services to children, youth and adults.

Libraries and lifelong literacy

Developing, sustaining and enhancing literacy skills is a lifelong and community wide endeavor requiring strong commitment from society as a whole. Constant practice is needed at every age to foster literacy skills and by having access to interesting and relevant materials, these skills can be developed and enhanced. Most individuals,

families, schools and workplaces do not have the means to provide materials. Hence, libraries of all kinds can make an enormous contribution to supporting a reading culture and creation of a literate environment.

Nurturing early literacy skills

As literacy development starts at birth, public and community libraries often devote special attention to supporting early literacy skills. A wide range of empirical data indicates that reading to and with children in the first five year of life helps to foster a love of books reading, develop their vocabulary, and stimulate brain development. These children begin school with a clear performance advantage.

The school years

Children who are not introduced to books and reading until they start school have already missed out on fundamental stages of literacy development. If children learnt how to read using only school text books, there is a risk that they will associate reading with memorization and exams rather than pleasure. It is essential to create time for independent reading both in and out of school, and to allow children to choose their own reading materials. To practice their literacy skills outside school lessons, children need a place. Unfortunately, not all schools have library with a professional school librarian. However, public and community libraries can provide regular outreach services for multiple schools to lend books.

Supporting the library skills of young people and adults

Libraries are an excellent resource for young people and adults of all levels of literacy proficiency. They enable users to locate relevant information by sharing newspapers, magazines and other reading materials and access to computers and internet. Academic libraries support young people and adults in developing the advanced literacy skills for their studies and research. Public and community libraries also support youth and adults with low literacy skills by offering reading materials specially tailored to lower proficiency levels. Libraries have a long established commitment to providing services to the most vulnerable people and reaching out to marginalized groups, such as prisoners, visually impaired people, migrants, homeless and people in hospitals.

Libraries and the Sustainable Development Goals

In September 2015, the Members States of the UN adopted Transforming Our World: The 2030 Agenda for Sustainable Development, which includes 17 Sustainable Development Goals (SDGs) spanning economic, environmental and social development. This Agenda seeks to create 'a world with universal literacy'. Promoting this vision is at the very heart of libraries' mandate. Use of libraries will help countries achieve the SDGs, particularly SDG 4.6, which centres on literacy: 'By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve

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literacy and numeracy'.

Recommendations

The following recommendations are the outcome of an international workshop on libraries' role in supporting national literacy efforts:

1. Given libraries' unique mission, governments should ensure that representatives of the library community are included, along with other public and private literacy stakeholders, in policy dialogue and implementing local and national literacy strategies and efforts.
2. Governments must ensure that libraries are able to provide free access to reading materials, literacy activities and information (both print and online) in a safe and friendly environment where families and individuals can read and learn together.
3. Libraries should serve as a convenient hub where diverse group can find relevant literacy materials and support. This includes materials, services and activities for people with different literacy levels and abilities. Where the availability of materials in minority languages is limited, libraries should support the creation of local content relevant to the community.
4. Training should be provided to help library staff develop a service - and needs - based approach to modern libraries. This should include an understanding of literacy challenges and strategies, the process of learning to read and write, and the impact of local and national policies have on literacy. Training should also involve using ICT to develop and sustain literacy and digital skills.
5. Libraries should measure and evaluate their literacy activities and services and share their findings with governments and the general public. Libraries need to understand and be able to communicate the impact of their literacy efforts, particularly with regard to how they are contributing to local and national literacy goals.

- Unesco Institute for Lifelong Learning (UIL)

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Students' meeting at IGNOU Study Centre



Educators" written by Dr. Madan Singh for reference. Smt. Neha Gupta, Librarian has been advised to extend all help to students in locating the books whenever they want.

In order to have frequent interaction and exchange of ideas between the students and faculty Smt. Kalpana Kaushik, Programme Incharge, IGNOU PSC - 29049P created a group in WhatsApp which is now frequently used by the students.

International Institute of Adult and Lifelong Education (IIALE) is a Study Centre of IGNOU for the courses MA in Adult Education (MAAE) and Post Graduate Diploma in Adult Education (PGDAE). In this academic year in all 8 students have enrolled out of which 6 are in MAAE and 2 in PGDAE. The Study Centre organized an introductory meeting with the students on March 2, 2017 in which students had an interaction with Shri K.C.Choudhary, Chancellor, International Institute of Adult and Lifelong Education and the faculty members - Prof. S.Y.Shah, Dr. V. Mohankumar and Dr. Bani Bora. Some of the major points discussed were on receipt of study materials, completion of assignments at the earliest, planning for Community-based Practical Activities, Workshop-based Practical Activities and Adult Education Training Centre/Institution-based Practical Activities and submission of application form for Term End Examination in June 2017 for which March 31st last date without late fee.

The Chancellor of IIALE desired the students to visit the Study Centre as many times as possible not only to interact with the faculty but also for referring books in the library. On his direction the students were given a book "New Companion to Adult



"In challenging domains like the defence services, police and security forces, in sports, academics, space research and innovation, in taking up the cause of the vulnerable and the exploited, in community outreach and mass healthcare initiatives, women are indispensable for good team work and success. It is often not easy - we must admit that they are frequently subjected to unfounded biases and discrimination. Yet, the fact that they are able to overcome these and inspire esteem and respect is commendable indeed".

-President Pranab Mukherjee
while presenting Nari Shakti Puraskar on
International Women's Day 2017



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7th March, 2017
From Dr Anthony Cree, OAM
Chair, World Literacy Council

Re: Forthcoming World Literacy Summit in Oxford,
March 2018

Dear members of the World Literacy Council,

We are pleased to announce that the next World Literacy Summit will take place in Oxford from the 24th to the 27th of March, 2018. Previous summits in Oxford have been instrumental in making some important changes in literacy policy in some of the most disadvantaged places in the world. Since 2012, when we held the first literacy summit in Oxford, there has been an improvement in literacy levels in 10 of the 28 lowest literacy countries in the world. There has also been a change in international opinion to recognize that gender differences in literacy levels in many countries account for the differences in employment levels and even the G.D.P. and wealth of the countries concerned. We feel that both the 2012 and 2014 summits contributed to these developments.

In 2015/16 conference, we introduced the World Literacy Council Awards. These awards recognized national literacy improvement, literacy organizations, and individuals who had made an important contribution to literacy levels in their countries or indeed internationally. We are adding to these awards the Schweitzer Medal, which will be a unique award recognizing an individual whose contribution has been in the tradition of Albert Schweitzer. The award will also include the opportunity to lecture in Oxford and also to undertake a period of research there.

We will be publishing further details of the conference on our website and it is hoped that unlike some earlier conferences, 2018 one will provide an opportunity for people to attend at a significant discount. The conference (unlike previous conferences) will not include an accommodation package, but accommodation will be available through the Oxford University Accommodation Service. Discounts will also be available for

accommodation. Another important factor will be the possibility of one or two-day tickets to the conference. This is important for students and other individuals who can neither spare neither the time nor the money to attend a full conference. Those who attended earlier Oxford summits will be pleased to hear that many of the highlights have been retained. The opening will still be at the famed Sheldonian Theatre, the dinner will still be at the Balliol Hall, and the opportunity to actually give a paper will be extended to the widest number of people possible.

We look forward to you attending in 2018.
Very best wishes

Tony Cree
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Seminar on Time Management

The State Resource Centre, Kerala in collaboration with Kerala State Branch of Indian Adult Education Association and Dr. K.Sivadasan Pillai Foundation organized a one day seminar on "Time Management" on February 25, 2017 at Thiruvananthpuram. Dr. V.Reghu, Vice President, IAEA while introducing the topic said that individuals should value time to succeed in life and those who waste the time cannot create an identity of their own. He said that time management is managing the time effectively so that right time is allocated to the right activity, allocate time to activities as per their importance and make use of time to the best of ability as it is limited. He further said that time management includes effective planning, setting goals and objectives, setting deadlines, delegation of responsibilities, prioritizing activities and investing right time on right activity.

Shri John Mathew, former Additional Secretary, Kerala Legislative Assembly moderated the session.

Shri Harish Kumar S., Secretary, IAEA Kerala State Branch welcomed the audience while Dr. V.M. Sasikumar, Executive Director, Dr. K.Sivadasan Pillai Foundation gave the concluding remarks.

- Harish Kumar S.

International Conference on Lifelong Learning at Kalyani University

A two day International Conference entitled "Lifelong Learning in Developing Countries: Issues and Perspectives" was organized by the University of Kalyani, West Bengal on February 17-18, 2017. The conference was followed by a workshop on February 19th for developing the Curriculum of Lifelong Learning Appropriate to Post-Modern India.

The conference was attended by internationally eminent scholars from U.S.A, Denmark, Norway and



Malta. Two eminent scholars, one from U.K and another from Mexico though were unable to attend the conference, sent their papers. Eminent Indian scholars from Kerala, Andhra Pradesh and West Bengal graced the conference with their presence.

The Inaugural session was addressed by the Hon'ble



Vice Chancellor, Prof. Sankar Kumar Ghosh. He stressed the importance of lifelong learning in countries like India. He wanted lifelong learning initiatives to cover people in the so-called superannuated age group since a large section belonging to this group remain active citizens capable of contributing immensely in the development and welfare of the nation.

The keynote address was delivered by Prof. Peter Mayo of the University of Malta - a highly acclaimed personality in the field of lifelong learning globally. He gave a historical perspective of the evolution of the concept and practice of lifelong learning and how the conflict of capital and labour was visible in the implementation of lifelong learning in the West.

Prof. V. Reghu, formerly of Rajiv Gandhi National Institute of Youth Development in his theme address explained how Kerala achieved phenomenal success in

the field of primary education in the state and how it is successfully implementing lifelong learning in all spheres of life and work.

Prof. Asoke Bhattacharya, formerly of the University of Jadavpur and a Core Committee member of the Organizing Committee stressed the need of lifelong learning for all-round development of the country. He also read out the address sent by Prof. Margaret Ledwith, Emeritus Professor of the University of Cumbria. Prof. Ledwith in her address pointed out how the poor people were being marginalized in the United Kingdom. She called upon the international community to resist such measures.

The welcome address was delivered by Prof. Prasenjit Deb, Head of the Department of Lifelong Learning and Extension.

In the first plenary session, Prof. Anders Holm of the University of Copenhagen spoke about the life of N.F.S. Grundtvig and his contribution in the field of present-day Lifelong Learning.

Dr. Synnoeve Sakura Heggem, an eminent Grundtvig scholar from Norway spoke on Grundtvig's Heart - Rhetorics which in her opinion was a universal key to lifelong learning. Dr. Marilyn Wilhelm, a renowned educationist from the United States of America spoke on Education which she considered an art for healing the social maladies. Rev. Mette Geil from Denmark spoke on the world's first folk high school and non-formal education institution which was established in Denmark way back in 1844. Prof. Mark Bradshaw Busbee, Head of the Department of English, Samford University, US and a well-known Grundtvig scholar spoke on Grundtvig's educational use of medieval 'nordisk' literature. Among other significant papers were those of Prof. P. Adinarayana Reddy of Sri Venkateswara University Tirupati and Prof. Xicotencatl Martinez Luis of Mexico.

Around 160 papers were presented at three venues in the university. All the presenters were personally present with the exception of only a handful who could not attend.

The workshop to develop new curriculum for two years master's degree in adult education and extension/lifelong learning on 19th was attended by all the foreign and Indian experts. The discussion in the workshop gave a lot of inputs for inclusion in the curriculum. Prof. Asoke Bhattacharya and Prof. Prasenjit Deb coordinated.

Cultural programme was held in the evenings which was enjoyed and appreciated by one and all.

- Prof. Prasenjit Deb

Nagaland University is organizing Research Methodology Course

The Department of Teacher Education & Department of Education, Nagaland University, Kohima is organizing a 10 day ICSSR sponsored Research Methodology Course for Ph.D. students in Social Sciences (such as Psychology, Philosophy, Social Work, Sociology, Anthropology, Education, Teacher Education, Economics, Political Science, Population Studies, Management Studies, etc.) from May 16-25, 2017. The objective of this course is to provide the scholars an orientation in research methodology focusing on both quantitative and qualitative methods of research analysis.

Young researchers who are pursuing their Ph.D. programme in universities and research institutions are eligible to apply. The application should be in specific format and submitted to course Director through e-mail along with the bio-data forwarded by Head/Dean/Research Supervisor of the

institution/university of the concerned applicant. The number of seats available is only 30 and the last date for submission of application is April 10, 2017. Selected candidates will be intimated through e-mail and in university website by April 12, 2017.

For more details regarding the programme Research Scholars may visit Nagaland University Site (Home page) which gives details including brochure and form of application.

The Scholars may also contact the Course Director Dr. M. Rajendra Nath Babu, Assistant Professor (Mobile - 09440858111, 0940220756, e-mail: mnrnb.svu@gmail.com or mrjendranathbabu@gmail.com or the Course Coordinator Smt. Narola Chuba, Assistant Professor (Mobile - 09436011390, e-mail: narochuba@yahoo.co.in)

‘औरत’

संघर्षों की पोटली को सर पर थामे
माँ, बेटी और पत्नी की भूमिका निभाती
सुख-दुःख की परछाईयों को जीवन्ता से लॉघती
साहसी औरत
जो कभी,
रहती थी चारदीवारी में
आज! बन्द किवाँड़ों को धकेल बाहर आ खड़ी है

अपनों के सपनों को पल्लू में बाँधे
कल के कर्णधारों को गोद में दुलारती
अपनी मुट्ठी में उनके भविष्य का खजाना बटोरती
प्रेरणाशील औरत
जो कभी, छुपती थी पर्दे में
आज! दूसरों को अपनी पदगामिनी बना रही है

अपने कन्धों पर पराक्रम का दोशाला ओढ़े
जिन्दगी की ऊँची-नीची पगड़ण्डियों पर निर्भीकता से कदम बढ़ाती
सफलता की सीढ़ियों को नापती
सबला औरत
जो कभी,
थी अबला के रूप में
आज! आसमान की बुलन्दियों को छूने को बेताब खड़ी है
- कुसुम वीर

Pakistan Education Statistics Report states that over 22 million children are out of schools. As many as 70% children in Balochistan and 58% in Federally Administered Tribal areas are out of school. (source: HT dt. 10.3.2017)

The Federally Administered Tribal Area is a semi-autonomous tribal region in North-Western Pakistan, bordering Pakistan's provinces of Khyber Pakhtunkhwa and Balochistan to the east and south and Afghanistan's provinces of Kunar, Nangarhar, Paktia, Khost and Paktika to the west and north. The Federally Administered Tribal Areas consist of seven tribal agencies (districts) and six frontier regions, and are directly governed by Pakistan's federal government through a special set of laws called the Frontier Crimes Regulations (FCR).

The territory is almost exclusively inhabited by the Pashtuns, who also live in the neighbouring provinces of Khyber Pakhtunkhwa and Northern Balochistan. They are largely Muslims. The main towns of the territory are Parachinar, Miranshah, Razmak, Kaniguram, Wana, Kalaya, Landi Kotal, Ghalanai and Khaar.

“The objective of government in peace and in war is not the glory of rulers or races but the happiness of the common man”

-Dr. APJ Abdul Kalam

Pratham Released Annual Status of Education Report 2016

Pratham, a leading NGO more interested in the field of education releases Annual Status of Education Report (ASER) regularly except in the year 2015. Recently it released ASER 2016 in New Delhi after conducting a massive survey of 589 rural districts covering 17,473 villages, 3,50,232 households and 5,62,305 children in the age group 3-16. The report highlights the following:

- At the all India level enrollment increased for all age groups between 2014 and 2016.
- No increase in private school enrollment between 2014 and 2016.
- Nationally reading ability has improved, especially in early grades in government schools.
- Arithmetic shows improvement in government schools in primary grades.
- Ability to read English is unchanged for lower primary grades.
- Children's attendance shows no major change from 2014.
- The out of school children between 6 and 14 years of age in Uttar Pradesh has increased from 4.9% in 2014 to 5.3% in 2016.
- The out of school children in Madhya Pradesh in the age group 6-14 years has increased from 3.4% in 2014 to 4.4% in 2016.
- The out of school children in Chhattisgarh in the age group 6-14 years has increased from 2% in 2014 to 2.8% in 2016.
- Uttar Pradesh, Bihar, Manipur, West Bengal and Madhya Pradesh have low attendance rates of

children at 50-60%.

- The all India enrollment ratio in the age group 6-14 years has slightly improved from 96.7% in 2014 to 96.9% in 2016.
- The proportion of Class 8 students who can solve a three digit by one digit division problem dipped from 68.4% in 2010 to 44% in 2014 and 2016 it was 43.3%. However, the proportion of class 3 students who can perform a 2 digit subtraction has increased from 25.7% in 2014 to 27.7% in 2016. This improvement, for the first time since 2010 comes mainly from government schools.
- English reading ability of class 3 students (reading simple words) at all India level increased from 28.5% in 2014 to 32% in 2016. The ability to read English at class 5 level found to be unchanged. However, 60.2% students of class 8 who could read simple sentences in 2009 declined to 46.7% in 2014 and further declined to 45.2% in 2016.
- 68.7% schools having usable toilets against 47.2% in 2010. Only 3.5% schools visited across India had no toilets in 2016.
- Only 20% schools had computers in 2016 which is marginally higher than 19.6% in 2014. However, 89% schools had computers in Kerala, 75.2% in Gujarat, 57.3% in Tamil Nadu and 55.1% in Maharashtra.
- Enrollment in government schools went-up in Kerala (from 40.6% in 2014 to 49.9% in 2016) and in Gujarat 79.2% in 2014 to 86% in 2016.

Youth Fair for Gender Equality organized at Raipur



The Centre for Women's studies, Pt. Ravishankar Shukla University, Raipur, Oxfam India and State Resource Centre, Chhattisgarh jointly organized a Youth Fair (Just Gender) for Gender Equality in the university campus on February 25, 2017 to develop an appropriate sense of gender equality among the

university students through games and activities. The programme had two parts - seminar and youth fair. The inaugural session was presided over by Smt. Shatabdi Pandey, Chairperson, Chhattisgarh State Commission for Protection of Child Rights while



the Chief Guest was Shri Sonmani Bora, IAS, Secretary, Department of Social Welfare, Sports and Youth Welfare, Govt. of Chhattisgarh.

Shri Sonmani Bora in his address said that gender issue is of changing relationship from childhood to old age and not confined to men or women only. He cited the concept of "Ardha-Narishwar" from Indian mythology and emphasized that every man and woman contained the seeds of both male and female and the need is only to develop them in a balanced way by striking equilibrium within each person, male or female.

Smt. Shatabdi Pandey in her speech said that many times women are incapable of raising their voice to convince others – be it the members of her family, community or society. She felt sorry for those women who face emotional and physical stress and domestic violence. The ultimate end for all these problems is women becoming strong educationally, economically and a part of decision making.

Others present on the occasion were Dr. Rabish Das, Registrar, Pt. Ravishankar Shukla University, Ms. Nirupama Bajpayee, Advocate (Bilaspur), Ms. Rubina Patel, Social Activist (Nagpur), Shri Anand Shukla, Regional Director, Oxfam India,

Chhattisgarh, Prof. Reeta Venugopal, Director, Centre for Women's Studies and Shri Tuhin Dev, Director, State Resource Centre.



A few selected students from different departments of the university (Gender Champions) conducted 15 stalls in the Fair which had gender oriented games like stop eve teasing (for boys), road side romeo (for girls), secret of beautification (only for girls), race for equality, sex determination and feedback (for the spectators). In the stalls discussions also were held on how to build a gender sensitive society in the presence of eminent guests and dignitaries. A film was also screened on women and gender equality.

-Tuhin Dev

JSS Hoshangabad organized Interactive Session for Women



On the occasion of International Women's Day on March 8, 2017, the Jan Shikshan Sansthan, Hoshangabad, Madhya Pradesh organized an interactive session for women in which the vocational resource persons and beneficiaries of the Sansthan participated. The Chief Guest on the occasion was Ms. Amruta Thakur, Corporator, Itarsi Municipality and Social Activist. Initiating the discussion Shri S.A.Hussain, Director, JSS gave a number of points in favour of women to be enterprising and active participants in decision making. He said that while India is progressing well in many fields women are still lagging behind which cannot ensure their inclusive growth.

Ms. Amruta Thakur in her address said that in the last many years women are progressing well in number of areas but the desired level is not achieved till date. To enable women be a part of decision making, many state governments have brought reservation of seats in local bodies but unfortunately, reservation in Parliament is still lingering in view of a few political parties taking a strong view against it. She said that women empowerment cannot be achieved by mere annual celebrations but by strong action.

Ms. Shweta Choube, Programme Officer, JSS said that women in India work more than men but in return get less payment. Even in glittering cinema field lady actors grudge that they get less than the male actors. In a way this goes against the constitutional guarantee of "Equal pay for Equal Work". Unfortunately, none is bothered to take-up the matter to appropriate authorities or court of law for rectification.

The participants not only heard the talk given but also discussed/raised various points which they feel discriminated in their house and outside.

-S.A. Hussain

Lecture on Capacity and Life Skill Building in Lifelong Learning

The Kalindi College, University of Delhi organized special lecture session on February 28, 2017 on "Capacity and Life Skill Building in Lifelong Learning". The speakers were Prof. Rajesh, Department of Adult, Continuing Education and Extension, University of Delhi and Shri Nitish Anand, Research Scholar. Prof. Rajesh in his address spoke in detail about the life skills and how they are important to all the people, particularly youth. He said that those who do not practice life skills in day-to-day life cannot succeed in their life. He motivated the college students to study the subjects more to gain knowledge instead of for reproducing in the examination. He also wanted the

students to pursue need based courses like lifelong learning instead of choosing the traditional subjects as they have more opportunities in the employment market.

Shri Nitish Anand while speaking on soft skills and competence said that self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, interpersonal skill, effective communication, coping with stress and coping with emotion are important which the students should cultivate early in their life.

-Nitish Anand

National Seminar on Lifelong Learning



Prof. Dalip Patil, Head of the Department of Lifelong Learning and Extension, University of Mumbai in his address spoke in detail about the history of university departments of adult, continuing education and extension/lifelong learning and the achievements made so far.

Prof. Deshbandhu Gupta, Dean, Academic Affairs, University of Jammu said that rural areas need more attention as they have a lot of potential for growth. Rural people must be given entrepreneurial skills so that they start self-employment to increase family income and supplement the income coming from agriculture operations.

Prof. S.K.Bhati, Head of the Department of Adult, Continuing Education and Extension, Jamia Millia



Islamia University, New Delhi was the Chief Guest in the valedictory function. He spoke on evolution of education system in the modern world and gave examples of benchmark set by some of the world countries. He also highlighted the role of universities in addressing the national goals and challenges confronted by the nation.

Dr. Kavita Suri, Director and Head of the Department of Lifelong Learning, University of Jammu and Ms Sonakshi Samnotra also spoke.

-Dr. Kavita Suri

The Department of Lifelong Learning, University of Jammu organized a two day National Seminar on Lifelong Learning and Sustainable Rural Development on February 22-23, 2017. The seminar was inaugurated by Shri Abdul Haq Khan, Minister for Rural Development and Panchayati Raj, Govt. of Jammu & Kashmir. In his address the minister said that in J&K rural development programmes are implemented more as a mission for which commitment and well defined vision and goals are necessary to achieve tangible targets. He said that a lot of benefits have reached the rural population through MGNREGP and Himayat but a lot more to be done in the days to come. He appreciated the university for organizing the seminar focusing on sustainable rural development and desired the students pursuing rural development course to do field work in rural areas to gain much needed experience and appreciation for the programmes implemented.

Prof. J.P. Dubey, Head of the Department of Adult, Continuing Education and Extension, University of Delhi in his Keynote Address said that rural development cannot be understood properly if it is not linked to extension work. Hence, students pursuing rural development course need intensive field work in which they can study the benefits of rural development programmes implemented in the villages.

SHG Convention-cum-National Conference on Women and Development

The Department of Lifelong Learning and Extension (REC), Palli Samgathana Vibhaga, Visva-Bharati organised a two day SHG Convention-cum-National Conference on Women and



Development on March 17-18, 2017. The inaugural session of the programme was graced by Swami Sarvalokanandaji Maharaj, Secretary, Ramakrishna Mission Lokasiksha Parishad, Narendrapur, Prof. Swapan Kumar Datta, Vice Chancellor, Visva-Bharati, Prof. Sabujkoli Sen, Director of Studies, Educational Innovations and Rural Reconstruction, Visva-Bharati, Prof. Amit Kumar Hazra, Registrar, Visva-Bharati, Prof. Ankar Majumdar, Principal, Palli Samgathana Vibhaga, Dr. Sujit Kumar Paul, Head, Department of Lifelong Learning and Extension (REC), Visva-Bharati and Dr. Rafikul Islam, Associate Professor, Department of Lifelong Learning and Extension. The programme was inaugurated by the dignitaries jointly lighting the ceremonial lamp in the midst of reciting Ved Mantra.

The entire programme was divided into two segments – March 17th was devoted to the members of Self-Help Groups, elected members of PRIs under the command area villages of REC and academicians to provide the academicians an exposure to the problems faced by people at grassroots level and also to know the success stories. The participants had an opportunity to discuss various issues, policies and programmes for women development with the



Director of Allahabad Bank Self Employment Training Institute, Bolpur, Birbhum, Senior Faculty members of the State Institute of Panchayat and Rural Development, Govt. of West Bengal, Kalyani, Women Development Office, Bolpur-Sriniketan Block and Joint Director, Bankers Institute of Rural

Development. On this occasion an exhibition was also organized which showcased the articles crafted/prepared by women which included jute work, copper wire products, different designs on cloth (kantha, batic, khesh etc.), ceramics and eatables (both namkeen and sweets).

The second segment on March 18th was devoted for presentation of papers by research scholars, teachers, development professional and academics of various government and non-government institutions from different parts of the country. In all around 56 papers were presented in parallel sessions.

- Dr.Sujit Kumar Paul

Swami Shradhanand College Celebrated Golden Jubilee

Swami Shradhanand College, Alipur, Delhi established in 1967 is a part of University of Delhi run under the trusteeship of the Delhi government named after Arya Samaj Educationist Swami Shradhanand. This college caters to the educational needs of around 5000 students from the nearby rural areas in various streams like

science, arts and commerce. The college celebrated its Golden Jubilee by organizing a number of programmes from March 6 to 8, 2017. On this occasion



all the departments of the college showcased the progress made by their departments in the last many years including success stories in an exhibition which was visited by present and old students, faculty members and staff of the college and the local people. Shri Vijay Goel, Union Minister of State for Youth Affairs and Sports (independent charge) inaugurated the Golden Jubilee Celebrations while Prof. I.M. Kapahi, Member, University Grants Commission was the Guest of Honour.

Prof. Rajesh, Chairman of the Governing Body of Swami Shradhanand College inaugurated the Botanical Garden in the college and also chaired NAAC Committee Meeting on this occasion.

The college received a message of good wishes from Shri Narendra Modi, Hon'ble Prime Minister for Golden Jubilee Celebration.

Nehru and Tagore Literacy Awards

Nominations Invited

Indian Adult Education Association invites nominations for Nehru and Tagore Literacy Awards for the outstanding work done for the promotion of literacy, adult education, continuing education and lifelong education. A model nomination form is given at page 10 here and the format can be used by the recommending person/institution.

Nehru Literacy Award instituted in 1968 is given to institutions/individuals in recognition of the services rendered and meritorious work done for the promotion of literacy and adult education in the country.

Tagore Literacy Award instituted in 1987 is given to those institutions/individuals who have given significant contributions for the promotion of literacy, adult and lifelong education, creating awareness and improving the social and economic status of women in the country.

The institutions / individuals nominated for Awards should have at least ten years of outstanding work in the field of literacy, adult education, continuing education and lifelong education and the assessment will be on the new initiatives taken and also the extent to which the work done can be a model for replication for others.

The awardees will be selected only on merit from the names nominated by NLMA, DAE, NUEPA, NCERT, UGC, Universities, State Literacy Mission Authorities, State Resource Centres, Members of IAEA and other educational institutions of repute.

The last date for receipt of nominations for both the Awards is July 15, 2017.

Nominations may be sent in a sealed envelope directly to Dr. Madan Singh, General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110 002 with all details about the institutions/individuals, outstanding work done, awards, if any, already received, specific recommendations for nominating the institutions/individuals. One can nominate more than one institution/individual but each one should be in a separate envelop.

The decision of the Selection Committee will be final.

Obituary



Shri Om Prakash Rajeshwar Swami expired on March 13, 2017. He was working as Technical Assistant in Group of Adult Education, School of Social Sciences, Jawaharlal University, New Delhi.

Shri Swami was a Life Member of Indian Adult Education Association from March 1999.

The Indian Adult Education Association conveys heartfelt condolences to the members of the bereaved family and prays for the departed soul to rest in peace.

**IAEA NEWSLETTER
Form IV**

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

Dated: 28-3-2017

Sd
Dr. Madan Singh
Publisher

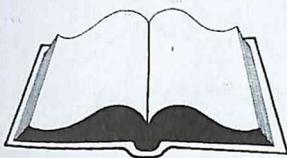
Nehru and Tagore Literacy Awards

Nomination Form

1. Name of the Institution/Individual recommended	
2. Complete postal address with pincode, telephone (office, residence), mobile number	
3. Outstanding work done by the Institution/Individual recommended (pl. give as much details as possible. If needed, a separate sheet can be attached alongwith the nomination).	
4. The name of the person who recommends the institution/ individual with designation, serving institution and complete postal address with telephone/ mobile number	
5. Specific recommendation clearly indicating the reason for suggesting the name of institution/ individual for the award	
6. Any other information the recommending person wish to give	

Date:

Signature
Name and complete address



Chatterjee, Suhita Chopra and
engupta, Jaydeep. *Death and Dying
n India: Ageing and end-of-life care of
the elderly*. Routledge, 2017: 208p.

This book examines different
settings where elderly die, including
hospitals, family homes and palliative
set-ups. The discourse is set in the
backdrop of international attempts to
restructure and reconfigure the health
delivery system for ageing population.
It makes critical commentaries on
global developments, offers state-of-art
views of recent advances,
substantiates and corroborates facts
by personal narratives and case
histories. The book overcomes a
segmental understanding of the field
by weaving various sociological,
medical, legal and cultural issues
together. This book examines
biomedicine's potential to meet the
complex needs of the dying elderly. In
an attempt to bring cultural sensitivity
in end-of-life care, they explore the lost
'art of dying' which has the
potential to de-medicalise death.

Increasing public sensitivity to poor
dying conditions of the elderly in India
and facilitating changes to improve
care systems, this book also
demonstrates the limitations of the
western specialization of death.

Government of India. India 2017.
Ministry of Information Broadcasting,
Publication Division, 2017.

India 2017, A Reference Annual,
gives a comprehensive view of
country's progress in the field of rural
and urban development, industry and
infrastructure, science and technology,
art and culture, economy, health,
defence, education and mass
communication. It also incorporates
sections on general knowledge,
current affairs, sports and important

events. It is a rich source of authentic
and definitive data.

Monster India. *Monster Salary Index
2016*. Monster India, 2016: 20p.

Women in India earn 25% less than
men, proving that gender continues to
be a significant parameter in
determining salaries in India,
according to the Monster Salary Index
(MSI) on gender for 2016. While men
earned a median gross hourly salary of
Rs345.8, women earned Rs259.8 in
2016. The gap has narrowed by two
percentage points from 27.2% in
2015 and is closer to the 24.1% in
2014. About 68.5% women at Indian
workplaces also feel that gender parity
is still a concern and the management
needs to "walk the talk".

Analyzing the employment intensive
sectors, the index derives that the
average gender pay gap in the
manufacturing sector stood at 29.9%.
This is an improvement of 5
percentage points from 2015—the
highest in India. This was followed by a
25.8% pay gap in the IT sector. The
gender pay gap in the banking,
financial services and insurance (BFSI)
sector was at 21.5%, which is still
below the general gender pay gap in
India (25%). In education and research
sector, the average gender pay gap
was at 14.7%.

Some Sectorial Overview:

**Information and Communication
Technology Services:**

- The average gender pay gap of
38.2% is one of the widest
observed in this report. Women
earn Rs142.5 less per hour than
men. This means that men gain
another 38.2% more of their
salary.
- Salaries for both, men and women,
decreased in 2015 and then rose
above the 2014 pay levels in
2016.
- Absolute decreases and increases
have been stronger for female
employees.

Financial Services, Banking and

Insurance

- The gender pay gap in the financial
services, banking and insurance
sector amounts to 21.5%.
- This is slightly under the general
gender pay gap in India (25%). On
average, men earn an hourly
median wage of Rs346.4 and
women Rs272.
- The comparison of the three years
reveals that the wages for both
genders experienced only little
changes from 2014 to 2015.
- In 2016, however, wages rose by
Rs144.3 (+45.4%) for male
employees and by Rs79.5
(+29.8%) for female employees.
Therefore, while the gender pay
gap shrank slightly from 2014 to
2015, it grew again in 2016 to
25.0%.

Education and Research

- In the education and research
sector, the gender pay gap amounts to
14.7% on average. It is nearly 10
percentage points below the overall
level of 25%
- Hourly median wages for men
have risen by 7.0% from Rs190.5 to
Rs203.8 between 2014 and 2016
- Women also gained more in 2016
than 2014 as much as Rs50.5
(32.8%). The gender pay gap
increased again from 19.2% and
13.1% in 2014 and 2015,
respectively, to -3.4% in 2016.

**Healthcare, Caring services, and
Social Work**

- On average, a 22.6% gender gap
exists in the healthcare, caring
services, and social work sector. Male
employees earned Rs242.4, female
employees Rs187.6 per hour (-Rs
54.8)
- The gender pay gap was smallest
in 2015 with only Rs8.3 (3.6%) making
wages nearly equal. In 2016, however,
the gap increased significantly to
Rs103.3 (39.9%).

Compiled by Neha Gupta
Jr. Librarian-cum-Documentation
Assistant

Mahila Shanti Sena has a major role to play - Prof. Rama Singh

The Department of Lifelong Learning and Extension, Gandhigram Rural Institute Deemed University organized an interaction programme with



Dr. Rama Singh, Professor of Biology, Mc. Master University, Hamilton, Canada on February 2, 2017. The programme was attended by the members of Mahila Shanti Sena, faculty member and staff of the Department of LL&E. Dr. M. Mallamal, Professor, Department of Gandhian Thought and Peace Science and Dr. K.Velumani, Director of the Centre for Women's Studies were also present on the occasion.

In this interactive programme Dr. Rama Singh narrated in brief the story behind the evolution of Mahila Shanti Sena and its relevance in solving the problems of women. She said that the very concept of Shanti Sena was envisioned none other than Mahatma Gandhi and was formally started at Vaishali, Bihar in February 2002. Later on such groups have been formed in Odisha, Assam, Manipur, and Arunachal Pradesh. In Tamil Nadu the first training programme under the banner of Mahila Shanti Sena was organized at Gandhigram Rural Institute in June 2015, by Dr. R.Kalpna, Department of Lifelong Learning and Extension, GRI, Gandhigram. Dr. Rama Singh told that in the changing social scenario Mahila Shanti Sena can play a major role for the empowerment of women.

Thereafter, the participants raised a number of questions and

quarries about the problems they were face while working in the community. Smt. Philomina Rose Mary, Smt. M. Nagavalli, Smt.



Velliammal, Smt. Mahalaxmi and Smt. P. Geetha also shared their experience and views.

Dr.L.Raja, Professor and Head of Department and Dr. R.Venkataravi, Associate Professor, Lifelong Learning and Extension translated the view expressed by Dr.Rama Singh in Tamil for the benefit of the participants.

-Dr. L.Raja

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Professor Soren Ehlers visited IIAE



Professor Soren Ehlers, Associate Professor at Danish School of Education, Aarhus University, Denmark visited International Institute of Adult and Lifelong Education (IIAE), New Delhi on March 22, 2017 and had a discussion with Prof. S.Y. Shah, Director, Dr. V. Mohankumar, Joint Registrar, Smt. Kalpana Kaushik, Administrative Officer and Ms. Shalini Singh, Senior Fellow of IIAE regarding collaborative programme between the Institute and Aarhus University. During his visit he was presented a copy of the book "International Dimensions of Adult and Lifelong Learning" in which the Roby Memorial Lecture delivered by Professor Soren Ehlers is also a part.

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IGNOU MAAE and PGDAE Students' Counseling



A counseling session for the students pursuing IGNOU's MA Adult Education and Post-Graduate Diploma in Adult Education was organized on April 13, 2017 in IGNOU Study Centre of International Institute of Adult and Lifelong Education.

The students interacted with the Academic Counselors Prof. S.Y. Shah, Prof. Rajesh, Dr. V. Mohankumar, Dr. A. Mathew, Dr. Mandakini Pant and Dr. Bani Bora on the lessons and practical work. The students also had the opportunity to meet Prof. Thomas J. Sork, Professor, Adult Learning and Education, Department of British Columbia, Vancouver, BC Canada and Prof. Asoke Bhattacharya, former Professor, Department of Adult, Continuing Education, Jadavpur University, Kolkata and Scholar in Residence

of International Institute of Adult and Lifelong Education.

Prof. Thomas Sork while interacting with the students said that adult education as a subject of study is taught in many universities all over the world and appreciated the students for selecting the particular subject in

Open Distance Learning mode. He further said that this subject will enable them understand about the community and society in much more detail.

Prof. Asoke Bhattacharya said that students of adult education should know about Paulo Freire, a Brazilian who strived hard for the

".....If we, for a moment, pause to look with empathy at the happenings in society around us, and if we try to understand these, we would be amazed to see that there are lakhs of people, who besides their own personal responsibilities are working selflessly, for society – the exploited, victimized, and deprived for the poor and the oppressed. That too silently, and with devotion, as if they are performing 'tapasya' or 'sadhana'. There are many who regularly go to hospitals to serve patients. There are many who rush to donate blood, when required. There are many who try to provide food to the hungry. Our country is a splendored land".

**Prime Minister
Narendra Modi**

'Mann Ki Baat', March 26, 2017

liberation of oppressed. He was against the culture of silence and hence, he wanted the people to speak so that they are able to convey what they think instead of simply accepting or following the dictum of others.

Dr. M.V. Lakshmi Reddy, Programme Coordinator, IGNOU during interaction with students explained about the practical work to be done by them and submission of reports to Study Centre which is an important academic work for the first year of study. He also said that they

should read the learning materials and understand the contents as they are prepared for self-learning. According to him the more one reads the material better will be the understanding. He advised the students who have not got the learning materials to contact IGNOU Regional Centre, Delhi - 2 to avail the same. He wanted the students to contact him over phone or by e-mail for more clarification, if any. (e-mail: lakshmireddy_m_v@hotmail.com Tel: 011- 29572935 (O), 09868956537 (M).

Students asked a few questions/points for clarification which was provided by both Dr. Lakshmi Reddy and the Academic Counselors.

Finally, Shri K.C.Choudhary, Chancellor, International Institute of Adult and Lifelong Education requested the students to concentrate on studies as the examination is fast approaching and any further clarification needed can be availed from the Academic Counselors either on phone or by visiting the Study Centre.

IGNOU opens applications for July 2017 academic session

The Indira Gandhi National Open University (IGNOU) offers Post-Graduate Diploma in Adult Education (PGDAE) and Master of Arts in Adult Education (MAAE) through Open Distance Learning Mode. The university has already issued admission notification for July 2017 academic session. The details of these courses are available in IGNOU website (www.ignou.ac.in). Admission form can be filled online at IGNOU website.

The International Institute of Adult and Lifelong Education (IIALE) is a recognized Study Centre (Centre Code: 29049P) of IGNOU which is

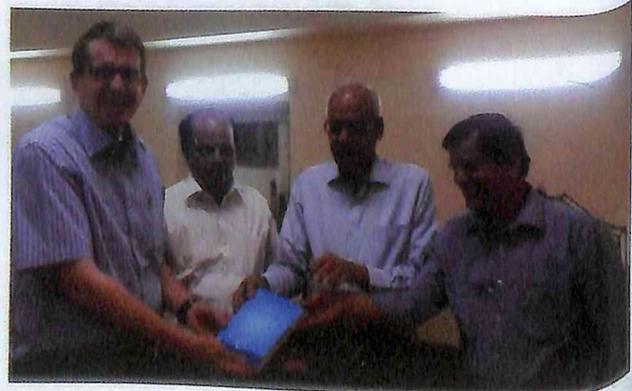
functioning in the premises of Indian Adult Education Association at 17-B, Indraprastha Estate, New Delhi - 110 002. Students enrolling in these courses from Delhi and National Capital Region (NCR) can choose IGNOU Regional Centre 2 and the Study Centre Code of 29049P. Best academic support will be provided by learned faculty of the centre through contact classes.

Those who reside outside Delhi and National Capital Region can choose the nearby IGNOU Regional Centre and Study Centre as per their convenience.

Recent Publication given to Prof. Sork

International Institute of Adult and Lifelong Education recently has brought out a book titled "International Dimensions of Adult and Lifelong Learning" containing James A. Draper and Roby Kidd Memorial Lectures. This book has been edited by Prof. S.Y.Shah and Shri K.C.Choudhary.

A copy of the book was given to Prof. Thomas J. Sork, Professor, Adult Learning and Education, Department of Educational Studies, University of British Columbia, Canada on April 13, 2017 when he visited the institute by Shri K.C.Choudhary, Chancellor, International Institute of Adult and Lifelong Education. Others present on the occasion were Prof.S.Y.Shah and Prof. Asoke Bhattacharya.



"Yesterday was Experience, Today is Experiment and Tomorrow is Expectation.
So use your **Experience** in your **Experiment** to achieve your **Expectation**".

Jan Shikshan Sansthans Conducted Capacity Building Training



Jan Shikshan Sansthans Silchar and Agartala jointly organized Capacity Building Training for the members of the staff at Silchar on March 25-26, 2017. The first day was devoted to lecture sessions for which the resource support was provided by Indian Adult Education Association and on the second day the participants had field visit to a few vocational training centres in Arkatipur Tea Estate.

The inaugural session of the training programme was chaired by Shri Bimal Nath Choudhury, Vice Chairman, JSS, Silchar and the inaugural address was given by Swami Baikuntha Nanda Maharaj of Ramakrishna Mission, Silchar. Others spoke on the occasion were Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi, Shri Dilip Kumar, Editor, Purna Bharati, Shri Sibasis Bhattacharya, Director, JSS, Agartala and

Shri Shauvik Das Choudhury, Director, JSS, Silchar.

Out of three technical sessions held, presentations were made in two sessions on the topics "Journey of Jan Shikshan Sansthan" and "Lifelong Learning and Skill Development". The third session was open to all in which discussion was held on all issues related to skill development.

The field visit to Tea Estate provided an opportunity to the trainees to interact with the villagers, know about their economic conditions, the need for additional skill to improve their economic conditions and the role of JSS, Silchar in organizing vocational training programmes at their door steps which benefited a number of people.

The participants at the end of the programme unanimously recommended for more such training programmes in future also.

सम्मानित किये गये डॉ. मनोहर सिंह राणावत

भारतीय प्रौढ़ शिक्षा संघ के वर्तमान उपाध्यक्ष डॉ. मनोहर सिंह राणावत इतिहास में अपनी गहरी रुचि एवं अनवरत शोध कार्यों के लिए जाने जाते हैं। श्री नटनागर शोध संस्थान, सीतामऊ (मालवा) के निदेशक एवं प्रताप शोध संस्थान, उदयपुर के मानद निदेशक के तौर पर वे विगत उन्तालीस वर्षों से इतिहास विषय में गंभीर अध्ययन एवं अन्वेषण कार्य को सतत रूप से अपनी सेवाएं प्रदान कर रहे हैं। उन्होंने अब तक तेरह पुस्तकों का लेखन एवं छब्बीस पुस्तकों का संपादन किया है।

इतिहास के क्षेत्र में इस उल्लेखनीय योगदान के लिए दिनांक 25 मार्च 2017 को आयोजित सम्मान समारोह में मध्य भारतीय इतिहास अनुसंधान प्रतिष्ठान, ग्वालियर (म.प्र.) द्वारा उनका सार्वजनिक अभिनंदन एवं सम्मान किया गया।

— प्रो. संजय स्वर्णकार
निदेशक



"Intolerance has never been allowed in India and unity in diversity with mutual coexistence and understanding is the strength of the country. Managing this diversity is its greatest power".

- President Pranab Mukherjee
at festival 'Namami Brahmaputra'

German Students Visit to IIALE



Ms. Petra Paueger and Mr. Jan-Philipp Schaefer, students pursuing Master's Programme in Adult Education at Julius Maximilian University, Würzburg, Germany are in India on students exchange programme with the Department of Adult, Continuing Education and Extension, University of Delhi and International Institute of Adult and Lifelong Education (IIALE). They visited the institute on April 19, 2017 and had a fruitful interaction on topics of academic interest with Shri K.C.Choudhary, President, Indian Adult Education Association and Chancellor, IIALE, Prof.S.Y.Shah, Director, IIALE, Dr.V.Mohankumar, Director, IAEA, Dr. Mandakini Pant and Dr. Bani Bora, Senior Fellows, IIALE, Shri Suresh Khandelwal, Joint Secretary, IAEA and Smt. Kalpana Kaushik, Deputy Director, IAEA.

Dr. Thomas J. Sork, Professor, Adult Learning and Education, Department of Educational Studies,

University of British Columbia, Vancouver, BC Canada and Distinguished Professor, IIALE was also present on that day and the students had the added advantage of exchanging ideas with him also.

Ms. Arunima Chouhan and Ms. Sunita Sijwali, students from Jamia Millia Islamia University who had earlier visited Germany on students exchange programme were also present.



Both the German students went round the library and documentation centre guided by Smt. Neha Gupta, Jr. Librarian-cum-Documentation Assistant, IAEA.

Martha Farrell Award Presented



Justice A.P.Shah giving away Awards
Others standing are Rizwan Adatia, Kamlu Bhasin, Anshul Tewari, Sushma Nath

Martha Farrell Award instituted jointly by Rizwan Adatia Foundation (RAF) and PRIA for excellence in women's empowerment is in memory of Dr. Martha Farrell, former Director, Participatory Research in Asia

(PRIA) who was killed in a terrorist attack on May 15, 2015 in Kabul, Afghanistan. The award is given under two categories - *Most Promising Individual* and *Best Organization for Gender Equality*. Both the awards carry

cash prize of Rs.1.50 lakh each. In a function organized at Nehru Memorial Auditorium, Teen Murti Bhavan, New Delhi on April 7, 2017 the award for the year 2017 was given to Ms. Rakhi Gope, a resident of the tea estate Falakata in Alipurduar district of West Bengal for her fight against child trafficking within her community and for rescuing hundreds of victims of trafficking and facilitating their rehabilitation by linking them to government-sponsored livelihood and shelter programmes and Majlis Legal Centre, Mumbai for

providing legal support and legal training to women by defending over 50,000 women in their struggle against domestic and sexual violence and training over 4000 women lawyers on various laws related to women's rights in Maharashtra. Ms. Rakhi Gope and Adv. Flavia Agnes, Founder, Majlis Legal Centre received the award from the members of Jury.

Dr.V.Mohankumar, Director and Smt. Kalpana Kaushik, Deputy Director attended the function on behalf of Indian Adult Education Association.

India's Best Higher Education Institutions

In order to rank the best of India's higher education institutions, the Union Ministry of Human Resource Development conducted a survey in which 3300 institutes were considered. Under the National Institutional Ranking Framework (NIRF) 20 parameters were used to rank the institutes which included teaching/learning resources, research, graduation outcomes (employability), outreach/social and gender inclusivity and perception. Institutions ranked based on merit are:

S.No.	Top 10 overall rankings	Top 10 Universities	Top 10 colleges
1.	Indian Institute of Science Bangalore	Indian Institute of Science Bangalore	Miranada House, Delhi
2.	Indian Institute of Technology Madras	Jawaharlal Nehru University, Delhi	Loyola College, Chennai
3.	Indian Institute of Technology Bombay	Banaras Hindu University, Varanasi	Shri Ram College of Commerce, Delhi
4.	Indian Institute of Technology Kharagpur	Jawaharlal Nehru Centre for Advanced Scientific Research, Bengaluru	Bishop Heber College, Tiruchirapalli
5.	Indian Institute of Technology Delhi	Jadavpur University, Kolkata	Atma Ram Sanatan Dharma College, Delhi
6.	Jawaharlal Nehru University, Delhi	Anna University, Chennai	St. Xavier's College, Kolkata
7.	Indian Institute of Technology Kanpur	University of Hyderabad, Hyderabad	Lady Shri Ram College for Women, Delhi
8.	Indian Institute of Technology Guwahati	University of Delhi, Delhi	Dyal Singh College, Delhi
9.	Indian Institute of Technology Roorkee	Amrita Vishwa Vidyapeetham Coimbatore	Deen Dayal Upadhyaya College, Delhi
10.	Banaras Hindu University, Varanasi	Savitribhai Phule Pune University, Pune	The Women's Christian College, Chennai

Prof. Reddeppa Reddy selected for UGC Emeritus Fellowship

Prof. M.C.Reddeppa Reddy, former Principal, Sri Venkateswara University College of Education & Extension Studies and former Director, Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati, Andhra Pradesh has been selected for UGC Emeritus Fellowship for the year 2017-18 under the Education Subject/Stream. The fellowship is for two years. He will pursue his research on the topic "Best Practices in Career Guidance and Counseling Programmes of different colleges/universities in Andhra Pradesh and Kerala". Prof. Reddy is a Life Member of Indian Adult Education Association.



Sugan Bhatia Memorial Lecture

Prof. Sugan Bhatia, former Professor, Department of Adult, Continuing Education and Extension, University of Delhi expired on November 26, 2016. The first Sugan Bhatia Memorial Lecture was arranged by the Department on April 18, 2017 which was attended by students, research scholars, faculty members of the university including Prof. Suresh Kumar, Head, Department of African Studies and invited guests which included Prof. D. S. Rawat, Hemwati Nandan Bahuguna Garhwal University, Srinagar, Shri K.C.Choudhary, President and Dr. V. Mohankumar, Director, IAEA. After a brief welcome address by Prof. Rajesh and introductory remarks by Prof. J.P. Dubey, the lecture was delivered by Prof. Thomas J. Sork, Professor,



Adult Learning and Education, Department of Educational Studies, University of British Columbia, Vancouver, BC Canada on the topic "Preparing Adult Learning Professionals for the Bumpy (Trumpy) Road Ahead".

Prof. Thomas Sork started his lecture with an explanation for 'Trumpy' followed by raising a few important issues which trouble preparing the professionals like growing nationalism, nativism, xenophobia, inequality, changing nature of work and disappearing jobs, undermining the democratic institutions and growing suspicion/distrust of consensus. He said that resilience is important for the professionals with the capacity to recover quickly from difficulties and toughness. He quoted the

example of the cities becoming resilient to physical, social and economic challenges that grow part of 21st century.

Prof. Thomas explained in detail the UN Sustainable Development Goals 2030 and particularly Goal 4 which is directly related to education. Finally, he concluded his lecture stating that some of the important issues which should be addressed are best practices Vs conventional wisdom, parents missing effective engagement, standard competencies missing from essential capabilities, moral imperative become more radical to the pursuit of sustaining the goals.

Thereafter, Prof. Suresh Kumar, Dr.V.Mohankumar and Prof. Prakash Narayan also gave their thoughts on the topic chosen for the lecture.

At the end Prof. V.K. Dixit gave the concluding remarks and vote of thanks.

‘प्रश्न छोड़े ही नहीं’

संस्कृति की नींव पर
दृढ़ जो ईमारत थी बनी
अब थरथराती वह धरोहर
कोई प्रश्न छोड़े ही नहीं

नोट बन्दी पर हुई है
खूब चर्चा आज तक
आंतक, नक्सल पर असर क्या
पूछता कोई नहीं

चिन्तन-मनन परमार्थ के जो
नाद गुंजित थे कभी
खोजने पर भी कभी
उनकी झलक पाते नहीं

मूल्यमय जीवन शिला पर
अनुबंध बांधे जो कभी
ढूँढ़ने से भी कहीं वे
अब नज़र आते नहीं

अन्याय, भ्रष्टाचार को अब
मूक बन सहते सभी
उसको कुचलने के लिए
कोई शौर्य दिखलाता नहीं

हैं किवाड़ें बन्द अब
स्नेह और सौहार्द की
निज स्वार्थ लिप्सा छोड़कर
क्यों प्रेम पट खोले नहीं

निःस्वार्थ थी जो राष्ट्र भक्ति
आज सौदा बन गई
राजनीति की जुबां पर
सत्य मुखरित है नहीं

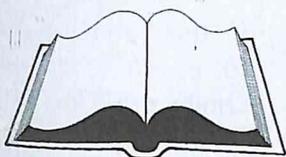
बढ़ते कभी थे पग हमारे
सम्यता की उगर पर
आज उस मग पर कभी
क्यों पांव भी धरते नहीं

— कुसुम वीर

कारागार में विधिक प्रशिक्षण कार्यक्रम

कारागारों में बंद कैदियों को कानून एवं उनके अधिकारों से संबंधित अनेक प्रकार के जानकारों की आवश्यकता होती है। शिक्षित कैदियों को समुचित प्रशिक्षण प्रदान किया जाय तो वे कैदियों को इस दिशा में मदद प्रदान कर सकते हैं। इसी दिशा में पहल करते हुए फिरोजाबाद जिला कारागार के अधिकारियों ने दिनांक अप्रैल 2017 को कारागार के सभी वॉलन्टियर्स को कारागार एवं उनके अधिकारों संबंधित प्रशिक्षण प्रदान करने के लिए प्रशिक्षण कार्यक्रम का आयोजन किया। कार्यक्रम में जिला विधिक सेवा प्राधिकरण के अध्यक्ष जिला जज श्री पी. के. सिंह ने सभी वॉलन्टियर्स को उनके अधिकारों के बारे में विस्तार से बताया।

— मो. अकरम
जेल अधीक्षक



Cadman, Hilary. **Global Tuberculosis report 2016**. WHO, 2017: 214p.

It provides an assessment of the epidemic and progress in TB diagnosis, treatment and prevention efforts, as well as an overview of TB-specific financing and research. It also discusses the broader agenda of universal health coverage, social protection and other SDGs that have an impact on health. Data were available for 202 countries and territories that account for over 99% of the world's population and TB cases.

The report also has four annexes. Annex 1 explains how to access the online WHO global TB database and provides further details about the 2016 round of global TB data collection. Annex 2 contains country profiles for the 30 high TB burden countries (profiles for other countries are available online⁴) and Annex 3 contains profiles for WHO's six regions. Annex 4 provides data tables that give details of key indicators for the most recent year for which data estimates are available for all countries.

Chaudhuri, Sanjukta. **The Economic Lives of Women and Girls in India: A Feminist-Economics Approach**. Routledge, 2017: 336 p.

A recent report by the United Nations has stated that based on mortality figure, India is the world's most dangerous country to be born as a girl.

This book presents a much-needed feminist-economics analysis of the status of females in India, combining empirical and theoretical analysis so as to evaluate and explain key ways in which Indian girls and women are faced with gender inequality during the course of their lives. The book explores sex selective abortion; the

gender gap in child nutrition, mortality and morbidity; schooling, education, and child labour; health and fertility; women's labour market participation; violence against women; and married women's status in the household.

Ratnoo, Himmat Singh. **Migration of Labour in India: The squatter settlements of Delhi**. Routledge, 2017: 224 p.

The book *Migration of Labour in India: The squatter settlements of Delhi* analyses the decisive factors in labour migration. Based upon a thorough and robust examination of migrants to three slum localities of Delhi stretching over four decades, the book examines why people migrate, the circumstances of their decision and their experience at their destination. The book examines the myths of urban policy – that "rural development" will reduce migration to the cities, that "growth poles" can be created to divert migrant flows, and that government has the power to influence significantly migration scales and directions while pursuing essentially unpredictable market-driven economic growth.

United Nations Development Programme. **Human Development Report 2016: Human Development for Everyone**. New York, United Nations Development Programme, 2016: 286p.

The 2016 Human Development Report analyzed analytically and empirically grounded discussions of major development issues, trends and policies.

The cover reflects the basic message that human development is for everyone—in the human development journey no one can be left out. Using an abstract approach, the cover conveys three fundamental points. First, the upward moving waves in blue and whites represent the road ahead that humanity has to cover to ensure universal human development. The different curvature of the waves alerts us that some paths will be more difficult and sailing along those paths will not be

easy, but multiple options are open. Second, in this journey some people will be ahead, but some will be lagging behind. Those lagging behind will need helping hands from those who are ahead. The gestures of the two hands reflect that spirit of human solidarity. Third, the two colours—green and blue—and the hands at the top—convey that universal human development requires a balance among planet, peace and people.

The Report argues that caring for those left out requires a four-pronged policy strategy at the national level: reaching those left out using universal policies, pursuing measures for groups with special needs, making human development resilient and empowering those left out.

The Report rightly recognizes that national policies need to be complemented by actions at the global level. It addresses issues related to the mandate, governance structures and work of global institutions. It draws attention to the fact that even though we have grown accustomed to heated debates winding up in gridlock at the national, regional and global levels, underneath the rumble of all that, consensus has been emerging around many global challenges to ensure a sustainable world for future generations. The Report complements the 2030 Agenda by sharing the principle of universalism and by concentrating on such fundamental areas as eliminating extreme poverty, ending hunger and highlighting the core issue of sustainability. The human development approach and the 2030 Agenda can be mutually reinforcing by contributing to the narrative of each other, by exploring how human development and Sustainable Development Goal indicators can complement each other and by being a forceful advocacy platform for each other.

Compiled by Neha Gupta
Jr. Librarian-cum-Documentation
Assistant

CERTIFICATE COURSE IN COUNSELLING & GUIDANCE (May-July, 2017)

The International Institute of Adult and Lifelong Education (IIALE) announces three months Certificate Course in Counseling & Guidance. This is an integrated course on lifelong learning to enhance understanding about one's self and others through empathetic approach.

The objectives of the course are - help one to understand 'self' so that he/she learns to address the issues related to self, develop ability to understand others with empathy so as to ensure a relatively happy and healthy relationship with family and friends, develop empathetic understanding about one's own social responsibility and develop stress management skills to handle the counseling situation effectively.

The academic team consists of senior academicians from universities, practicing professionals on counseling and guidance and development professionals on social responsibility along with the faculty support of Indian Adult Education Association (IAEA) and IIALE. The Core Team Members includes Prof. S.Y Shah, Director, IIALE, Prof. N.K.Chadha, Professor and Chairperson (Research and Doctoral Programme), Manav Rachna International University & former Professor and Head, Psychology Deptt, University of Delhi, Dr. V. Mohankumar, Director, IAEA, Prof. Rajesh, Chairman, SSC College, University of Delhi, Dr. Priya Bir, Associate Professor, AMV, University of Delhi, Ms. Meenu Bhargava, Career Counsellor & Director, Karan Consultants, Mr. Sunnel Keswani, Life Skill Management Professional and Mrs. Kalpana Kaushik, Deputy Director, IAEA. Dr. Bani Bora, Senior Fellow, IIALE (Course Director).

The certificate course is of three months duration (part-time) comprising of 60 sessions. The Medium of Instruction will be English and Hindi. There will be three batches and the timings are: 10.00 a.m. to 12.00 noon, 1.30 p.m. to 3.30 p.m. and 4.30 p.m. to 6.30 p.m.

Eligibility criteria for admission: Graduate/pursuing graduate course in any discipline. (Young graduates, senior citizens, development/technical professionals,

homemakers who are eager to learn).

Course Fee: Rs.5,000/- (Rs.2000/- registration fee (non refundable), tuition fee, study material and cost of certificate).

How to apply: Write to the Course Director banibd@gmail.com for an appointment for interview. **Registration is on.**

Course venue: International Institute of Adult and Lifelong Education, IAEA, 17-B, IP Estate, New Delhi-110 002. **Website:** www.iaele.org, + 91 9971493021 (M)

Seminar on Persons with Disability

A seminar on "Persons with Disability Act 1995" was organized by State Resource Centre Kerala in collaboration with Kerala State branch of Indian Adult Education Association and Dr. K. Sivadasan Pillai Foundation on March 25, 2017 at SRC Conference Hall Thiruvananthapuram.

Shri Jayakumar V, Secretary of Parents Association of Disability Students (PADS), Thiruvananthapuram introduced the topic and explained various difficulties faced by disabled persons and also not able to establish their needs and rights. Along with the disabled persons their parents also face a number of difficulties not only managing the disabled persons but also humiliating attitude of the on lookers and passersby. The Disability Act 1995 enacted by the government has adequate provisions not only for mainstreaming the persons with disability but also the role of caretakers.

The session chaired by Shri T. Ansari, Retired Principal of Special School, Kariavattom.

After the lecture sessions was over the participants actively participated in the open session.

Shri Harish Kumar S. welcomed all those present and Dr. N. B. Suresh Kumar, Director, SRC gave the concluding remarks.

- Harish Kumar S.

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Indian Adult Education Association

Devi Ahilya University and IAEA organizing National Seminar

The Department of Lifelong Learning, Devi Ahilya Vishwavidyalaya (DAVV), Indore in collaboration with Indian Adult Education Association, New Delhi is organizing a one day national seminar on "Lifelong Learning and Skill Development" in the university campus on August 19, 2017. The Vice Chancellor of the university is expected to inaugurate the seminar while Prof. B.S.Garg, former Chancellor, JRN Rajasthan Vidyapeeth University, Udaipur and Patron, IAEA to preside. The resource support will be provided by well known adult educationists.

The invited participants will include Directors of University Departments of Adult, Continuing Education and Extension, Executive Committee Members of IAEA, Adult Education Activists, faculty members of DAVV, Directors of SLMAs, State Resource Centres and Jan Shikshan Sansthan.

The seminar is coordinated by Dr. Bharti Joshi, Assistant Director, Department of Lifelong Learning, DAVV.

EC, Council and GB Meetings of IAEA to be held at Mhow

The meetings of Executive Committee, Council and General Body of Indian Adult Education Association will be held at Shanti Niketan, Village Umariya, Mhow (Old Agra-Bombay Road), Indore, Madhya Pradesh as given below:

1. Executive Committee - August 20, 2017 at 10:00 a.m.
2. Council meeting - August 20, 2017 at 11:30 a.m.
3. General Body meeting - August 20, 2017 at 12:00 noon
4. Special General Body meeting - August 20, 2017 at 12:30 p.m.

आयोजित हुई सीएलएस की प्रयोगात्मक परीक्षा



पुस्तकालय विज्ञान में प्रमाण पत्र कोर्स हेतु भारतीय प्रौढ़ शिक्षा संघ द्वारा संचालित केन्द्र के 13वें बैच के लिए कुल 12 प्रशिक्षणार्थियों का नामांकन किया गया जिसमें से 11 प्रशिक्षणार्थियों ने परीक्षा में भाग लिया। इन सभी की प्रयोगात्मक परीक्षा संघ के कार्यालय में दिनांक 8 मई 2017 को आयोजित की गई। परीक्षा संघ के सहायक निदेशक श्री मुरारीलाल शर्मा तथा सहायक श्री जय भगवान के देख-रेख में संपन्न हुई जिसकी अवार्ड शीट और अटेन्डेंस सीट उसी दिन राष्ट्रीय मुक्त विद्यालययी शिक्षा संस्थान नोएडा में जमा करा दी गई। विदित है कि इन सभी प्रशिक्षणार्थियों की लिखित पूर्व में ही संपन्न हो चुकी है। संघ इन सभी के उज्ज्वल भविष्य की कामना करता है।

—जयभगवान



भारतीय प्रौढ़ शिक्षा संघ
Indian Adult Education Association

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F. No. IAEA/Adm/5-13-3/2017-19

May 2, 2017

Notice

Sir/Madam,

The meeting of the General Body of Indian Adult Education Association will be held at Shanti Niketan, Village Umariya, Mhow (Old Agra-Bombay Road), Indore, MP on August 20, 2017 (Sunday) at 12:00 noon to consider the following agenda items:

1. Confirmation of the minutes of last meeting of the General Body held on December 5, 2016 at Lucknow.
2. Adoption of Audited Statement of Accounts for the year 2016-17.
3. To consider the report of activities from December 2016 to July 2017.
4. Any other matter with the permission of the chair.
 - (i) Condolence

All the members of the General Body are cordially invited to attend the meeting.

(Dr. Madan Singh)
General Secretary

To the members of General Body of IAEA.



भारतीय प्रौढ़ शिक्षा संघ
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F. No. IAEA/Adm/5-13-3/2017-19

May 2, 2017

Notice

Sir/Madam,

The Special General Body meeting will be held at Shanti Niketan, Village Umariya, Mhow (Old Agra-Bombay Road), Indore, MP on August 20, 2017 (Sunday) at 12:30 p.m. to consider the following amendment/additions and alterations in Rules and Regulations of Indian Adult Education Association.

Clause	Existing Rule	Proposed Rule
6.0.(d)	The Office-bearers and Members of the Executive Committee shall be elected for not more than three consecutive terms for the same post held by a member. No Office Bearer or member of the Executive Committee shall continue for more than three consecutive terms *for Ten years whichever is less but after expiry of one term he/she shall be eligible for reelection). *(this provision of the clause shall be applicable after 10 years i.e. 2016).	The Office-bearers and Members of the Executive Committee shall be elected for not more than three consecutive terms for the same post held by a member.
7.2.(a)	The Executive Committee shall ordinarily meet at least thrice in a year. Notice of the meeting of the Executive Committee shall be dispatched to the members and such notice shall be accompanied by the Agenda. 21 days notice shall be given for convening a meeting of the Executive Committee. However, emergency meeting of the Executive Committee may be convened to consider urgent matter by giving shorter notice.	The Executive Committee shall ordinarily meet at least twice in a year. Twenty one days notice shall be given for convening a meeting of the Executive Committee and such notice shall be accompanied by the Agenda.
7.2.(c)		An emergency meeting of the Executive Committee may be convened to consider urgent matter, if any, by giving a short notice.

All the members of the General Body are cordially invited to attend the meeting.

The second Special General Body Meeting, if necessary, to ratify the decisions of the special general body meeting will be held on September 19, 2017 (Tuesday) at 4:00 p.m. at Asha Kalan Kendra, 330, Main Street, Mhow (MP).

(Dr. Madan Singh)
General Secretary

To the members of General Body of IAEA.

Nominations are invited for Nehru and Tagore Literacy Awards

Indian Adult Education Association invites nominations for Nehru and Tagore Literacy Awards. **Nehru Literacy Award** is given to institutions/individuals in recognition of meritorious work done for promotion of literacy and adult education and **Tagore Literacy Award** is given to institutions/individuals for the promotion of literacy, adult and lifelong education, creating awareness and improving the social and economic status of women.

Nominations can be made in the specific format as given here. One can nominate more than one institution/individual but each

one should be sent in a separate envelop. The last date for receipt of nominations is July 15, 2017.

Nominations may be sent in a sealed envelope addressed to Dr. Madan Singh, General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110 002.

The decision of the Selection Committee will be final.

Model format

Nehru and Tagore Literacy Awards - Nomination Form

1. Name of the Institution/Individual recommended	
2. Complete postal address with pincode, telephone (office, residence), mobile number	
3. Outstanding work done by the Institution/Individual recommended (pl. give as much details as possible. Not only about the work but also awards, if any, already received. If need be, a separate sheet can be attached alongwith the nomination).	
4. The name of the person who recommends the institution/individual with designation, serving institution and complete postal address with telephone/mobile number	
5. Specific recommendation clearly indicating the reason for suggesting the name of institution/individual for the award	
6. Any other information the recommending person wish to give	

Date:

Signature
Name and complete address

Basic Literacy Programme – Assessment by NIOS

Twice in a year the National Institute of Open Schooling conducts tests to assess the learners with regard to their achievement in Basic Literacy. The first test was conducted in August 20, 2010 and the last one held was on March 19, 2017. While the result of the last test is yet to be released by the Institute, the achievement made in 13 tests is as under. It is interesting to note that not only females appeared in the tests more in number but also succeeded in comparison to males.

Phase	Assessment Date	Appeared			Successful		
		Female	Male	Total	Female	Male	Total
1.	August 20, 2010	324317 (62.56%)	194068 (37.44%)	518385	212303 (65.46%)	122202 (62.97%)	334505 (64.53%)
2.	March 6, 2011	3568686 (81.88%)	789924 (18.12%)	4358610	2517581 (70.55%)	585284 (74.09%)	3102865 (71.19%)
3.	August 20, 2011	3020576 (65.55%)	1587763 (34.45%)	4608339	2057992 (68.13%)	1125147 (70.86%)	3183139 (69.07%)
4.	March 18, 2012	7629075 (71.32%)	3068482 (28.68%)	10697557	5801030 (76.04%)	2219921 (72.35%)	8020951 (74.98%)
5.	August 26, 2012	2678179 (71.91%)	1045924 (28.09%)	3724103	1935470 (72.27%)	764145 (73.06%)	2699615 (72.49%)
6.	March 17, 2013	3886570 (72.15%)	1500330 (27.85%)	5386900	2836790 (72.99%)	1122309 (74.80%)	3959099 (73.49%)
7.	August 25, 2013	3268074 (70.59%)	1361269 (29.41%)	4629343	2412333 (73.82%)	1023497 (75.19%)	3435830 (74.22%)
8.	March 9, 2014	3772853 (71.38%)	1512454 (28.62%)	5285307	2771483 (73.46%)	1114101 (73.66%)	3885584 (73.52%)
9.	August 24, 2014	2691253 (71.23%)	1086813 (28.77%)	3778066	1987802 (73.86%)	809638 (74.50%)	2797440 (74.04%)
10.	March 15, 2015	4914774 (71.12%)	1995501 (28.88%)	6910275	3679595 (74.87%)	1471604 (73.75%)	5151199 (74.54%)
11.	August 23, 2015	7628191 (69.23%)	3391067 (30.77%)	11019258	5638221 (73.91%)	2457799 (72.48%)	8096020 (73.47%)
12.	March 20, 2016	6176334 (69.54%)	2705906 (30.46%)	8882240	4680533 (75.78%)	2034398 (75.18%)	6714931 (75.60%)
13.	August 21, 2016	6376018 (67.40%)	3083292 (32.60%)	9459310	5051595 (79.23%)	2417979 (78.42%)	7469574 (78.97%)
	Total	55934900 (70.57%)	23322793 (29.43%)	79257693	41582728 (74.34%)	17268024 (74.04%)	58850752 (74.25%)

Source: <http://www.nios.ac.in/nios-nlma-basic-literacy-assessment.aspx>

Prof. K.D. Gangrade given Distinguished Services Award



On the occasion of the Ninety-fifth Foundation Day of the University of Delhi, Professor K. D. Gangrade, former Pro-Vice Chancellor, University of Delhi and Ex Vice-Chairman, Gandhi Smriti and Darshan Samiti, New Delhi was given "Distinguished Services Award for Retired Teachers" on May 1, 2017 for outstanding contribution to academic activities throughout his career. The award was handed over

to him in a function held at the Viceregal Lodge by Shri Shiv Shankar Mukherjee, former Ambassador of India to Nepal. Other distinguished guests present were Dr. Karan Singh, Justice Sanjay Kishan Kaul, Vice Chancellor Prof. Yogesh K. Tyagi, Smt. Kavita Sharma, Shri Jayant Prasad, Shri Rajat Sharma and Shri Sougata Dasgupta.

Prof. Gangrade is the Life Member of Indian Adult Education Association

GRI Renovated Vellaiyampatti Balwadi



[From L-R] S.Natarajan, L.Raja, N.D.Mani, P.Balasubramaniam

The Balwadi at Vellaiyampatti was established in the year 1963 with the contribution made by the local people. Till date it is functioning well

and catering to the needs of the village children. As the building in which the Balwadi is located became old, Gandhigram Rural Institute – Deemed University (GRI) took initiative not only to renovate but also modified the structure suitable to the needs of the children.

The renovated building was opened by Dr.S.Natarajan, Vice Chancellor in the presence of large number of villagers including village elders on April 17, 2017. Others present on the occasion were Dr.P. Balasubramaniam,

Registrar, Dr.N.D.Mani, Dean, Faculty of Rural Development, Dr. L. Raja, Professor & Head, Department of Lifelong Learning and Extension and Dr. S.Baluchammy, Professor, Department of Lifelong Learning and Extension.

In this function Balwadi children and the Children's Club members presented a lively cultural programme which was enjoyed by one and all.

Shri S. Kannan, Technical Assistant and Shri P. Gubendran, Balwadi Supervisor coordinated the entire programme.

- Dr.L.Raja

Obituary

Dr. Brijendra Mohan Mathur (aged 78 years), Life Member of Indian Adult Education Association since December 1980 is no more. As per the letter received from his wife he expired on April 16, 2017 at Jaipur.

The Indian Adult Education Association conveys heartfelt condolences to the members of the bereaved family and prays for the departed soul to rest in peace.



शोक संदेश

गत 15 मई 2017 को भारतीय प्रौढ़ शिक्षा संघ के वर्तमान अध्यक्ष श्री कैलाश चौधरी की माता जी मनोरमा बाई का स्वर्गवास महू स्थित उनके अपने निवास में हो गया। कुछ सामान्य उम्र जनित शारीरिक समस्याओं को छोड़ 93 वर्षीय बाई आखिरी समय तक स्वस्थ और सक्रिय थीं।

मां मनोरमा बाई का जन्म दिनांक 7 अप्रैल 1924 को तत्कालीन बखतगढ़ रियासत वर्तमान रतलाम जिला, मध्य प्रदेश के एक मध्यमवर्गीय परिवार में हुआ था। आपके पति स्व. शिवराम यादव सरकारी विद्यालय, महू गांव में अध्यापक थे। आप दोनों ने अपने बच्चों के लालन-पालन के साथ उनमें सक्रिय सामाजिक रुझान भी विकसित की जिससे वे आगे चलकर विभिन्न सामाजिक मंचों पर सक्रिय रहे।

बाई के निधन का दुखद समाचार प्राप्त होते ही भारतीय प्रौढ़ शिक्षा संघ के सभी कार्यकर्ताओं ने उसी दिन कार्यालय में सम्मिलित रूप से शोक सभा का आयोजन किया तथा दिवंगत आत्मा की शान्ति के लिए ईश्वर से प्रार्थना की।



सरपंच सविता साहू की कहानी



गांव में प्रौढ़ शिक्षा केंद्र की स्थापना हुई। साथ ही साथ जन शिक्षण संस्थान, सीधी के माध्यम से कौशल विकास कार्यक्रमों की भी शुरुआत हुई। अब गाँव के प्रौढ़ असाक्षरों को रुचिकर पुस्तकें उपलब्ध करा उन्हें साक्षर बनाने का कार्य किया जाने लगा। शासन के इस महा अभियान में ग्राम शिक्षा समिति की अध्यक्ष होने के नाते ग्राम पंचायत की सरपंच को शासन की इस योजना के माध्यम से असाक्षरता के अपने कलंक को मिटाने का एक सुनहरा अवसर प्राप्त हुआ और उन्होंने स्वयं से आगे बढ़कर इसका भरपूर लाभ लिया। उन्होंने प्रेरक सविता गुप्ता से संपर्क कर साक्षर बनने की इच्छा जताई। फिर क्या था प्रेरक तथा जन शिक्षण संस्थान के निदेशक जय सिंह के मार्ग-दर्शन में उन्होंने प्रौढ़ शिक्षा केंद्र में जा साक्षरता की कक्षाओं में अध्ययन करना शुरू कर दिया। कुछ ही दिनों में सरपंच सविता साहू अपने कठिन परिश्रम और साक्षर होने की लगन के चलते अक्षरों को पहचानना, पढ़ना तथा अंक ज्ञान सीख गयी। अब बारी थी उनके इस अथक प्रयास के मूल्यांकन की। वह नव-साक्षर मूल्यांकन परीक्षा में सम्मिलित हुयी मगर पहले प्रयास में सफल न हो सकीं। शायद कोई दूसरा होता तो हिम्मत हार जाता पर सरपंच ने पुनः दुगुने उत्साह से आगामी मूल्यांकन परीक्षा की तैयारी की। अब की बार जीत निश्चित रूप से बुलंद हौसलों की होनी थी और हुआ भी वही। सरपंच इस बार की मूल्यांकन परीक्षा में अब्बल नंबरों से उत्तीर्ण हो कर असाक्षरता के जंजीर से हमेशा-हमेशा के मुक्ति पा ली।

उनकी इस लगन तथा सफलता को देख कर ग्राम पंचायत के अन्य युवा तथा प्रौढ़ असाक्षरों ने भी प्रौढ़ शिक्षा केन्द्रों में जाना प्रारंभ कर दिया। अब तक गांव के 585 लोगों ने सफलतापूर्वक साक्षरता परीक्षा पास कर ली है जिसका श्रेय सरपंच सविता साहू तथा जिला प्रौढ़ शिक्षा अधिकारी की पूरी टीम एवं जन शिक्षण संस्थान सीधी को जाता है। सरपंच ने नवसाक्षर मूल्यांकन परीक्षा में सफल युवाओं एवं युवतियों के लिए जन शिक्षण संस्थान के माध्यम से कौशल विकास प्रशिक्षण केंद्र की स्थापना करवाई है जिसमें प्रशिक्षण प्राप्त कर गांव की युवतियां एवं कुछ

विधवाएं भी स्वरोजगार के माध्यम से अपने परिवार के जीविकोपार्जन में महत्वपूर्ण भूमिका अदा कर रही हैं।

सविता साहू आज गर्व से कहती हैं कि प्रेरक, जिला प्रौढ़ शिक्षा अधिकारी एवं जन शिक्षण संस्थान सीधी की पूरी टीम के अथक प्रयासों से केवल वे ही नहीं बल्कि समूचा करवाही गांव प्रगति के मार्ग पर आगे की ओर बढ़ चला है।

— बृजेन्द्र सिंह
कार्यक्रम अधिकारी

‘अन्तिम प्रहर की जिदगी’

टूटते हर पल बिखरते स्मृति पाँखुर से जो झरते सजल नयनों से वे अश्रु कण बन कर ढलकते अहसास के संवेदनों में कुलबुलाहट करवटों की रात के साये घने थे सुलगती थी पीर मन की

धूप चुभती थी कभी और छाँव गहरी थी कहीं ऊँचे-नीचे रास्तों पर संकरी गलियाँ भी मिलीं कुंठाओं का सागर उमड़ता उत्ताल मन लहरें बहीं बुलबुला सा है यह जीवन, पर आस आप्लवित रही

बीतता हर पल गया यूँ रिक्तता की धार में पाया क्या, खोया किसे, अब सोचती क्यों हूँ यह में अलगनी पर टाँग यादें मन झरोखे झाँक लूँ दीप चौखट पर जलाकर ढेर खुशियाँ बाँट दूँ

मैं, मेरे की बात करते समय गुज़रा है यहाँ छाँव देते सबको तरु निष्काम कर्म करते जहाँ तुहिन कण गिर पात पर मोती सा चमकाते उसे उष्ण रश्मि सोख ले, भाता भला क्योंकर किसे

नाव सम यह देह चल कर पार जाना चाहती छोड़ पाना कठिन, पर उस पार जाना माँगती आशा-निराशा टेलती जब मन किवाड़ों को कभी शाख के पत्तों सी झरती अन्तिम प्रहर की जिदगी

— कुसुम वीर

बात मध्य प्रदेश के सीधी जिले के करवाही गांव की है जो जिला मुख्यालय से महज 30 किमी की दूरी पर स्थित है। कुछ दिनों पहले तक यह गांव न केवल घोर अशिक्षा का शिकार था बल्कि अशिक्षा के कारण सरकारी योजनाओं का लाभ लेने से भी हमेशा वंचित रह जाता था। यहां योजनाएं सिर्फ कागजों तक सीमित रह जाती थीं। दिन बदले, और इस गांव को विकसित करने के लक्ष्य के साथ सीधी लोक सभा की सांसद रीती पाठक ने सांसद आदर्श ग्राम योजना के तहत इसे गोद ले लिया। लेकिन अड़चन समाप्त नहीं हुई। गांव की सरपंच सविता साहू स्वयं एक असाक्षर थीं। ऐसे में इच्छा होते हुए भी वे सरकारी योजनाओं का लाभ अपने गांव तक नहीं ला पाती थीं। तेज तर्रार होते हुए भी वह असाक्षरता के दंश को झेलने के लिए मजबूर थीं। हर एक सरकारी शासकीय दस्तावेज में उन्हें हस्ताक्षर के स्थान पर अंगूठे का निशान लगाना पड़ता था और मन ही मन वे इस घोर अपमान को घुपघाप सहती रहती थीं। सोचती थीं किस प्रकार असाक्षरता के इस जंजीर से मुक्ति पाई जाय। इन्हीं दिनों एक अच्छी बात यह हुई कि सांसद आदर्श ग्राम होने के कारण जिले में "साक्षर भारत" कार्यक्रम के क्रियान्वयन की शुरुआत करवाही गांव से हुई। जिला प्रौढ़ शिक्षा कार्यालय के माध्यम से

DSLP Organized Annual Certificate and Award Giving Function

The Delhi Schools' Literacy Project organized 29th annual certificate and award giving function on April 28, 2017 at Springdales School, Dhaula Kuan. Shri Ajay Tirkey, Joint Secretary (Adult Education) & Director General, National Literacy Mission Authority, M/o Human Resource Development was the Chief Guest. After lighting the ceremonial lamp by the Chief Guest, Dr. Jyoti Bose, Director, Springdales Schools gave the welcome address and Smt. Rajni Kumar, Honorary Advisor and Chairperson, Springdales Education Society greeted all those present in the function and presented a brief report of the work done by the project.

The schools which did the best performance in making maximum number of persons literate have been given awards. Individual students also got awards and certificates for making a large number of persons literate.

Children from different schools presented various cultural programmes - reciting poems,



enacting skits and dance reflecting the importance of literacy and education in the life of a human being and ignorance and its ill effects.

Shri Ajay Tirkey in his address said that he is not new to adult education as he has the experience of implementing literacy campaigns as District Collector in more than one district. He appreciated the students teaching literacy to non-literates in their spare time as it is really a hard task. He advised the students to emulate the skill of

facing hard tasks in their life as nothing is impossible for a person who has the strong will to do. He also appreciated the role played by Delhi Schools' Literacy Project for spreading literacy among the deprived sanctions of the society. At the end Smt. P. Loomba, Honorary Secretary, Delhi Schools' Literacy Project proposed the vote of thanks.

Dr. V. Mohankumar, Director represented Indian Adult Education Association in this function.

UIL is organizing an International Conference in September

The Unesco Institute for Lifelong Learning (UIL), Hamburg, Germany is organizing a one day international Conference "Brick by brick, extending the Literacy houses approach" on September 6, 2017 in Breda, Netherlands. The central theme of the conference will be on the building blocks that are required for establishing and structurally embedding successful literacy house.

This conference will give a platform to discuss the experiences of Norway (Refugees and adult education), Ireland (Organizing an integral approach within society, both socially and politically) and Spain

(Combining formal and non-formal learning) how to approach illiteracy and improve the language skills.

The conference will consist of a plenary session in the morning with lectures given by keynote speakers from Unesco, the Municipality of Breda, the University of Brussels and Stichting Lezen and Schrijven. There will be varied afternoon programme with interactive parallel workshops delivered by the partners of UIL from Norway, Ireland and Spain.

For more information one can browse URL www.unesco.org/uil or contact on e-mail: r.yorozu@unesco.org

Seminar on Books to Internet



A one day seminar was organized by the State Resource Centre, Kerala in collaboration with Kerala State Branch of Indian Adult Education Association and Dr. K. Sivadasan Pillai Foundation on April 22, 2017 in the SRC Conference Hall, Thiruvananthapuram. Dr. A. Muraleedharan Thampi, former Director, Agriculture University & Patron, Kerala State Branch of IAEA moderated the session. The title of the seminar was **From Books to Internet: A Lecture on the Journey from Book Learning to e-Learning with special reference to Massive Open Online Courses (MOOCs).** Shri Aswin K. a certified scholar

of University of Cambridge, World Bank & World Intellectual Property Organization while introducing the title said that reading develops the literacy skills and improves the knowledge. That is the reason libraries are opened so that readers can find books of various kinds, topics, areas of specialization and language at one place and opportunity for them to choose the books of their own choice and interest. Libraries help a lot as readers cannot purchase books on their own which will involve a lot of expenditure. However, in the modern times reading materials are available in plenty online which enable the readers to read from any place of choice instead of going to

libraries. Initially there was a big question mark about printing of books as the fear was that online availability of reading materials will completely replace the printed materials. In course of time people realize that the pleasure of reading books is more than the pleasure of reading materials online. Finally, both become complementary and supplementary to each other.

Shri Aswin said that both children and youth should develop reading habits not only for personal development but also for the development of the future and also for their own career.

In the beginning Shri Harish Kumar S. gave welcome address and at the end Dr. Madhubala Jayachandran, Principal, College of Teacher Education, Kariavattom gave the concluding remarks.

- Harish Kumar S.

कौशल विकास कार्यक्रम का आयोजन - जेएसएस लखनऊ



विगत दिनों जन शिक्षण संस्थान, लखनऊ द्वारा बहु राष्ट्रीय कम्पनी बॉस (BOSCH) के सहयोग से दो माह का अल्पकालिक रोजगारपरक कौशल विकास कार्यक्रम (ब्रिज) संचालित किया गया जिसमें अठारह युवक-युवतियों ने

भाग लिया। प्रशिक्षण के दौरान इन प्रतिभागियों को उनके द्वारा चयनित विषय के साथ-साथ कम्प्यूनिकेशन स्किल्स, पर्सनललिटी डेवलपमेंट, कस्टमर सर्विसेज, सेल्फ डिस्प्लिन, स्पोकेन इंग्लिश तथा बेसिक कम्प्यूटर, साक्षात्कार देने की कला तथा उद्योग विशेष के बारे में जानकारी भी प्रदान की गई जिससे प्रतिभागियों को रोजगार पाने में मदद मिली।

वर्तमान में ये सभी प्रशिक्षित प्रतिभागी लाभप्रद रोजगार के साथ युक्त हैं। दिनांक 3 मई 2017 को आयोजित एक समारोह में इन सभी सफल प्रतिभागियों को जन शिक्षण संस्थान द्वारा प्रमाण पत्र प्रदान किये गये। समारोह में मुख्य अतिथि जेएसएस, लखनऊ के प्रबन्ध मण्डल के सदस्य डॉ.ए.पी. श्रीवास्तव थे। इस दौरान बॉस (BOSCH) कम्पनी के स्टेट कोऑर्डिनेटर श्री रोहित गुप्ता, संस्थान के निदेशक श्री श्रीपति रस्तोगी, क्षेत्र कार्यक्रम समन्वयक श्री ए.के. मिश्रा तथा कार्यालय कार्यक्रम समन्वयक श्री आई.पी. गुप्ता भी उपस्थित रहे।

- एस.पी. रस्तोगी

Educational Institutions in the country to have Wall of Valour



To instil nationalism in students 'Wall of Valour' to be established in the universities and colleges all over the

country. In this the portraits of all Param Vir Chakra awardees will be exhibited. This is named as Vidya Veerta Abhiyaan (Knowledge-Valour Campaign).

Param Vir Chakra is the India's highest military decoration awarded for displaying distinguished acts of valour during wartime. It was established on 26 January 1950 and so far 21 persons have been awarded out of which 14 is posthumous.

Shri Prakash Javadekar, Union Minister of Human Resource Development and Dr. Subhash Bhamre, Union Minister of State for Defence launched Vidya Veerta Abhiyaan at Media Center Auditorium, New Delhi on May 2, 2017 and handed over the portraits of Param Vir Chakra decorated soldiers to the Vice Chancellors of Jawaharlal University, University of Delhi, Jamia Millia Islamia and IIT Delhi.

Domestic Workers helped to Pursue Secondary and Senior Secondary Course



The Jan Shikshan Sansthan, Chandigarh not only organizes vocational skill training programmes for domestic workers but also helps them to pursue their education in secondary and senior secondary level through National Institute of Open Schooling (NIOS). Most of the beneficiaries are female in the age group of 18 to 25 years.

The participants are given vocational training free of cost to enable them look for alternative employment and economic empowerment and the cost for coaching for secondary and senior secondary level is met by raising donations from the public, particularly from the wives of IAS officers and social activists. The admission and examination of NIOS is also paid from the amount



collected as donation. The services of Ms. Amarjit Kaur have been engaged to take classes on various subjects.

In the recent past many more donors come forward on their own to help the beneficiaries by adopting them after a brief personal interaction in JSS. As on date 200 students are doing secondary and senior secondary courses through NIOS.

The success made in this direction in the last few years has given a lot of encouragement not only to the Sansthan but also to the donors and beneficiaries who take forward vigorously this practice in the years to come.

- Arjun Kambhampati
Director, JSS

साक्षरता प्रमाण पत्र वितरण समारोह - फिरोजाबाद



साक्षरता परीक्षा में उर्तीण होने वाले 360 बंदियों को जिला लोक शिक्षा समिति की अध्यक्ष श्रीमती नेहा शर्मा द्वारा साक्षरता प्रमाण पत्र प्रदान किया गया। इस अवसर पर जिला विद्यालय निरीक्षक श्री रविन्द्र सिंह, बेसिक शिक्षा अधिकारी डॉ. सच्चिदानंद यादव, जिला समाज कल्याण अधिकारी श्री तपस्वी लाल, डिप्टी बेसिक शिक्षा अधिकारी श्री तरुण कुमार, नेहरू युवा केन्द्र से श्री योगेश कुमार शर्मा तथा जेल अधीक्षक मो. अकरम खान सहित जेल के अन्य पदाधिकारी भी उपस्थित रहे।

कार्यक्रम के दौरान ह्यूमन पॉवर वेलफेयर सोसाइटी तथा रोटरी क्लब द्वारा विकलांग बंदियों को ट्राइ साईकिल, व्हील चेयर, च में इत्यादि वितरित किये गये। कार्यक्रम का संचालन समाजसेवी श्री असलम भोला द्वारा किया गया।

— मो. अकरम खान

दिनांक 26 अप्रैल 2017 को जिला कारागार फिरोजाबाद में आयोजित एक कार्यक्रम के दौरान राष्ट्रीय मुक्त विद्यालययी संस्थान (NIOS) से गत वर्ष बुनियादी

SAARC Countries - Literacy Rate

Country	Census/ Assessment Year	Age-group	Total %	Male %	Female %	Source
Afghanistan	2011-12	National rate	31.4	45.4	31.4	Afghanistan National Education for All (EFA) Review Report, 2015
Bangladesh	2011	11 - 45 yrs	53.7	56.9	50.2	Literacy Assessment Survey (LAS)- 2011 by Bangladesh Bureau of Statistics (BBS), Statistics and Informatics Division (SID), Ministry of Planning, Government of the People's, Republic of Bangladesh
Bhutan	2012	General Literacy Rate	63.0	NA	NA	Bhutan Living Standard Survey 2012 by National Statistics Bureau, Royal Government of Bhutan
India	2011	7 years and above	73.0	80.9	64.6	Census of India 2011
Maldives	2014	Literacy rate of	97.7	97.4	98.0	Statistical Pocketbook of Republic Maldives 2016 National Bureau of Statistics, Ministry of Finance & Treasury, Male', Maldives
Nepal	2016	5 years and above	65.94	57.39	75.14	Education in Figures 2016, Ministry of Education (Educational Information Management Section), Government of Nepal, Singhadurbar, Kathmandu
Pakistan	2015-16	10 years and above	60.0	70.0	49.0	PSLM-2014-15 Pakistan Social and Living Standards Measurement Survey, Statistics Division, Pakistan Bureau of Statistics, Government of Pakistan, Islamabad
Sri Lanka	2012	10 years and above	95.7	96.9	94.6	Census of Population and Housing 2012, Department of Census and Statistics, Ministry of Finance and Planning, Government of Sri Lanka

NFHS - 4 India Fact Sheet Released

The National Family Health Survey 2015-16 (NFHS-4) has been released. It provides information on population, health and nutrition for India and each state/union territory. For the first time NFHS-4 provides district level estimates for important indicators. The main objective of the NFHS is to provide essential data on health and family welfare and emerging issues in this area. NFHS-4 data will be useful in setting benchmarks and examining the progress in health sector the country has made over time. Besides providing evidence for the effectiveness of the ongoing programmes, the data from NFHS-4 help in identifying need for new programmes with each specific focus.

Information was gathered from 6,01,509 households (6,99,686 women, and 1,03,525 men) for

which four Survey Schedules used as per the following:

Household Schedule - In this information was collected on all usual members of the household and visitors who stayed in the household the previous night as well as socio-economic characteristics of the household, water and sanitation, health insurance, number of deaths in the household in the three years preceding the survey etc.

Woman's Schedule - The information collected was on the woman's characteristics, marriage, fertility, children's immunizations and childcare, nutrition, contraception, reproductive health, sexual behaviour, HIV/AIDS, domestic violence, etc.

Man's Schedule - It covered the man's characteristics, marriage, his number of children, contraception,

fertility preferences, nutrition sexual behaviour, attitudes toward gender roles, HIV/AIDS, etc.

Biomarker Schedule - It covered measurements of height, weight and haemoglobin levels for children; measurements of height, weight and haemoglobin levels, blood pressure and random blood glucose level for women aged 15-49 years and men aged 15-54 years. In addition women and men were requested to provide a few drops of blood from finger prick for laboratory testing for HIV.

NFHS-4 fact sheet provides information on key indicators and trends for India. However, the figures of NFHS-4 and that of earlier rounds may not be strictly comparable due to differences in sample size. However, NFHS-4 will be a benchmark for future surveys.

Source: rchiips.org/nfhs/nfhs4.shtml

CONFINTEA VI Mid-Term Review to be held at Korea

The Sixth International Conference on Adult education (CONFINTEA VI) was held in Belem, Brazil from December 1-4, 2009. It was organized on behalf of UNESCO by the Unesco Institute for Lifelong Learning (UIL), Hamburg, Germany in partnership with Ministry of Education of Brazil. The overarching goal of CONFINTEA VI was to harmonize adult learning and education with other international education and development agenda and its integration within national sector-wide strategies.

The Mid-Term Review of CONFINTEA VI - The Power of Adult Learning: Vision 2030 is being organized by UIL from October 25-27, 2017 in Suwon/Osan, Republic of Korea in collaboration with Korean Ministry of Education, Korean National Commission for Unesco, National Institute for Lifelong Education (NILE) in Korea and the Municipalities of Suwon and Osan. The participants

will be senior-level decision makers from policy and practice, including representatives of government, civil society, academia, and the private sector. The Mid-Term Review is a unique opportunity to support adult learners worldwide and maximize the benefits of adult education for sustainable development.

The goal of Mid-Term Review will be to learn from the past and set the stage for the future:

- Take stock of achievements and challenges in adult learning and education (ALE) since 2009, when 144 countries adopted the Belém Framework for Action. Focus will be on ALE in health and well-being, labour market, and local communities.
- Identify ways to improve participation in ALE, with a focus on enhancing inter-sectoral collaboration between ministries, institutions and individuals. This

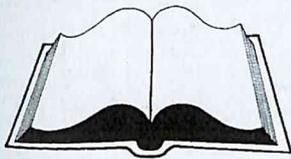
will be discussed in relation to the Fourth Global Report on Adult Learning and Education, to be published in 2019.

- Explore how new global policy agreements and frameworks can help strengthen the impact of ALE. Such agreements include the UNESCO Recommendation on Adult Learning Education, the 2030 Agenda for Sustainable Development and the 2030 Education Framework for Action.

The Third Global Report on Adult Learning and Education launched in many countries in 2016 and 2017 will be a core resource for discussions.

The Mid-Term Review will set the global stage for development of adult learning and education towards the Seventh International Conference on Adult Learning and Education (CONFINTEA-VII) to be held in 2021.

Documents



Kalaramadam, Sreevidya. **Gender, Governance and Empowerment in India.** Routledge, 2016: 148 p.

Since the mid-1980s, the presence of women in governance has become a major marker of successful democracy in global and national discourses on the democratization of society. A diverse set of nation-states have legislatively mandated gender quotas to ensure the presence of elected women representatives (EWRs) in various rungs of governance. Since 1993, the Indian state has legislated a massive program of democratization and decentralization. As a result, more than 1.5 million EWRs have taken office within the lower rungs of governance or the Panchayati Raj Institutions (PRI).

This book is the scientific description of peoples and cultures with their customs, habits, and mutual differences of the Indian state and its policy of legislated entry of women into political life. It argues that political participation of women is necessary to change the political practices in society, to make institutions more gender, class and caste representative, and to empower individual women to negotiate both formal and informal institutions. Its focus is the everyday life contexts of EWRs in the southern Indian state of Karnataka who negotiate their own meanings of politics, state, society, empowerment and political subjectivity.

Ministry of Human Resource Development. **National Policy on Education 2016: Report of the Committee for Evolution of the New Education Policy.** Delhi, NUEPA, 2016: 230p.

The focus of the proposed New National Policy on Education is on improving the quality of education and restoring its credibility. It seeks to create conditions to improve the quality of teaching, learning and assessment, and promote transparency in the management of education.

The core objectives of education in the coming years should encompass four essential components - i.e. building

values, awareness, knowledge and skills. While knowledge and skills are necessarily specific to the objectives of study and largely determined by factors like future employment or the pursuit of a vocation, awareness and values are universal in nature and should be shared by all. Education should aim to develop pride in India and in being an Indian. It should be seen as a powerful route to reduce regional and social disparities, and enabling choice and freedom to the individual to lead a productive life and participate in the country's development.

Value orientation is an over-arching and comprehensive area that needs conscious integration with general education at each stage. An acquaintance with the Indian tradition of acceptance of diversity of India's heritage, culture and history could lead to social cohesion and religious amity. The content and process of education, particularly school education has to be prepared accordingly.

The New National Policy on Education has tried to address the deficiencies and challenges faced by our education system, particularly the urgent need to improve quality of learning across all sectors. It offers a framework for change, make education modern with use of technology, without compromising on India's traditions and heritage.

Rajan, S. Irudaya (ed). **India Migration Report 2016: Gulf migration.** Routledge India, 2017: 318 p.

India Migration Report 2016 discusses migration to the Persian Gulf region. This volume:

- looks at contemporary labour recruitment and policy, both in India and in the Gulf Cooperation Council (GCC) countries;

- explores gender issues in migration to Gulf countries; and

- brings together the latest field data on migrants across states in India.

Part of the prestigious annual series, this volume will interest scholars and researchers of economics, development studies, migration and diaspora studies, labour studies, and sociology. It will also be useful to policymakers and government institutions working in the area.

Sudarshan, Ratna M. **Gender Equality Outcomes of the SSA: A Case Study**

(**Occasional Papers47**). New Delhi, NUEPA, 2016: 87p.

This study suggests that while access to both primary and post-primary schools has improved considerably over the last decade, a number of other factors play a role in determining the ways in which schooling leads on to further study, work opportunities, or changing attitudes towards gender roles. The observed outcomes in each place reflect the interaction between school education, various forms of learning outside the school, work opportunities and higher education/ vocational training opportunities. These have to be set against the generalized influence of culture/norms on the one hand, which probably have a stronger influence on marriage practices than on education choices, and of macro-economic changes on the other which influence aspirations and opportunities. Findings suggest that it is important to recognize that boys and girls learn within and outside school, especially where there are active NGO activities going on and this shapes their personalities, attitudes and values, and search for further study/work. Expectations from and through formal education are mediated by broader influences from the media, underlying culture, and economic growth processes. Economic growth with generation of many more jobs acts as a pull factor both for further study/ training and search for work. The success or otherwise in getting work of one generation will feed into next generation choices around schooling and learning. Thus the dynamism of the changing work environment needs to reflect in the content and methodology of learning in schools so that there is a synergy between these various influences. The study concludes with recommendations including the need to understand 'gender' in its local context and manifestation, with differentiated strategies to encourage change processes, and the necessity of strengthening interactions within the education sector as well as across sectors.

Compiled by Neha Gupta
Jr. Librarian-cum-Documentation
Assistant

May 5th an Important Day for Adult Education in India

The National Literacy Mission (NLM) launched on May 5, 1988 has completed 29 years on 5th May 2017. This mission was one of the Technology Missions launched by the Govt. of India with the objective of improving the social sector programmes with the intervention of technological inputs. The mission has achieved a lot through Total Literacy Campaign (TLC) focusing the district as the unit of implementation. The literacy campaign facilitated improving the basic literacy level of the participants and in turn improved the literacy rate of the country.

When NLM was launched no separate logo was designed but adopted the logo of National Adult Education Programme (NAEP) which was also one of the best adult education programmes implemented in India through project approach. This was the programme which brought in two more components as an integral part of literacy, i.e. awareness and functionality.

The logo was designed by Shri Bimnesh Roy Chowdhury.

This logo was popular both during NAEP and NLM and almost all working in the field of adult education and participating as beneficiaries imbibed the symbol instantly and associated with the programmes.

Why this logo?

- The logo was designed and adopted to popularize adult education programme among the people.
- The logo was used profusely to raise social awareness among the people including their standard of life and improvement in the vocation in which they are already engaged in.



What the logo states?

- The awareness of an individual should be properly linked to society's aspirations.
- The person standing with raised hands is not

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alone but a circle around him which indicates his environment.

- The person living in such an environment should be ready for lifelong learning leading to overall progress.
- There is a small circle in between the raised hands which denotes the man's head.
- It is not enough that a person gets awareness once in a way in life time but he should continue to be aware of things happening around him and also be ready to change the environment.

Call for Applications - 2017 UNESCO International Literacy Prizes

Since 1967 UNESCO International Literacy Prizes have rewarded excellence and innovation in the field of literacy. Over 470 projects and programmes undertaken by governments, non-governmental organizations and individuals around the world have been recognized. Through these prestigious Prizes, UNESCO seeks to support effective literacy practices and encourages the promotion of dynamic literate societies.

For the 2017 edition of the UNESCO International Literacy Prizes UNESCO has called for applications/nominations. The theme for the 2017 Literacy Prizes is "Literacy in a digital world". The deadline for nominations is June 14, 2017 (Wednesday).

For more information regarding UNESCO International Literacy Prizes, please see website: <http://en.unesco.org/themes/literacy/prizes>

For any questions/clarifications one can also contact the Secretariat of the UNESCO International Literacy Prizes located at the Section of Youth, Literacy and Skills Development at UNESCO headquarters (e-mail: literacyprizes@unesco.org).

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Indian Adult Education Association

Orientation to Members of Afghan National Education Coalition at IAEA



Jan Mohammad Ahmadian (Secretary of Afghan National Education Coalition), Abdul Bashir Khaliqui (Afghan National Association For Adult Education), Naseer Ahmad Bayat (Afghan National Association For Adult Education), Jawid Ahmad Omari (Agency Coordinating Body for Afghan Relief – Organisation), Mohammad Najim Frogh (Afghan National Association for Adult Education), Nooria Safi (Women's Capacity Building and Development Organisation), Khadija Mahmood Shinwari (Integrity Watch Afghanistan), Benafsha Rashidi (Afghan National Association For Adult Education), and Roshan

Mashal (Afghan Women's Network).

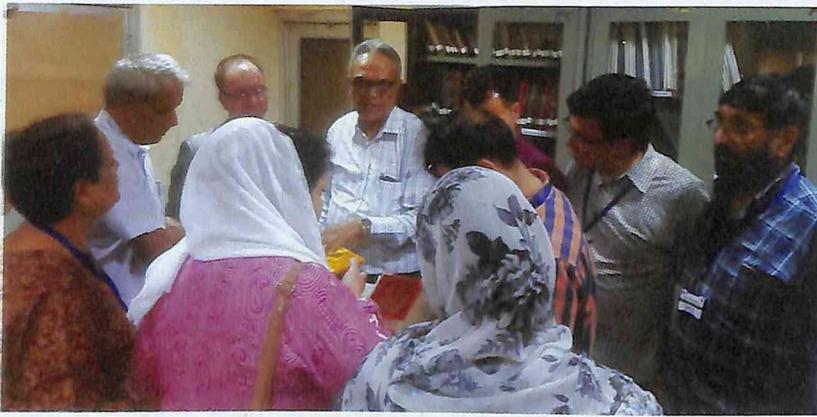
Ram Gaire, National Coordinator of the National Campaign for Education, Nepal (NCE-Nepal), also participated with the team from Afghanistan.

NCE India was represented by Rama Kant Rai and Bella Das. ASPBAE was represented by Anita Borkar, Medha Soni, and Susmita Choudhury.

At the beginning of the orientation programme, Mr. Abdul Bashir Khaliqui, Managing Director, Afghan National Association For Adult Education (ANAFAE), gave a brief presentation on the adult education programmes in Afghanistan which was followed by two sessions on the topics 'Establishment, Role and Responsibilities of IAEA' and 'Adult Education

A Study Exchange Programme on SDG4 and adult education policy and practice for members of Afghan National Education Coalition (ANEC) was co-organised in India by the Asia South Pacific Association for Basic and Adult Education (ASPBAE) and the National Coalition for Education, India (NCE India).

As part of the programme, participants visited the Indian Adult Education Association (IAEA) on 13 June 2017 to understand the work of IAEA on adult education. There were 11 participants from Afghanistan and one from Nepal. The Afghan participants were - Ghulam Ali Parwiz (Afghan Civil Society Forum - Organisation), Hayatullah Mirzayar (Afghan National Association For Adult Education),



Programmes in India' by Dr. V. Mohankumar, Director, IAEA. One session was held on 'Women's Empowerment' by Dr. Mandakini Pant, Senior Research Fellow, International Institute of Adult and Lifelong Education.

After each of the presentations, the participants raised a number of questions and points for clarification for which the reply was given by the resource persons.

The participants also visited the IAEA library and appreciated the extensive documentation of old issues of journals and newsletters.

Prof. S.Y.Shah Conferred Honorary Fellowship by UIL, Hamburg

The UNESCO Institute for Lifelong Learning, Hamburg, Germany has recognised seven distinguished adult educators from different continents - Professor Veronica McKay (Executive Dean, University of South Africa), Professor Kararina Popovic (Secretary General, ICAE), Professor Catherine Odora Hoppers (Chair, Department of Development Education, University of South Africa), Professor Ekkehard Nuisl (Kaiserslautern University of Technology, Germany), Professor S.Y.Shah (Director, International Institute of Adult and Lifelong Education, New Delhi), Mr. Le Huy Lam (Director, SAMEO Regional Center for Lifelong Learning, Ho Chi Minh City, Vietnam) and Ms. Sylvia Schmelkes (Director, National Institute for Educational Evaluation, Mexico) who have made significant contributions to the field of adult and lifelong learning as Honorary Fellows of the Institute at a special function held on May 16, 2017 at YU Garden, Hamburg. Professor Arne Carlsen, Director, UIL presided over the function.



[From L-R] Arne Carlsen, Veronica McKay, Kararina Popovic, Catherine Odora Hoppers, Ekkehard Nuisl, S.Y.Shah, Le Huy Lam, Sylvia Schmelkes

The function was organised coinciding the Consultative Group Meeting on CONFINTEA VI Mid-Term Review held during May 16-17, 2017 at UIL. Professor S.Y.Shah was invited to participate as an expert to discuss the key elements of the

Mid-Term Review.

After the award function was over brief exit interviews were taken from the Honorary Fellows by Ms. Lisa Christopher, Freelance Journalist. The following is the excerpts from the interview with Professor S.Y.Shah:

Welcome to the class of 2017 of Honorary Fellows of the UIL and congratulations Professor Shah. How do you feel after joining the illustrious group of distinguished Honorary Fellows of UIL?

I feel honoured and humbled. In my wildest dream, I never expected to be honoured by the UNESCO Institute for Lifelong Learning. In fact, I consider the recognition by the UIL very important because it is given by the

organization specialising in lifelong learning. I am extremely grateful to UIL and Dr. Arne Carlsen, Director for this honour.

Please tell us something about your association with UIL and its programmes.

I have been associated with different programmes of UIL for over a decade. I had a chance to work with the Head of Documentation - Ms. Lisa Krolak, on ALADIN-India project and later on the development of a learning package on Participatory Adult Learning Documentation and Information Network. Later I worked with the Senior Programme Specialist - Dr. Madhu Singh on a distance learning project and then with another Senior Specialist - Dr. Ulrike Hanemann on a Bangladesh Literacy Project and Recognition, Validation and Accreditation of Prior Learning. I have known Dr. Arne Carlsen much before he joined UIL, when he was the head of the EU Masters Programme in Lifelong Learning at Danish School of Education in Copenhagen where I was a Visiting Scholar. My interactions with him increased after I joined the ASEM Network on Professionalization of Adult Education. Apart from working on different projects and interacting with UIL specialists, I have lectured on UIL and its role in the promotion of lifelong learning as a part of a Masters course on International Networks and Organizations in Lifelong Learning which I had taught at Julius Maximilian University, Germany in 2014 and 2016. As a part of the course, I escorted a group of students on a field visit to UIL which provided a rare chance to them to meet and listen to the presentations by UIL specialists and visit the library and documentation centre. I participated in several seminars, workshops and expert committee meetings organised by the UIL during the last decade. I have served as a review editor of the UIL journal - the International Review of Education. I have also published in the Journal. I continue to be the Member of the ALADIN Advisory Committee of the UIL.

What benefits did you or your country derive from the association with UIL?

Apart from deriving immense personal benefits in terms of enriching professional knowledge and networking with experts from different parts of the globe, I could work towards strengthening adult education as a professional field. The UIL supported my initiative in developing a learning package for the professional development of

adult educators which was adopted and expanded by the Indira Gandhi National Open University into a Post-Graduate Diploma Programme. I could succeed in getting five UIL scholarships to Indian students with a view to promoting the Diploma programme. UIL being the only UN institution focussing on lifelong learning, its publications and researches have been a great help in my teaching and research work. UIL also gave me free access to the journal.

What is the role of your International Institute of Adult and Lifelong Education (IIALE) in the promotion of adult and lifelong learning?

IIALE has the potential to play a key role in the field of adult education not only in India but also in the entire South Asia since there is no such institution in the region. Although more than half of the illiterates belong to this region; and India and other countries have been implementing several literacy programmes, the problem of illiteracy has been continuing. As several researches and evaluation studies have traced the ineffectiveness of the literacy programme to the poor quality of programme staff, we have to focus on improving their professional qualification and competence. This implies the need to focus on the professionalization of adult education. Hence, the main thrust of IIALE has been in this area and with the support of UIL, we have developed a learning package for the professional development of adult educators which is hosted on the UIL website. This learning package has led to the development of Certificate, Diploma and Masters Programme by the Indira Gandhi National Open University (IGNOU). Our Institute functions as the study centre of IGNOU. Over the last decade, IIALE has succeeded in getting the cooperation of a large number of distinguished scholars from India and abroad. Since we have MoUs with the universities of Wurzburg and British Columbia, the students and teachers from these institutions have been visiting IIALE and participating in several activities.

What is your current research interest?

Since I am the co-coordinator of the ASEM Network on Professionalization of Adult Education, I am keenly interested in research in this area. Being a historian, I am currently researching and writing the history of the Indian Adult Education Association which has completed 75 years. Besides I am also interested in policy studies.

Interactive session on Thought Therapy



The State Resource Centre Kerala in collaboration with Kerala State Branch of Indian Adult Education Association and Dr. K. Sivadasan Pillai Foundation organised an interactive session on Thought Therapy on May 27, 2017 at SRC which was moderated by Dr. T. Padmakumar, Psychologist and Trainer.

The resource person who introduced the subject was Dr. Niyas Meeran, AYURWAY, Ayurveda Wellness Clinic, Nedumangad, Thiruvananthapuram. According to him the problems in the life of many are always thinking wrong about each and everything. One should know that mind is the collection of thoughts and right

knowledge is the ultimate solution to all the problems. The human mind has three qualities - Satva (सत्त्वा), Rajas (रजसद्ध, Thamas (तमस) and five levels of thoughts - thinking, consideration, imagination, concentration and determination.

Every unfavourable situation in life is associated with a shift in thought process. Life moves in the direction of the individual's current dominant thoughts, either positive or negative. In this regard he quoted the words of Carl Jung who said that "until you make the unconscious conscious, it will direct your life and you will call it fate". He also quoted from Veda which states that there is only one conscious and balance all are

in its different expressions. Conscious mind accepts and rejects. Subconscious mind accepts only. Subconscious mind understands only the language of images and emotions. Veda also says that "As you think, so you become".

Dr. Niyas further said that thoughts create neuro peptides and protein molecules within the body in the beginning of the manifestation process. When a person thinks of something a few neurons gets triggered. Repeated thinking causes firing of maximum neurons. Neurons, which fires together, wires together, form neural pathways. According to him 'mind' is the king of senses, but the 'breath' is the king of the mind. Mantra means using the mind as an instrument ('man' (mind), 'tra' (instrument)) and forgiveness is mental hygiene.

Dr. Padmakumar in his concluding remarks explained the relationship of thought psychology and its effect in the daily life of a human being.

- Harish Kumar S

'काँपती-सी हवा है'

जल रहा कश्मीर है
वैमनस्य पलता है जहाँ
अलगाववादी घोलेते हैं
जहर हर दिल में यहाँ

ना "पाक" दुश्मन साथ मिल
आंतक को शह दे रहा
काट ले जवानों के सिर
यह जाए न बिलकुल सहा

भाई-भाई को मारता
पिता-पुत्र में भी रार है
सम्पति ही सब-कुछ जहाँ
रिश्ते तार-तार हैं

भ्रष्ट नेता और अफसर
घूमते कई हैं यहाँ
पहनें चोला सादगी का
धोखा देते हैं तहाँ

जात-पात विभक्त मानव
श्रेष्ठ कौन ? न जानता
सबको बराबर हक मिले
हर कोई है यह चाहता

काँपती सी हवा है अब
अविश्वास नीर बहता यहाँ
पर कोई भी न जानता
कि दोष किसको दें कहाँ

- कुसुम की

बाँदा में पर्यावरण गोष्ठी एवं वृक्षारोपण का आयोजन



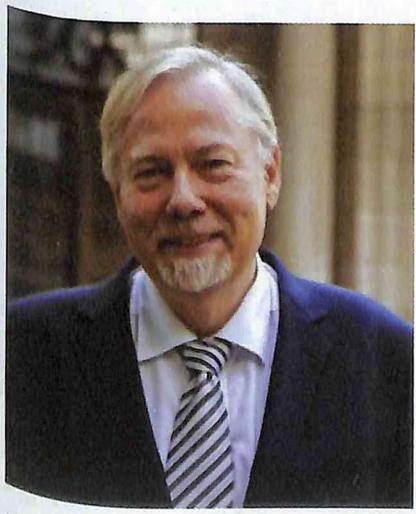
दिनांक 5 जून 2017 को विश्व पर्यावरण दिवस

के अवसर पर जन शिक्षण संस्थान, बाँदा द्वारा विकास खण्ड नरैनी के सांसद आदर्श ग्राम कटरा कालिंजर में एक वृक्षारोपण कार्यक्रम आयोजित किया गया। कार्यक्रम के दौरान प्राइमरी पाठशाला कालिंजर में प्रतिभागियों ने छायादार वृक्ष लगाये। इस अवसर पर एक विचार गोष्ठी का भी आयोजन किया गया जिसमें कालिंजर संकुल प्रभारी श्री अच्छे लाल, विद्यालय के प्रधानाध्यापक श्री राम बाबू, समाजसेवी श्री कन्हैया लाल यादव, जन

शिक्षण संस्थान के निदेशक श्री अरुण कुमार, कार्यक्रम अधिकारी श्री संजय पाण्डेय तथा सहायक कार्यक्रम अधिकारी श्री शैलेन्द्र गुप्ता आदि ने अपने विचार व्यक्त किये। वक्ताओं ने वृक्षों की कटाई के कारण हो रहे पर्यावरण प्रदूषण की ओर ध्यान दिलाते हुए सभी से वृक्षारोपण करने का आग्रह किया और कहा कि अपने ही हित में हमें वृक्षों का अपने संतान की तरह लालन-पालन करना चाहिए।

— अरुण कुमार

Professor Arne Carlsen has left UNESCO



Carlsen was Director for International Affairs and Head of the International Research Policy Office at the Danish School of Education at Aarhus University, Denmark. Before that, he was in charge of developing new post-graduate teacher training programmes as Vice-Rector of Education at the Danish University of Education. Dr. Carlsen was also a Founding Chair of the ASEM Education and Research Hub for Lifelong Learning, Executive Director of the International Alliance of Leading Education Institutes (a global think-tank for education policy), and Chair of the

Erasmus Mundus Master's Programme in Lifelong Learning: Policy and Management.

Dr. Carlsen is an honorary Professor or Doctor honoris causa in universities in Vietnam, India, Russia, Latvia, Hungary and Argentina.

Dr. Arne Carlsen is Emeritus Professor of International Institute of Adult and Lifelong Education, New Delhi and in that capacity he always visited Indian Adult Education Association/ International Institute of Adult and Lifelong Education during his visits to India.

Professor. Dr. Arne Carlsen, Director, UNESCO Institute for Lifelong Learning (UIL), Hamburg, Germany on completion of his term has left the organization at the end of May 2017. He joined the organization in June 2011 and during his tenure UIL has achieved a number of milestones. The most important achievement was Lifelong Learning included in Sustainable Development Goal-4 (SDG 4), thereby making it integral to future educational development around the world and also Adult Learning and Education (ALE) become an important area in the Education 2030 Framework for Action. Before joining UIL Dr. Arne

Ms. Maria Lourdes Almazan Khan, Secretary General, Asia South Pacific Association for Basic and Adult Education (ASPBAE) selected for Tagore Literacy Award 2015 could not participate in the award distribution function at Lucknow on December 4, 2016 due to flight disruptions. Hence, the award - Plaque, Citation and Shawl was handed over to the Officers of ASPBAE on June 13, 2017 when they accompanied the Afghan participants for the orientation programme organized by IAEA.



जोधपुर में पर्यावरण दिवस पर वृक्षारोपण कार्यक्रम का आयोजन



विश्व पर्यावरण दिवस के अवसर पर दिनांक 5 जून 2017 को सांसद आदर्श ग्राम सालोड़ी, जोधपुर में राज्य संसाधन केन्द्र, जोधपुर द्वारा एक वृक्षारोपण कार्यक्रम का आयोजन किया गया। साथ ही साथ पर्यावरण के बारे में समाज में जन-जागृति उत्पन्न करने हेतु तैयार किये गये पोस्टरों का भी विमोचन किया गया।

इस अवसर पर राज्य संसाधन केन्द्र के निदेशक डॉ. जमील काजमी तथा कार्यक्रम समन्वयक डॉ. रेहाना बेगम, नेहरू युवा केन्द्र के युवा समन्वयक

श्री एस. एस. जोशी एवं सालोड़ी के सरपंच श्रीमती रतनकंवर आदि प्रतिभागियों को संबोधित किया। सभी वक्ताओं ने अपने जीवन काल में अधिक से अधिक वृक्ष लगाकर पृथ्वी को पहले से कहीं अधिक हरा-भरा बनाने पर जोर दिया। इस अवसर पर ग्राम सेवक श्री जयपाल, समाज सेवक श्री लूणाराम, प्रेरक श्री गेनाराम, जी एन एम अनुसूईया युवा मंडल के अध्यक्ष श्री चावडा, दिलीप युवा मंडल के उपाध्यक्ष श्री दिनेश एवं स्वयं सेवक श्री नरेन्द्र प्रकाश आदि उपस्थित थे।

अंतर्राष्ट्रीय योग दिवस का आयोजन



अंतर्राष्ट्रीय योग दिवस के अवसर पर दिनांक 21 जून 2017 को जन शिक्षण संस्थान गौतमबुद्ध नगर द्वारा नौयडा के हरौला गाँव में एक योग

कार्यक्रम का आयोजन किया गया जिसमें कुल 174 लोगों ने भाग लिया। इस अवसर पर योग प्रशिक्षक श्री मनोज तिवारी ने सभी को योगासन

करता है।

अभ्यास कराया।

कार्यक्रम के मुख्य अतिथि सामाजिक कार्यकर्ता श्री शैलेन्द्र प्रतिभागियों को संबोधित करते हुए कहा कि योग से आत्मा और शरीर दोनों की उन्नयन सुनिश्चित कर जा सकती है। यह आम और खतरा सभी के स्वास्थ्य को बेहतर बनाने का सर्वश्रेष्ठ माध्यम हो सकता है। जन शिक्षण संस्थान निदेशक प्रदीप मिश्रा ने अपने विचार व्यक्त करते हुए कहा कि योग हमारे शारीरिक विकास के अतिरिक्त आध्यात्मिक विकास भी सुनिश्चित

— प्रदीप मिश्रा

Ex-Trainees JSS Honoured by TISS, Mumbai



paid dividends when she won Jaya TV Beauty Pageant in 2015. Her success story was earlier published in IAEA Newsletter, February 2012.

Both of them have strong conviction that vocational skill training and self-employment gives women not only economic empowerment but also self respect.

Sarswathy and Bommi Christopher have been honoured by Tata Institute of Social Sciences (TISS), Mumbai as "Showcase Success Story" of the study "Economic Empowerment of Women: Promoting Skill Training in Urban Slums" conducted by TISS and funded by Ministry of Women and Child Development, Govt. of India.

The certificate of honour was given by Smt. Krishna Raj, Union Minister of State for Women and Child Development in a function held at Indian Institute of Public Administration on May 23, 2017. Prof. S. Parasuraman, Director, TISS and Prof. Medha Somaiya, Tata Chair Professor, Delhi were also on dais along with the Minister.

The Sansthan also received a certificate of honour.



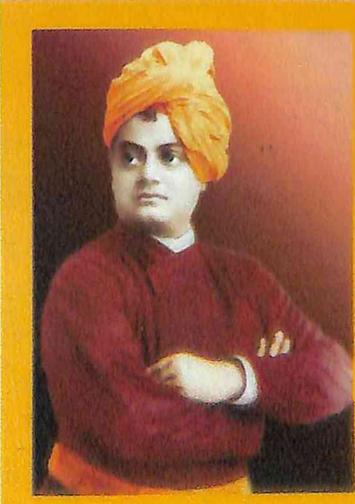
Saraswathy receiving certificate



Bommi Christopher receiving certificate

Sarswathy and Bommi Christopher are the ex-trainees of Jan Shikshan Sansthan, Chennai. Sarswathy underwent Computer training in JSS while Bommi learnt Beauty Culture and Health Care. After the training was over Sarswathy joined in JSS itself as the Vocational Resource Person for Computer course while Bommi started her own business by opening a Beauty Parlour and today both are successful in their own way. Both of them say that their success is because of the training they got in JSS and the guidance given by the Director and their trainers at the time of training. Bommi is not only a professional Beautician but also a certified

Zumba Instructor. At the beginning of her career she participated in the Beauty Competitions 'Miss Chennai' and 'Miss Coimbatore' but failed to get selected. However, her efforts



"I am not handsome, but I can give my hand to Someone who need help. Beauty is in heart, not on face".

- Swami Vivekananda

Dr. Bhalchandra Phadke Memorial Seminar organized by Pune University



The Department of Lifelong Learning and Extension, Savitribai Phule Pune University every year organizes conference/ seminar/ meeting in memory of Dr. Bhalchandra Phadke, the first Director & Head of the then Department of Adult, Continuing Education and Extension on the occasion of his birth anniversary on May 13th. Dr. Phadke was not only a renowned writer, great social thinker, dynamic leader, proponent of Marathi language and literature but also an ardent follower of Dr. Babasaheb Ambedkar as he worked with him.

The department organized a one day seminar on May 13, 2017 in

memory of Dr. Phadke which was attended by all the faculty members, administrative and support staff of the department, teachers from different colleges, research scholars, employees and students from the university, representatives of NGOs and publishers.

The programme was presided over by Prof. Tej Niwalikar, former Director of the Department of Adult, Continuing and Extension. In his address he has elaborated in detail about the important strategies of extension and social education for the improvement of the people who are at the low ebb of the social status.

The Keynote address was given

by Dr. Shamsuddin Tamboli eminent educationist, social activist and thinker. In his address he detailed how education can empower the masses. He also spoke on the activities of Muslim Satyashodhak Mandal, the objective of which is to establish social bonds.

Smt. Sucheta Phadke in her brief address threw light on the work of Dr. Bhalchandra Phadke in the area of education, community development and language.

At the beginning of the programme Prof. Satish Shirsath briefed the participants about the extension components envisaged by UGC and how it is being implemented in letter and spirit by Savitribai Phule Pune University and Dr. Dhananjay Lokhande, Professor - Director and Head of the Department of Lifelong Learning and Extension gave the welcome address. At the end of the programme Shri Deepak More Project Assistant in the department proposed the vote of thanks.

कौशल विकास प्रशिक्षण केन्द्र का उद्घाटन



जन शिक्षण संस्थान की भूमिका को सरलता से समझाया हुआ आशा व्यक्त किया कि यह प्रशिक्षण केन्द्र आर.डी.एस.ओ. कर्मचारियों के परिवारों की अल्पशिक्षित महिलाओं एवं नवयुवतियों को स्वावलंबी बनाने की दिशा में महत्वपूर्ण भूमिका अदा करेगा। साथ ही साथ उन्होंने सभी प्रतिभागियों को आवश्यक प्रशिक्षण सामग्री भी प्रदान की।

दिनांक 12 मई, 2017 को जन शिक्षण संस्थान, लखनऊ के सहयोग से रेल महिला कल्याण संगठन (आर.डी.एस.ओ.) द्वारा इसमें कार्यरत कर्मचारियों के परिवारों की अल्पशिक्षित महिलाओं एवं नवयुवतियों के कौशल विकास प्रशिक्षण हेतु "अरुणोदय भवन" में एक प्रशिक्षण केन्द्र का उद्घाटन किया गया

जिसमें ब्यूटीकल्वर एण्ड हेल्थकेयर, कटिंग एण्ड टेलरिंग तथा साफ्ट ट्वायज बनाने का प्रशिक्षण प्रदान किया जायेगा। इस उद्घाटन समारोह की मुख्य अतिथि रेल महिला कल्याण संगठन की अध्यक्ष, श्रीमती तहमीना हुसेन थीं। उन्होंने अल्प शिक्षित महिलाओं एवं पुरुषों के कौशल विकास में

इस अवसर पर रेल महिला कल्याण संगठन की उपाध्यक्ष, श्रीमती राजविन्दर कौर तथा ए.डी.जी. श्री जे.एस. सौधी, जन शिक्षण संस्थान के निदेशक श्री श्रीपति रस्तोगी, क्षेत्र कार्यकर्ता समन्वयक श्री अनिल कुमार मिश्रा, आदि ने भी अपने विचार व्यक्त किये।

- श्रीपति रस्तोगी

Kerala SRC Community College organizes Vocational Courses



Academic Committee of SRC Community College discussing courses

A Community College is run under aegis of State Resource Centre, Kerala. This college organized three employable vocational courses in January 2017 session and they were:

- Diploma in Acupressure and Holistic Health Care
- Certificate in Acupressure and Holistic Health Care and
- Certificate in Yoga and Meditation

The Community College proposes to start the following diploma and certificate courses in July 2017 session which includes:

- Diploma in Counselling Psychology

- Diploma in Life Skills Education
- Diploma in Ayurvedic Therapy and Management
- Diploma in Montessori Teachers Training
- Certificate in Beauty Care and Management
- Certificate in Management of Learning Disability
- Certificate in Malayalam Language
- Certificate in Sanskrit Language
- Certificate in Drawing and Painting
- Certificate in Counselling Psychology
- Certificate in Performing Arts
- Certificate in Life Skills Education
- Certificate in Classical and Commercial Arts, and
- Certificate in Montessori Teachers Training

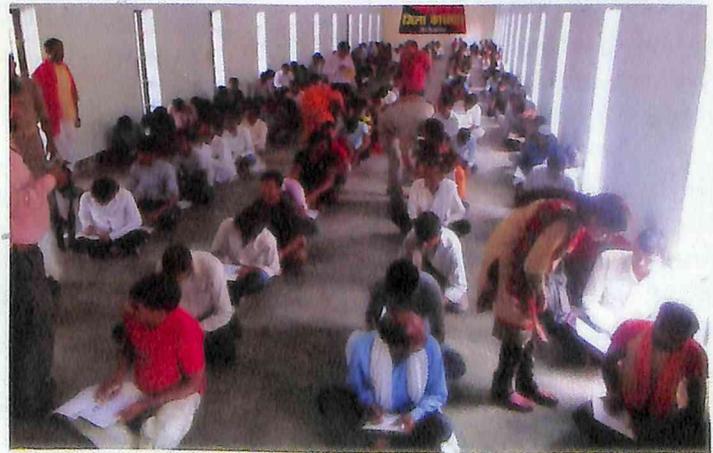
The Academic Committee of the Community College in its meeting held on May 9, 2017 proposed few more diploma courses in Fashion Designing, Nursing Assistants, Ophthalmic Assistants, Dental Assistants, Sound Engineering and Web Development and Management.

In order to organize NSDC courses for the college students, the State Resource Centre has empanelled IIB Education as a nodal agency. So far 49 colleges have been affiliated with SRC-NSDT campus to conduct NSDC courses.

- Harish Kumar S.

फिरोजाबाद जिला कारागार में साक्षरता परीक्षा का आयोजन

फिरोजाबाद जिला कारागार में काराबंदियों को शत-प्रतिशत साक्षर बनाने के लिए जेल प्रशासन एवं जिला लोक शिक्षा समिति की ओर से निरंतर प्रयास किया जा रहा है। इसी क्रम में दिनांक 18 जून 2017 को कारागार में साक्षरता परीक्षा का आयोजन किया गया जिसमें 21 महिला काराबंदियों सहित कुल 286 लोगों ने भाग लिया। विदित है कि इन सभी असाक्षर काराबंदियों को साक्षर बनाने का कार्य 11 साक्षर काराबंदियों द्वारा किया गया। महिला काराबंदियों को साक्षर बनाने हेतु लोक शिक्षा समिति की ओर से श्रीमती रजनी राठौर तथा दो प्रेरक कुमारी संगीता एवं श्रीमती पप्पी को नियुक्त किया गया था। जेल प्रशासन की ओर से पुरुष, किशोर एवं महिला काराबंदियों के लिए अलग-अलग समय पर साक्षरता कक्षाएं संचालित की जा रही थीं। सम्पूर्ण प्रयास को सफल बनाने में डिप्टी बीएसए श्री तरुण कुमार, जिला समन्वयक श्री मुकेश कुमार तथा कुमारी प्राची, जेलर श्री एस.के.यादव, उप-जेलर श्री रविन्द्र सिंह यादव, जेल वार्डन श्री बृजेश चाहर, काराबंदी श्री राजू का विशेष योगदान रहा।



- मो. अकरम खान
अधीक्षक, जिला कारागार

Secretary-General of United Nations

The United Nations (UN) was founded in 1945 immediately after the Second World War. The total number of UN member states is 193. It has six main organs and they are General Assembly, Security Council, Economic and Social Council, Trusteeship Council,

International Court of Justice and UN Secretariat. The Secretary-General is the head of UN Secretariat who serves as the Chief Administrative Officer of the United Nations. The role of the Secretariat and Secretary-General is laid out by Chapter XV (Articles 97 to 101) of

the United Nations Charter.

The Secretary-General is appointed by the General Assembly upon the recommendation of the Security Council for a term of five years. The present Secretary-General is Antonio Guterres.

Following is the list of present and former Secretary Generals:



Antonio Guterres
Portugal
2017-



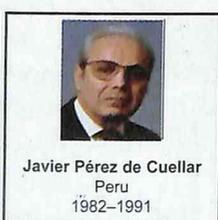
Bon Ki-Moon
South Korea
2007 - 2016



Kofi Annan
Ghana
1997 - 2006



Boutros Boutros-Ghali
Egypt
1992-1996



Javier Pérez de Cuellar
Peru
1982-1991



Kurt Waldheim
Austria
1972-1981



U Thant
Myanmar (Burma)
1962-1971



Dag Hammarskjöld
Sweden
1953-1961



Trygve Halvdan
Norway
1946-1953

Balwadi Teachers given Training to Prepare Nutritive Food



The Department of Lifelong Learning and Extension, Gandhigram Rural Institute - Deemed University and Krishi Vigyan Kendra, Gandhigram Rural Institute jointly organised a three day in-service training for the Institute's Balwadi Teachers and Helpers on Nutritive Food Preparation from May 31, 2017 to June 2, 2017. In all 27 persons participated in the training out of which 14 were teachers and 13 helpers. The resource persons were Smt. Srikumari, Subject Matter Specialist, Dr. Tahira Banu, Assistant Professor, Home Science, Shri Marimuthu and officials from

Nutrition Board. During the training the resource persons not only gave information on the importance of nutrition in the physical and mental development of human beings and particularly for children but also demonstrated preparation of low cost nutritive food and cooking the food without wasting nutritive contents.

The knowledge inputs given included importance of food for physical development/stamina to work/protection for body, different nutrients and their role in physical and mental development, use of cereals, pulses, vegetables and leafy vegetables for the development of children, vitamin requirements for children of 3 months to 5 years. Other things taught in the training were how to prepare different recipes using rice, vegetables, pulses, eggs, ragi, groundnut, gingelly (Til/Sesame), millet, broken gram, green gram, etc.

As part of practical the

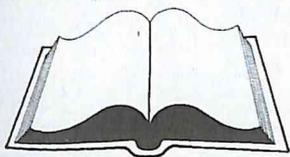
participants were given opportunities to prepare recipes using cereals, pulses, greens, vegetables and eggs by which a lot of new preparations were learnt by all.

The training programme was inaugurated on the first day by Dr. N.D. Mani, Dean, Faculty of Rural Development while Dr. A. Udhayakumar, Programme



Coordinator, Krishi Vigyan Kendra and Dr. L.Raja, Professor & Head, Department of Lifelong Learning and Extension addressed participants.

- Dr. L.Raja



Government of India. **Youth in India 2017**. New Delhi, Central Statistics Office, Ministry of Statistics and Programme Implementation, (Social Statistics Division), 2017: 86p.

The publication *Youth in India* attempts to identify the issues of importance for youth under the broad categories- Population dynamics, marital statistics, fertility & Contraception, Mortality & Neonatal Health care, Literacy & Employment and Crime. Attempt has been made to incorporate relevant indicators on these identified aspects and the latest available data on these indicators. The report also incorporates a synopsis of the on-going schemes and programmes for the welfare of youth in India. An overview of United Nations youth related initiatives/programmes are also included in the report.

Highlights:

The National Youth Policy (NYP-2014) launched in February 2014 proposes a holistic 'vision' for the youth of India, which is "To empower youth of the country to achieve their full potential, and through them enable India to find its rightful place in the community of nations". The NYP-2014 has defined 'youth' as persons in the age-group of 15-29 years.

Government of India has formulated the National Policy for Skill Development and Entrepreneurship in 2015 to provide an umbrella framework to all skilling activities being carried out within the country, and to align these to common standards and link skilling with demand centres.

India has the relative advantage at present over other countries in terms of distribution of youth population. As per India's Census, the total youth population increased from 168 million in 1971 to 422 million in 2011. India is seen to remain younger longer than China and Indonesia, the two major countries other than India which determine the demographic features of Asia.

A negative aspect of Youth in India is that the sex ratio in youth population is consistently decreasing from 1991 onwards. The reduction in sex ratio of youth is found to be much more than that of the overall population. It has come down to 939 in 2011 as compared to 961 in 1971 and is projected to decline

further to 904 in 2021.

- The percentage share of currently married female in the age group 15-19 has come down drastically from 69.57 in 1961 to 19.47 in 2011 showing a welcome shift in the level of married women in younger age groups. Mean age at effective marriage for females in India has come up to 22.3 in 2014 as compared to 19.4 in 1995.
- Fertility in India is falling significantly and Total Fertility Rate (TFR) in urban areas has fallen below two children per woman. TFR has come down from 5.2 in 1971 to 2.3 in 2014, just 0.2 points away from reaching the population-stabilizing "replacement level" of 2.1.
- Crude Death Rate (CDR) has come down from 14.9 in 1971 to 6.7 in 2014 at the National level. CDR varies from 7.3 in rural areas to 5.5 in urban areas in 2014.
- 'Mother and Child Care' Programme of the Government has been effective with around 90% of deliveries occurred in institutions or conducted by qualified professional in 2014 as compared to 34% in 1980.
- Literacy rate in India reached 73% as per 2011 census. Female literacy rate (64.6%) is still much lower than the male literacy rate (80.9%). However, the gender gap in literacy rate is gradually decreasing over the years.
- The student enrollment in higher education is highest (i.e. 79% of total) at Under Graduate level during 2014-15.
- During 2011-12, about 55 % of males and about 18 % of females in rural areas were in the labour force (as per the usual principal status) whereas the corresponding percentages in urban areas were about 56 % for males and about 13 % for females.
- The unemployment rate for males was about 2% and for females was about 3% in rural areas during 2011-12. In urban areas, unemployment rate for females was 7% compared to 3% for males.
- In the matter of suicides, Youth (18 and above- below 30 years) is one of the vulnerable groups with 35% share of total police recorded suicide cases.

ILO. Global Wage Report 2016/17: Wage inequality in the workplace. Geneva, International Labour, 2016: 150p.

This report analyses the evolution of real wages around the world, giving a unique picture of wage trends globally and by region. It provides data on the links between wages and productivity, labour income shares, wage inequality, minimum wages and gender pay gaps.

The 2016/17 edition also examines inequality at the workplace level, providing

empirical evidence on the extent to which wage inequality is the result of wage inequality between enterprises as well as wage inequality within enterprises. The report also includes a review of key policy issues regarding wages.

Nisbett, Nicholas and others. **Social accountability initiatives in health and nutrition: Lessons from India, Pakistan and Bangladesh.** UK, Institute of Development Studies, 2017: 36p.

South Asia is home to nearly a quarter of the world's population and is a region of dynamic economic growth, yet it performs relatively poorly on health and nutrition indicators. As a potential route towards addressing this poor performance, a range of accountability initiatives has been implemented to improve service delivery in the health and nutrition sectors.

This is a rich and vibrant field, with a great deal to offer in terms of best practice; but there is little work that focuses on South Asian innovation and practice generally, and takes a comparative and theoretical perspective to ground existing and future accountability initiatives in health and nutrition specifically. This report fills this gap.

It first summarises current concepts and issues in accountability thinking and practice, focusing on practices commonly referred to as 'social accountability'. It goes on to contrast these with the 'standard model' of political and administrative accountability, which is prevalent in the literature, and points to ways in which reality often deviates from this standard model. Against this general conceptual and theoretical backdrop, it examines health systems in South Asia in the light of assumptions underpinning the standard model of accountability.

It highlights a set of four key considerations for the design and analysis of such programmes:

- the need to understand community heterogeneity (rather than assuming homogeneity, as many interventions do)
- the role of community collective action and/or its role in coercion or 'noisy protest' in effecting change
- the ways in which cooperation, capacity and commitment affect the community and frontline provider relationship, and the ability and willingness to deliver
- to meet demands the ways in which clientelism and other such extant local political structures form the backdrop against which accountability actions play out.

Compiled by Neha Gupta
Jr. Librarian-cum-Documentation Assistant

Certificate Course in Counselling & Guidance

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The International Institute of Adult and Lifelong Education (IIALE) started a new course on Counselling and Guidance in May 2017. It is a course with the total duration of 120 hours which includes classroom lecture, assignments and field visits. The course orientation for the first batch of students was held on May 30, 2017 at the Institute which was addressed by Prof. N.K.Chadha, Chairperson (Research & Doctoral Programme), Manav Rachna International University, Prof.S.Y.Shah, Director, IIALE, Dr. Priya Bir, Associate Professor, Aditi Mahavidyalaya, University of Delhi, Smt. Meenu Bhargava and Shri Suneel Keswani, eminent practicing professionals. Dr. Bani Bora, Senior Fellow, IIALE is the Course Director.

While interacting with the students Prof. Chadha gave a lot of information on the importance of the course in enhancing one's own skills relating to Counselling and Guidance, which according to him will be an added advantage in one's career graph. Dr. Priya Bir informed the students that the course would give them an excellent platform to groom their personality as counsellors. Smt. Meenu Bhargava and Shri Suneel Keswani explained briefly on the scope of Counselling as a profession and the responsibilities of a Counsellor.

The interactive session with the students was also attended by Dr. Madan Singh, Registrar, Dr. V.Mohankumar, Joint Registrar and Smt. Kalpana Kaushik, Finance Officer, IIALE.

The sessions held so far are as follows:

June 3, 2017	Basics of Counselling and Guidance Communication Skills and Sharing of Field Experience	Dr. Bani Bora Dr. V.Mohankumar
June 10, 2017	Know Yourself and Management of Stress in Self Concept of Empathy, Community Interaction and Group Work	Prof. N.K.Chadha Dr. Bani Bora
June 14, 2017	Empathy: A Path to Social Change Field Visit - Individual Interaction in the community	Dr. Bani Bora
June 17, 2017	Counselling Process, Skills and Techniques	Dr. Priya Bir
June 21, 2017	Case Study - Writing Technique	Dr. V.Mohankumar
June 23, 2017	Counselling of Marginalized Population	Dr. Bani Bora
June 24, 2017	Ethics in Counselling	Dr. Bani Bora

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National Seminar at Indore

The Indian Adult Education Association and Department of Lifelong Learning, Devi Ahilya Vishwavidyalaya (DAVV), Indore is organizing national seminar on August 19, 2017 on the topic "Lifelong Learning and Skill Development". The venue of the seminar is Conference Hall, School of Computer Science, DAVV, Takshashila Campus. The inaugural session will be presided over by Prof. B.S.Garg, former Chancellor, JRN Rajasthan Vidyapeeth University, Udaipur &

Patron, IAEA and the inaugural address will be delivered by Dr. Narendra Kumar Dhakad, Vice Chancellor, DAVV.

The accommodation for the invited outstation participants and guests is arranged in the University Guest House, University Campus, Bhanwar Kuan, Agra-Bombay Road.

The seminar is coordinated by Dr. Bharti Joshi, Associate Professor, Department of Lifelong Learning, DAVV.

IAEA EC, Council and GB Meeting

The meetings of Executive Committee, Council and General Body of Indian Adult Education Association will be held at Shanti Niketan, Village Umariya, Mhow (Old Agra-Bombay Road), Indore, Madhya Pradesh on the dates and time as given below:

1. Executive Committee – August 20, 2017 at 10:00 a.m.
2. Council meeting – August 20, 2017 at 11:30 a.m.
3. General Body meeting – August 20, 2017 at 12:00 noon
4. Special General Body meeting – August 20, 2017 at 12:30 p.m.

सीएलएस के उत्कृष्ट विद्यार्थी

प्रथम स्थान
सरिता कुमारी



द्वितीय स्थान
पूजा पाण्डे



तृतीय स्थान
दीपा



राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, भारत सरकार द्वारा पुस्तकालय विज्ञान में प्रमाण पत्र कोर्स कराया जाता है। इस विषय का एक प्रमुख केन्द्र भारतीय प्रौढ़ शिक्षा संघ नई दिल्ली भी है। इस केन्द्र द्वारा संचालित 12वें बैच के 11

विद्यार्थियों ने मार्च-अप्रैल 2017 की परीक्षा में भाग लिया था। भाग लेने वाले विद्यार्थियों में से 9 शिक्षार्थी उत्तीर्ण हुए और इस प्रकार कुल परिणाम 81.81 प्रतिशत रहा। गत वर्ष की भांति इस वर्ष भी प्रथम, द्वितीय एवं तृतीय स्थान लड़कियों के

नाम ही रहा। प्रथम स्थान सरिता कुमारी (78.66 प्रतिशत) द्वितीय स्थान पूजा पाण्डे (78.0 प्रतिशत) और तृतीय स्थान दीपा (76.66 प्रतिशत) को मिला। संघ इन सभी विद्यार्थियों के उज्ज्वल भविष्य की कामना करता है।

जनरल बॉडी व काउंसिल के सदस्य ध्यान दें

भारतीय प्रौढ़ शिक्षा संघ की साधारण सभा, काउंसिल एवं कार्यकारिणी के सदस्य जो दिनांक 19 अगस्त 2017 को देवी अहिल्या विश्वविद्यालय, इन्दौर में आयोजित होने वाले राष्ट्रीय संगोष्ठी तथा 20 अगस्त 2017 को महु में होने वाले बैठकों में भाग लेने आ रहे हैं, से निवेदन है कि वे अपनी यात्रा की जानकारी यथाशीघ्र संघ के संयुक्त सचिव श्री एस.सी. खण्डेलवाल को उनके दूरभाष: 07324.274291 (आफिस) अथवा मोबाइल: 09424011951 पर सूचित करें ताकि आगमन एवं प्रस्थान के समय समुचित व्यवस्था की जा सके।

Attention of GB, Council and EC members

All the members of the General Body, Council and Executive Committee of Indian Adult Education Association who are attending the National Seminar at Devi Ahilya Vishwavidyalaya, Indore on August 19, 2017 and meetings at Mhow on August 20, 2017 are requested to convey their travel plan immediately to Shri S.C. Khandelwal, Joint Secretary, IAEA on Telephone: 07324-274291 (O) or Mobile: 09424011951 so that necessary arrangements are made at the time of arrival and departure.

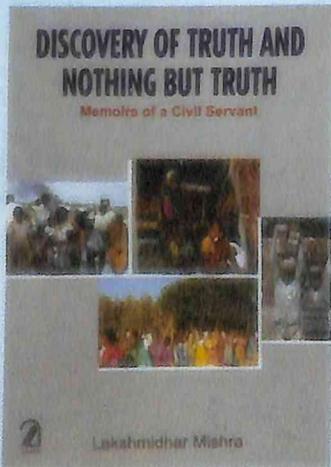
New President Assumes Office

Shri Ram Nath Kovind, elected as the 14th President of India has taken oath of office in a glittering ceremony on July 25, 2017. Justice JS Khehar, Chief Justice of the Supreme Court of India administered the oath of office. The ceremony was attended by Vice President, Prime Minister, Council of Ministers, Governors, Chief Ministers, Members of Parliament, Diplomatic Corps, other invited guests and close relatives.

Shri Kovind was born on October 1, 1945 to a poor landless labourer's family in the village Paraukh of Kanpur Dehat District, Uttar Pradesh. He did B.Com from DAV College, Kanpur and subsequently LLB. He practiced law in Delhi High Court. He was Central Government Advocate in Delhi High Court for two years and Central Government Junior Counsel in Supreme Court for two years. He was two time Rajya Sabha Member from Uttar Pradesh (1994-2006). He was appointed as Governor of Bihar in 2015.

Shri Kovind will hold Office of the President for five years, i.e. till July 24, 2022.

The Indian Adult Education Association wishes the new President an eventful tenure in the post he assumed.



Autobiography by Dr. L. Mishra

Dr. L. Mishra, IAS (Retd), former Secretary to Govt. of India, Ministry of Labour (he was the first Director General of National Literacy Mission) has written his autobiography and titled it "Discovery of Truth and Nothing but Truth - Memoirs of a Civil Servant". The book is of 822 pages and published by AAKAR BOOKS, Mayur Vihar Phase-1, Delhi. It is primarily an issue based work and is about new facets in a life and career of a sensitive author spanning over 50 years (1964-2014).

The price of the books is Rs.2195/-.

Shri Pranab Mukherjee bid adieu to Rashtrapati Bhavan

Shri Pranab Mukherjee after completing his eventful tenure as the 13th President of India left Rashtrapati Bhavan on July 25, 2017 to lead the life of a common man. During his tenure he did a lot of work to strengthen the massive building with a lot of repair work and opened the doors for the common folk to have a glimpse of the interiors which has a long history.

Shri Mukherjee started his career as a teacher in the university and proceeded to become the best parliamentarian, minister and finally the President. In all the fields he served he has left an impression as a disciplinarian and person of high stature following strictly the rules laid down. He is a great orator and deeply interested in reading.

The Indian Adult Education



Association wishes Shri Pranab Mukherjee a peaceful and healthy life.

SDG: Measuring Learning, Education Quality and Equity

The United Nation's 2030 Agenda for Sustainable Development has 17 Goals of which Goal 4 is important for all those who are working in the field of education. The Goal 4 is to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The targets specified under this goal are the following:

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

6. By 2030, ensure that all youth and a substantial

proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

The focus on education quality and equity presents significant new measurement challenges. Five of the ten targets for education require direct measures of learning outcomes for children, youth and adults. The availability of data to calculate the indicators for these targets is uneven across the world. For cross-nationally comparable assessments of learning country participation varies from about one in five for adult literacy studies to one in three for student assessments at the end of lower secondary education. In addition countries and the international community must address the cross-cutting nature of the equity issues raised in SDG 4 in particular. Target 4.5 calls for the illumination of disparities in order to ensure equal access to all levels of education for the vulnerable. This means that indicators across all the education targets should be disaggregated by sex, location, wealth and disability status (as well as other personal and household characteristics, where relevant) in order to identify and address the barriers that so many groups continue to face.

Target 4.6 covers adult literacy and numeracy. The current global indicator for this goal is the "Percentage of population in a given group achieving at least a fixed level of proficiency in functional literacy and numeracy skills". Key concepts to measure include proficiency in literacy and numeracy.

In the area of adult literacy, large scale, international adult assessment programmes such as the International Adult Literacy Survey (IALS), Adult Literacy and Life Skills (ALL) survey, Programme for the International Assessment of Adult Competencies

(PIAAC) and Skills Toward Employment and Productivity (STEP) study allow countries to compare the skills of their adult population and gain insight into what needs to be improved to have a skilled and productive population. On the other hand, countries also collect data on adult literacy skills in surveys that are nationally designed and therefore vary in content coverage and methodology. Further more, the quality and reliability of the assessments, and thus the reported scores, may vary widely. As a result it is difficult to compare national level adult literacy skills with data from the various assessments.

Currently the UNESCO Institute of Statistics (UIS) is working with UNESCO Institute of Lifelong Learning (UIL), Organisation for Economic Co-operation and Development (OECD) and World Bank on a collaborative effort to design and produce a basic adult literacy assessment survey, the Short Literacy Survey (SLS). It will provide information on individual acquisition of very basic reading skills and will attempt to link to other international assessments scales like PIAAC and STEP. Once the three assessments are linked, it will be possible to produce a wide set of comparable data for initial monitoring of adult skills. However, there is one major limitation in the new SLS. The survey assesses literacy and based on previous research assumes that there is a high correlation between literacy and numeracy and uses the relationship to estimate assessed adults' numeracy skills.

Source: Sustainable Development Data Digest UNESCO Institute for Statistics

Seven Million Girls go missing in India Every Decade

In India families are steadily getting smaller but the missing children are girls in many homes. Around seven million girls go missing every decade with the fall in sex ratio corresponding with rising affluence, increasing availability of sex determination technology and declining family size. The natural sex ratio at birth favours boys, with about 1020 boys born to 1000 girls. This bias in favour of boys is nature's way of balancing the slightly raised risk of death in baby boys, which

even outs the overall sex ratio by the age of six. Not only are fewer girls born because of sex-selective abortions but more girls are also dying in the first five years of birth because of neglect. Around 1.2 million children die before their 5th birthday in India which puts the country's under-5 mortality rate (under-5 deaths/ 1000 live births) at 45. India also has the world's highest new born deaths, more than 7 lakh babies dying within the first 28 days of life every year.

Dr. Thamizhiniyan Awarded Post Doctoral Fellowship

Dr. Thamizhiniyan has been awarded UGC's Dr. S. Radhakrishnan Post Doctoral Fellowship in Humanities and Social Sciences. This fellowship is for three years and he will be doing the research on the topic "Successful English Language Teaching for Career Conceptualizing and Validating an English Language Teaching Model for Bachelor Vocational Programmes in India" under the guidance of Dr. K. Devan, Head, Centre for Adult and Continuing Education, School of Education, Pondicherry University.



Dr. Thamizh is the Life Member of Indian Adult Education Association.

Certificate Programme in Community Development



The State Resource Centre, Kerala is conducting a six months (16 credits) Certificate Programme in Community Development (CCD) both in Malayalam and English offered in the Open Distance Learning mode through part-time study for the community development workers to meet the growing need of trained development professionals for the effective facilitation and management of developmental activities in the community. It is a partnership programme developed by the resource centre with the active support of Commonwealth of Learning, Canada, an Inter

Governmental Agency instituted by the Commonwealth countries.

The programme is open for all those who have completed successfully secondary school (10th standard) and above and its components include four courses as per the following:

Course CCD001: Social Work and Development (Module 1: Social Work – An Overview, Module 2: Community Development)

Course CCD003: Environment Education (Module 1: Eco-System, Module 2: Community Health & Hygiene)

Course CCD004: Civic Sense

(Module 1: Values, Module 2: Rights, Duties and Responsibilities)

Course CCD005: Project Work (Institutional Visit, Project – Field Study)

The appreciable practice includes Tutor Marked Assignments (30% weightage), Summative Assessment (70% weightage), Tutorial Contact Classes and Practical in weekends/holidays at designated learning centres specific to the programme.

The students get printed materials which include course modules, programme guide, project guide and assignment guide.

बागेश्वर जन शिक्षण संस्थान ने मनाया विश्व जनसंख्या दिवस

बागेश्वर जन शिक्षण संस्थान एवं जिला विधिक सेवा प्राधिकरण के संयुक्त आयोजन में दिनांक 11 जुलाई, 2017 को उत्कर्ष सभागार में विश्व जनसंख्या दिवस कार्यक्रम का आयोजन किया गया। इस अवसर पर डॉ. किरन दानू ने विश्व जनसंख्या के परिप्रेक्ष में एक पेपर प्रजेंट करते हुए

बताया कि इस वर्ष का थीम "परिवार नियोजन : लोगों का सशक्तीकरण और राष्ट्र का विकास" है जो ध्यान दिलाता है कि सुरक्षित एवं शैक्षिक परिवार नियोजन हर एक नागरिक का अधिकार है और यही लोगों को सशक्त बनाएगा।



कार्यक्रम के मुख्य अतिथि, मुख्य न्यायिक मजिस्ट्रेट श्री राकेश कुमार सिंह थे जिन्होंने अपने वक्तव्य में कहा कि आर्थिक सशक्तीकरण महिलाओं के निर्णय लेने की क्षमता को बढ़ाता है तथा उनकी सामाजिक भागीदारी भी सुनिश्चित करता है। इसलिए महिलाओं को सामाजिक एवं राजनीतिक क्षेत्र में अपनी भागीदारी सुनिश्चित करनी चाहिए ताकि नीति निर्धारण में उनका पक्ष मजबूत हो सके। तत्पश्चात श्री एस. सी. पंत, प्राचार्य, राजकीय स्नातकोत्तर महाविद्यालय ने जनसंख्या वृद्धि के मद्देनजर भविष्य में खाद्यान

संकट के प्रति लोगों को आगाह करते हुए जनसंख्या एवं प्राकृतिक संसाधनों के संतुलन पर बल दिया। डॉ. जितेन्द्र तिवारी, निदेशक, जन शिक्षण संस्थान ने कहा कि विश्व जनसंख्या दिवस एक अंतर्राष्ट्रीय जागरूकता अभियान है ताकि लोगों को जनसंख्या वृद्धि के कारण बता इस समस्या का हल निकाला जा सके। डॉ. शरद भट्ट, प्रोफेसर, महाविद्यालय, बागेश्वर ने महिलाओं के साथ हो रहे भेद-भाव की ओर सबका ध्यान आकर्षित किया। कार्यक्रम का संचालन श्री जी. बी. उपाध्याय द्वारा किया गया।

Parents Meeting organized Under Creche and Children's Project



The Gandhigram Creche and Children's Project of the Department of Lifelong Learning and Extension, Gandhigram Rural Institute-Deemed University organized a day long programme for parents on 'Positive Thinking' on June 24, 2017. Around 70 parents of the children who are the beneficiaries of Chreche from 10 villages of Dindigul District participated. The main objective of the programme was to create awareness and motivate the parents on positive way of thinking. While Dr. L. Raja, Professor and Head of the Department of Lifelong Learning and Extension welcomed the gathering, the programme was inaugurated by

Dr. M.D. Mani, Professor and Dean of the Faculty of Rural Development.

Shri B. Vijay, a teacher in Government High School was the Resource Person. In his interaction with the parents he said that children learn a lot from their parents and grandparents. In earlier days joint family system enabled the children to learn life skills from the elders which moulded them for future. He further stated that now-a-days children spend less time at home and much lesser time with the parents and elders with the result they are not able to learn like the earlier generations.

Shri Vijay interacted with the participants through question answer session, video show, games to enable them to participate actively.

Smt. Annamary Selvaraj explained how children

actively participate in skill training, educational tours and community meet and requested the parents to allow their children without any hesitation to participate in such activities.

Shri Govindaraj of Rural Energy Centre briefed the parents about the importance of solar energy and how it saves the energy consumption and money and also how it protects the environment.

Dr. R.Kalpna, Field Organizer and Research Assistant coordinated the entire programme. At the end Smt. M. Pushpalata proposed the vote of thanks.

जनसंख्या नियंत्रण में साक्षरता की अहम् भूमिका

किन्तु उनके अपेक्षित परिणाम सामने नहीं आये हैं। श्री रस्तोगी ने कहा कि दुनियां भर में हो रहे शोध से यह निष्कर्ष निकल कर सामने आया है कि जिन देशों में साक्षरता की दर ऊँची है, वहाँ परिवार छोटे हैं, जनसंख्या वृद्धि दर नीची है और लोग खुशहाल और आर्थिक रूप से सम्पन्न हैं। हमारे देश में भी आवश्यकता है कि जनसंख्या नियंत्रण के लिये साक्षरता के प्रचार-प्रसार को एक पक्के माध्यम के रूप में आधार बनाया जाय। उन्होंने देश में भी ऊँची साक्षरता दर वाले प्रदेशों का उदाहरण देते हुये कहा कि जिन प्रदेशों में साक्षरता की दर ऊँची है, वहाँ जनसंख्या वृद्धि की दर कम है।

कार्यक्रम में एहसास की महासचिव श्रीमती शचि सिंह ने भी अपने विचार व्यक्त करते हुये कहा कि अभी भी हमारे देश में नवयुवतियों एवं महिलाओं को परिवार नियोजन के साधनों एवं उपायों की जानकारी नहीं है तथा वे इस विषय पर बात करने में संकोच करती हैं। इसका प्रमुख कारण शिक्षा की कमी है। संगोष्ठी में राज्य संसाधन केन्द्र, उ.प्र. के सह-समन्वयक श्री नरेन्द्र प्रताप सिंह, श्री दिनेश सिंह एवं श्री सुधाकर मान सिंह ने भी अपने विचार व्यक्त किये।

कार्यक्रम का संचालन जन शिक्षण संस्थान के क्षेत्र कार्यक्रम समन्वयक श्री ए.के. मिश्रा द्वारा किया गया। इस अवसर पर अपवंचित वर्ग की महिलाओं एवं नवयुवतियों के लिये "ब्लॉक प्रिंटिंग" प्रशिक्षण का शुभारम्भ भी जन शिक्षण संस्थान के द्वारा किया गया। संस्थान के निदेशक श्री श्रीपति रस्तोगी ने प्रशिक्षिका श्रीमती यास्मीन अन्जुम को प्रशिक्षण सामग्री प्रदान कर, कार्यक्रम का विधिवत् उद्घाटन किया।

विश्व जनसंख्या दिवस के अवसर पर जन शिक्षण संस्थान, लखनऊ एवं राज्य संसाधन केन्द्र, उ.प्र. द्वारा संयुक्त रूप से "जनसंख्या नियंत्रण में साक्षरता की भूमिका" विषय पर दिनांक 11 जुलाई 2017 को एक संगोष्ठी का आयोजन "एहसास" संस्था के मुख्यालय, गोमती नगर में किया गया। इस संगोष्ठी में अपवंचित वर्ग की नवयुवतियों एवं महिलाओं ने बड़ी संख्या में प्रतिभाग किया। संगोष्ठी में मुख्य अतिथि के रूप में जन शिक्षण संस्थान, लखनऊ एवं राज्य संसाधन केन्द्र, उ.प्र. के निदेशक, श्री श्रीपति रस्तोगी ने विचार व्यक्त करते हुये कहा कि तेजी से बढ़ती हुई जनसंख्या निश्चित रूप से एक बड़ी चिन्ता का विषय है। उन्होंने कहा कि यद्यपि हमारे देश में प्रथम पंचवर्षीय योजना से ही जनसंख्या नियंत्रण एवं परिवार कल्याण के कार्यक्रम प्रारम्भ कर दिये गये थे,

Need to Strengthen Assistive Teaching

Lack of awareness regarding different types of assistive teaching for children with special needs in teaching-learning process, there is a gap in learning by children. Hence, there is an urgent need to orient school teachers on assistive strategies and technology to overcome the academic difficulties of students and help them the skills to learn better.

It is important that teachers encourage the students 'daily dictionary reading' which will not only increase the knowledge in language but also the understanding capacity. Dictionary reading from early age will increase the grammatical knowledge in children and will be able to know better the verb, adverb, adjective, noun, pronoun, words and sentences, spellings, punctuation marks, pronunciation ability, syllabification rules, etc. Many times people make mistake in using the word 'advice' and 'advise'. Though, their pronunciation is same but meaning is different. This can be avoided by dictionary reading.

- K.N. Srinivasan

Retd. from Directorate of Collegiate Education
Tamil Nadu & Life Member of IAEA

**"If Life on the Earth is TEMPORARY,
then
why should we think
that our problems are PERMANENT?"**

- Jaggi Vasudev

"When Parliament fails to discharge its law making role or enacts laws without discussion, it breaches the trust reposed in it by the people of this great country".

- Pranab Mukherjee, President
at his farewell on 23rd July 2017

Directors General of UNESCO

UNESCO located in Paris, France is one of the six organs of United Nations. It has 195 Members and 10 Associate Members. This organization is responsible for coordinating international cooperation in education, science, culture and communication. It strengthens the ties between nations and societies and mobilizes the wider public so that each child and citizen has access to quality education; a basic human right and an indispensable prerequisite for

sustainable development, may grow and live in a cultural environment rich in diversity and dialogue, where heritage serves as a bridge between generations and peoples, can fully benefit from scientific advances and can enjoy full freedom of expression; the basis of democracy, development and human dignity.

UNESCO's messages are of increasing importance today, in a globalized world where interconnections and diversity must serve as opportunities to build

peace in the minds of men and women.

The Executive Branch of UNESCO is the Secretariat which translates into reality the programmes approved by the General Conference. The Secretariat is headed by the Director-General who is assisted by members of the staff who are selected from different countries. The staff members are both professionals and general service categories. UNESCO also has 65 field offices around the world.

Following is the list of UNESCO's present and former Directors-General:

 Irina Bokova (Bulgaria) 2009 - 2017	 Koïchiro Matsuura (Japan) 1999 - 2009	 Federico Mayor (Spain) 1987 - 1999	 Amadou-Mahtar M'Bow (Senegal) 1974-1987	 René Maheu (France) <i>[He was also acting DG in 1959 & 1961-1962]</i> 1962 - 1974
 Vittorino Veronese (Italy) 1958 - 1961	 Luther Evans (United States) 1953 - 1958	 John W. Taylor (Acting DG) (US) 1952 - 1953	 Jaime Torres Bodet (Mexico) 1948 - 1952	 Julian Huxley (United Kingdom) 1946 - 1948

SRC Kerala Observed World Environment Day

The State Resource Centre Kerala, Media Countrywide and the Centre for Environment and Development jointly observed the World Environment Day in the Conference Hall of SRC in which around 75 persons participated. Dr. N.B. Suresh Kumar, Director, SRC presided.

The programme started with planting of saplings in SRC Campus by Dr. Ommen.V. Ommen, Chairman, Bio-Diversity Board, Prof. S. Sreedevi, former Principal, Government Training College and a known Malayalam writer,



Dr. Babu Ambat, Executive Director, Centre for Environment and Development and Shri A. Prabhakaran, Chairman, Media Countrywide.

The inaugural address was delivered by Dr. Ommen.V. Ommen. He said that over exploitation of nature started

creating negative consequences with the result the future generation will be devoid of availing even necessary things for daily life. He also said that while India is moving towards fast development it should also take care not to spoil the ecosystem and preserve the good environment.

Padmasree G. Shankar, Chairman, Habitat Technology Group in his address emphasized the need for living with nature which inturn will support the future generation also. Unmindful cutting of trees deprive good rainfall due

to which drought comes in. Hence, in the name of development no one should cut the trees. Instead they should develop green belt first and then go for development activities including cutting of trees.

Prof. S. Sreedevi was felicitated on the occasion. In her brief address she

emphasized the need for loving mother earth as she protects the human beings as her children. Hence, today's younger generation should be educated on protecting mother earth so that generation next is safe.

Dr. Babu Ambat presented a theme paper on 'Water and Energy

Conservation and Management' with the help of power point presentation in which he explained about the need for protecting water resources and avoiding water contamination.

At the end Shri Harish Kumar, S, Media Officer, SRC Kerala proposed vote of thanks.

International Yoga Day

celebrated by JSS Jagatsinghpur, Odisha in the office premises in which around 70 people participated including the Director and members of the staff, vocational resource persons, beneficiaries and ex-beneficiaries of JSS. The Yoga was conducted by Shri Chitrasena Lenka, Yoga Guru, Patanjali Yoga Pitha and Shri Manas Ranjan Swain, Secretary, BHP.

In the beginning the Yoga experts briefed the participants about the importance of Yoga, its benefits for the well being of the practitioners and how it got international recognition which was followed by practical session in which various types of Yogasnas – Dhanurasana, Bhujangasana, Kapalabhati, Tadasana, Uttanasana, Trikonasana and Suryanamaskar were performed.

Shri Kamal Kumar Samal, Director, JSS welcomed all the participants in the beginning of the session and Shri Manoj Kumar Sethy, Programme Officer, JSS gave the vote of thanks at the end.

JSS Sivakasi



The Jan Shikshan Sansthan, Sivakasi, Tamil Nadu in coordination with Mata Amritanandamayi Math organized Yoga programme on June

20, 2017 at Rajapalayam on the eve of the International Yoga Day in which 117 persons participated including the staff members and beneficiaries of JSS and general public. Br. Ajamrita Chaitanya conducted the Yoga class and also gave an inspiring speech on the importance of Yoga.

Smt. E. Vijayalakshmi, Director, JSS also spoke on Yoga and its benefits. Shri S. Krishnasamy, Programme Officer gave welcome address and Smt. M. Vimala proposed vote of thanks.

JSS Hoshangabad



The International Yoga Day was observed by Jan Shikshan Sansthan Hoshangabad, Madhya Pradesh in association with HEARTFULLNESS Institute by organizing a three day training programme (two hours daily) in the JSS vocational training centre at Biora, Balagram, Hoshangabad. Dr. Abha Wadhwa former Member of the Board of Management of JSS who is associated with the institute took Yoga sessions to the participants along with Shri Ravi Goplani, a professional Yoga trainer. In this training programme the Yoga experts gave lecture demonstrations with the help of multimedia.

Shri Tapan Patel, Assistan

The 193 member countries of United Nations declared on December 11, 2014 to observe International Yoga Day every year on June 21st. Hence, for the first time the day was observed all over the world on June 21, 2015 highlighting the importance of Yoga in the human life through lectures and demonstrations. India has the special privilege of celebrating this day with all enthusiasm as Yoga has originated from this country. Hence, right from Prime Minister of India everyone participates in Yoga along with the general public. In the third year of celebration in 2017, the Prime Minister participated in Yoga at Lucknow along with others.

The Jan Shikshan Sansthans also actively participate to organize such celebrations every year. A few Sansthans have reported the events as below:

JSS Jagatsinghpur
International Yoga Day was



Programme Officer, JSS coordinated the programme with the assistance of Ms. Archana Chorey.

JSS Ahmednagar

Jan Shikshan Sansthan
Ahmednagar,
Maharashtra
organized
Yoga Shivar
for its
beneficiaries
and
Vocational



Resource Persons of on-going courses in which around 45 persons participated including members of the staff of the Sansthan. This Shivar was organized in the main office of the Sansthan. Shri B.R. Pawar, Director, JSS who being the Yoga Master was the Resource Person.

The Shivar started with a brief talk by Shri Pawar in which he shared a lot of information to the participants on healthy living, cost effective nutritious food, importance of physical exercise and maintenance of good life style. Thereafter, the yoga was done with different Asanas and breathing exercises.

Shri Anil Tandle and Ms. Kavita Padke jointly welcomed the participants in the beginning and at the end Shri Sayed Shafaquat gave vote of thanks.

जेएसएस सीधी



जन शिक्षण संस्थान सीधी, मध्य प्रदेश द्वारा महर्षि शिक्षा संस्थान, सव्यसॉची सेन्टर फार अर्बन एण्ड

रुरल डेव्हलपमेन्ट तथा ऑगनबाडी कार्यकर्ता प्रशिक्षण केन्द्र सीधी के संयुक्त तत्वावधान में संस्थान परिसर में योग दिवस आयोजित किया गया जिसमें संस्थान के कर्मचारी, अनुदेशक एवं प्रशिक्षणार्थियों के अलावा ऑगनबाडी प्रशिक्षण केन्द्र की कार्यकर्ताओं ने भाग लिया।

इस अवसर महर्षि शिक्षा संस्थान के योग प्रशिक्षक द्वारा प्रतिभागियों को विभिन्न प्रकार के प्राणायाम कराए गये। साथ ही साथ संस्थान के अध्यक्ष श्री सजय भदौरिया तथा ऑगनबाडी कार्यकर्ता एवं प्रशिक्षण केन्द्र की प्राचार्य श्रीमती रेखा सिंह ने सभी प्रतिभागियों से आग्रह किया कि वे योग एवं प्राणायाम को अपने दैनिक जीवन में शामिल करें ताकि वगैर दवाईयों के भी स्वस्थ जीवन जीया जा सके।

जेएसएस लखनऊ

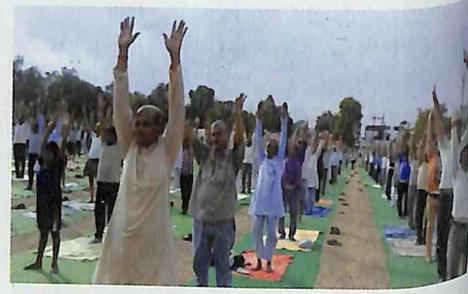


जन शिक्षण संस्थान, लखनऊ एवं राज्य संसाधन केन्द्र, उ.प्र. के संयुक्त तत्वावधान में साक्षरता निकेतन के कबीर थियेटर में 'योग शिविर' का आयोजन किया गया जिसमें जन शिक्षण संस्थान, राज्य संसाधन केन्द्र, साक्षरता निकेतन एवं वेल्थी फिशर चिल्ड्रेन्स एकेडमी के स्टाफ एवं शिक्षक-शिक्षिकाओं ने भस्त्रिका, कपालभाती, अनुलोम-विलोम, भ्रामरी के साथ-साथ भुजंगासन, सर्वांगासन, शवासन आदि का अभ्यास किया।

कार्यक्रम में मुख्य अतिथि श्री जी. पटनायक, अध्यक्ष, श्री एन.के.एस. चौहान, सचिव, इण्डिया लिटरेसी बोर्ड के साथ राज्य संसाधन केन्द्र एवं जन शिक्षण संस्थान, लखनऊ के निदेशक, श्री श्रीपति रस्तोगी भी उपस्थित थे।

जेएसएस बांदा

जेएसएस बांदा, उत्तर प्रदेश ने राजकीय इन्टर



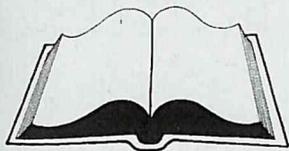
कालेज के मैदान में योग शिविर का आयोजन किया जिसमें मुख्य अतिथि सदर विधायक श्री प्रकाश द्विवेदी एवं अध्यक्ष मण्डलायुक्त श्री अजय कुमार शुक्ला, डी.आई.जी. श्री ज्ञानेश्वर तिवारी जिलाधिकारी डा. सरोज कुमार और पुलिस अधीक्षक श्रीपति मिश्र सहित बड़ी संख्या में सरकारी अधिकारी, कर्मचारी, स्वयंसेवी संस्थाओं के प्रतिनिधि एवं स्थानीय लोगों ने भाग लिया। इस अवसर पर योग प्रशिक्षक श्री धनराज सिंह तथा कु. सुमन चौहान ने सभी प्रतिभागियों को योग का अभ्यास कराया।

बांदा जन शिक्षण संस्थान के निदेशक श्री अरूण कुमार ओझा तथा कार्यक्रम अधिकारी श्री संजय पाण्डेय ने संस्थान की ओर से सभी प्रतिभागियों का स्वागत एवं आभार व्यक्त किया।

जेएसएस (आईआईडीएसआर) इलाहाबाद



जन शिक्षण संस्थान (आईआईडीएसआर) इलाहाबाद, उत्तर प्रदेश द्वारा योग दिवस के अवसर पर विकास खण्ड करछना के ग्राम पंचायत महुवासी, ग्राम पंचायत लिगदहिया तथा इन्डस्ट्रियल एरिया नैनी और विकास खण्ड मेजा के ग्राम पंचायत लेड़ियारी, प्रशिक्षण केन्द्रों में योग शिविरों का आयोजन किया गया जिसमें सभी प्रशिक्षणार्थियों ने भाग ले समाज के अन्य लोगों के लिए विभिन्न प्रकार के योगासनो का प्रदर्शन किया।



Agewell Foundation. **Changing needs and rights of older people in India: A review.** New Delhi, Agewell Foundation. 2017: 48p.

Objectives of this research is to study the current situation of needs and rights of older people in India; to assess the perceptions about changing needs and rights of older people in India; to review changing needs & rights of older people; and to assess the human rights protection status of older people in order to advocate for needs and rights of older persons of India.

International Labour Organization. **Towards a better future for women and work: Voices of women and men.** ILO. 2017: 220p.

This document surveyed men and women in 2016 to understand their perceptions about women and work. The results, based on interviews with nearly 149,000 adults in 142 countries and territories, suggest that women might find support in their quest for productive employment and decent work coming from a rather unexpected source: men. Gender equality is still far from being achieved, and the findings show real divides still exist in many regions of the world. But it also appears men and women are not always as far apart in their attitudes as conventional wisdom might lead them – and governments and employers’ and workers’ organizations – to assume.

Worldwide, the majority of women would prefer to be working, and men agree. Most men and women think it is acceptable for the women in their families to have

paid jobs outside their home if they want one. Almost universally, men and women mention the “balance between work and family” as one of the top challenges that working women in their countries face. If a woman has similar education and experience to a man, women and men worldwide are most likely to say that she has the same opportunity to find a good job in the city or area where they live. Worldwide, the majority of employed women say what they earn is at least a significant source of their household’s income. More than one in four women say they provide the main income for their households, but men are still more likely to say they provide the main source of income. This pattern holds in every part

This report, “Towards a better future for women and work: Voices of women and men,” details the results of the global research project based on data collected through the Gallup World Poll.

It provides a first-ever account of how women and men worldwide think and feel about women and work.² The findings in this report are based on interviews conducted in 2016 with nearly 149,000 adults in 142 countries and territories³ regarding their attitudes about women and the world of work.

The report examines these attitudes from several important angles:

- Women in the world of work: Measuring women’s and men’s preferences
- Views about the acceptability of work for women
- The biggest challenges for women in paid jobs: In women’s and men’s words
- The equal-opportunity search for good jobs
- Working women’s financial contributions to their household income

R. Govinda and Sedwal, Mona (eds.). **India Education Report: Progress of Basic Education.** Delhi; Oxford. 2017: 288p.

Tracing the country’s progress in elementary education, India Education Report presents an exhaustive analysis of the subject highlighting achievements and issues that remain unresolved. The volume contains scholarly reviews on carefully chosen themes ranging from pre-school education to adult education and examines governance and financing of education as public provision.

WHO. **World health statistics 2017: monitoring health for the SDGs, Sustainable Development Goals.** World Health Organization. 2017: 2016p.

World Health Statistics 2017 focuses on the health and health-related Sustainable Development Goals (SDGs) and associated targets by bringing together data on a wide range of relevant SDG indicators.

World Health Statistics 2017 is organized into three parts. In Part 1, six lines of action are described which WHO is now promoting to help build better systems for health and to achieve the health and health-related SDGs. In Part 2, the status of selected health-related SDG indicators is summarized, at both global and regional level, based on data available as of early 2017. Part 3 then presents a selection of stories that highlight recent successful efforts by countries to improve and protect the health of their populations through one or more of the six lines of action. Annexes A and B present country level estimates for selected health-related SDG indicators.

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Vocational Training given to Saakshar Bharat Beneficiaries at Erode

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The Jan Shikshan Sansthan Sivakasi and Erode District Saakshar Bharat Project jointly organized a one day vocational training programme for the beneficiaries of Saakshar Bharat, Preraks and Block Coordinators at Government Girls Higher Secondary School, Erode on July 14, 2017 in coordination with the State Directorate of Non-Formal and Adult Education and State Resource Centre. The Resource Persons were Smt. M. Vimala, Smt. Shanthakumari and Shri S. Krishnasamy.

The programme was inaugurated by Shri Sivakumar, District Education Officer Incharge. In his address he stressed the importance of literacy and skill development for better living as one develops the knowledge and the other helps in economic improvement. Both are interrelated and help a lot to improve the standard of living of a human being.

Smt. E. Vijayalakshmi, Director, Jan Shikshan

Sansthan in her address said that for women empowerment education is the base and skill improvement is the pillar. Education makes women to participate in a better way in social development and the skills on hand help them to earn money or supplement the family income due to which their voice is heard by others. She further said that for women some of the vocations like Zari Zardoji and Aari Work, Ornamental Jewellery Making and Hand Embroidery are market demand courses through which one can get employment or self-employed. She also explained about the loan facilities available with different organizations/departments which one can avail and become an entrepreneur.

Shri Muniraj, District Programme Coordinator, Saakshar Bharat gave welcome address and at the end Shri Arulmurugan, District Programme



Officer gave the vote of thanks.

"Education is what remains after one has forgotten what one has learned in school."

- Albert Einstein

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Indian Adult Education Association

National Seminar held at Indore



A one day national seminar on Lifelong Learning and Skill Development was held at Dr. A.K. Ramani Seminar Hall, School of Computer Science, Devi Ahilya Vishwavidyalaya (DAVV), Indore on August 19, 2017. The seminar was jointly organized by Indian Adult Education Association (IAEA) and the Department of Lifelong Learning, DAVV which was attended by 125 persons from all over the country.

The inaugural session was presided over by Shri K.C.Choudhary, President, Indian Adult Education Association and started with the lighting of the lamp and rendering of Saraswati Vandana. Dr. Madan Singh, General Secretary, Indian Adult Education Association gave the welcome address and also read out the prepared speech of Professor B.S. Garg, former Chancellor, JRN Rajasthan Vidyapeeth Deemed University, Udaipur and

Patron, Indian Adult Education Association as he could not be present in the seminar for personal reasons.



In the year 2022, our country will complete 75 years of Independence. It is our national resolve to attain certain desired milestones for a New India by then. When we speak of a New India, what do we mean? There are some obvious parameters – like a house for every family, power on demand, better roads and telecom, a modern railway network, rapid and sustained growth and yet there is more. New India must include that integral humanist component that is in our DNA, and which has defined our country and our civilization. New India must be a society rushing towards the future, but also a compassionate society.

President Ram Nath Kovind, in his address to the nation on the eve of 71st Independence Day



The Chief Guest of the day was Prof. Narendra Kumar Dhakad, Vice Chancellor, Devi Ahilya Vishwavidyalaya. In his address he said that universities which were earlier considered more for teaching and research is now involved in community development work also as part of outreach programmes. In that sense the Department of Adult, Continuing Education and Extension does a lot of good work which needs to be further strengthened in the times to come. He also stressed the need for skill development for economic prosperity and appreciated the Department of Lifelong Learning for organizing a number of skill oriented courses with quality and content.

Shri K.C.Choudhary in his presidential address said that IAEA was established by persons of eminence like Shri R.P. Masani, Dr. Amarnath Jha, Shri Raghunandan Saran, Shri N.K. Mukherjee and Dr. Zakir Hussain in response to the call given by Mahatma Gandhi to academia for providing civic education to non-literate and less educated persons. In the last 78 years the Association is working for the objectives for which it was established. However, there is a long way to go and the Association will be with the government for all its efforts to mitigate illiteracy. He also thanked the Vice Chancellor for the joint collaboration to organize the seminar.

Dr. V.Mohankumar, Director, IAEA gave the Keynote Address in which he traced the history of educational development in India and elaborated the efforts of the government to eradicate illiteracy in different Five Year Plans. He also said that education used to be transmitted from one generation to the other through word of mouth and work has now been minimized because of the disintegration of joint family system. The educational institutions right from primary to tertiary only tests the students' ability to reproduce the lessons learnt rather than giving them the opportunity for original thinking. He was of the opinion that the young India needs proper skill training so that they are truly the trained manpower useful not only for the country but also for other countries of the world.

In the inaugural session Dr. Neerja Sharma, former Professor & Dean, Department of Adult and Continuing Education, Barkatullah University, Bhopal was honoured for the services rendered in the field of adult and lifelong education.



At the end Dr. Ajay Verma, Registrar, DAV proposed the vote of thanks. He said that adult education and skill development are important but the huge number may pose problem in the implementation process.



Immediately after the inaugural session one Technical Session was held in which two papers were presented, one by Smt. Asha Verma on 'Right to Education and Lifelong Learning' and the other

January 1, 2018 will not be an ordinary day – those born in this century will start turning 18. For these people, this is a decisive year of their lives. They are going to be the creator of the destiny (Bhagya Vidhata) of our nation in the 21st century. I heartily welcome all these outh, honour them and offer my respects to them. You have an opportunity to shape the destiny of our country. A proud nation invites you to become a part of its developmental journey.



Prime Minister Narendra Modi, in his Independence Day speech on August 15, 2017

was by Dr. V. Reghu on 'Recognition of Prior Learning'. After that the participants were divided into four groups with specific topics for discussion. All the four groups as given below made specific recommendations and presented the same in the general session which was presided over by Dr. Madan Singh:

Group-1 (Topic - Women Empowerment through Skill Development)

Chairperson: Dr. D. Uma Devi

Members: Smt. Indira Purohit, Ms. Rajashree Biswas, Ms. Ratna Biswas, Shri Prabhu Prasad, Dr. S.C. Upadhyay, Prof. Arabinda Bhattacharya, Shri Ananta Kumar Roy, Prof. Dilip Mukhopadhyay, Shri K. Rajesh, Ms. Amar Prit Kaur, Ms. Anishka, Shri Yasin and Shri Deepak.

Recommendations:

- ⇒ Employable skill development courses need to be started for women so that they also come under trained manpower
- ⇒ Traditionally women are encouraged to undergo cutting-tailoring, embroidery courses. This attitude should be changed as no skill development course is exclusively reserved for women and girls
- ⇒ Adequate exposure should be given about the successful women entrepreneurs so that other women are also motivated
- ⇒ Banks need to adopt different rules for women to avail loan/credit facilities so that they are encouraged to be self-employed
- ⇒ Attitude of individuals, families and society need to change towards women so that they are encouraged to be partners in all the decision making processes
- ⇒ Women need to be encouraged to develop self-confidence and infact it should start from childhood both in the family and school. Subsequently, in work place also
- ⇒ The government allocates a lot of amount for the overall development of women including for vocational training. To assess the success of programmes focused on women development impact studies should be conducted to ascertain the percentage of use of such facilities by women and their success in life after availing the facilities
- ⇒ Women should be encouraged to participate more in the livelihood programmes
- ⇒ SHGs play a major role in women development to come together for a common cause. Almost all the departments form SHGs but no useful training given to the members for managing

- such groups. It is high time that all the office bearers and members are trained to maintain records, registers and financial transactions
- ⇒ Gender sensitivity is an important aspect which mass media should propagate more

Group-2 (Topic - Recognition of Prior Learning (RPL))

Chairperson: Dr. V. Reghu

Members: Shri Apurba Kumar Chatterjee, Adv. Mrinal Pant, Shri Harish Kumar S., Shri S.K. Dutta, Dr. Madan Singh, Shri Shyam Sunder Nandwana, Shri Akash Jain, Ms. Raveena Batra, Ms. Rupal Mittal, Ms. Muskan Chauhan and Ms. Lavina Kishnani.

Recommendations:

- ⇒ Government may redesign the policies and programmes related to skill development so that it reaches the common man in the villages (meaning reaching the unreached)
- ⇒ Skill development programmes and RPL may be made available at all levels - GP, Block and District
- ⇒ All technical institutions may be given specific role to promote skill development and RPL programmes
- ⇒ The Research and Development components of skill development and RPL may be entrusted to institutions like IIT/IISE
- ⇒ To popularize RPL print and electronic media can be used to the maximum
- ⇒ The success of RPL programmes may be periodically evaluated by external agencies to assess the extend of success
- ⇒ Industries and factories may be encouraged to play a major role in RPL for its own workforce
- ⇒ RPL certified persons may be given priority in getting employment and availing loan/grant facilities from government/banks
- ⇒ A national level survey to identify the employable skills in the near future and the years to come is necessary so that skill development programmes are organized by institutions accordingly. This will enable the trained workforce to engage in gainful employment.

Group-3 (Topic - Workers and Skill Development)

Chairperson: Prof. Asoke Bhattacharya

Members: Smt. Nishat Farooq, Dr. Sunil Sharma, Shri Durlabh Chetia, Ms. Sunita Manke, Ms. Shruti Ramesh Jain, Ms. Surbhi Patidar, Ms. Trapti Reda, Shri Moin, Ms. Kratika Lashkari, Shri Sanskar, Ms. Renuka Hardiya and Shri Shan Moinuddin.

Recommendations:

- ⇒ Workers may be given sufficient opportunities to learn basic skills and/or additional skills in technical/vocational training institutions for horizontal and vertical mobility in their life
- ⇒ The industrial establishments can be recognized as assessing and certifying institutions for their workers with regard to the technical/vocational training which they can organize as per their need but with standardised curriculum.
- ⇒ The employers can be encouraged to provide their workers necessary opportunities for training so that they get additional skills either within the organization or outside
- ⇒ Educational institutions can offer leisure time courses – both short and long so that workers participate and gain the knowledge
- ⇒ Counseling and guidance for workers can be an important component of welfare scheme
- ⇒ The employers can assess the workers with regard to their desire to acquire additional skills in which they are interested so that they are properly placed for the training.

Group-4 (Topic – Right to Education and Lifelong Learning)

Chairperson: Smt. Asha Verma

Members: Shri A.H.Khan, Shri Vivek Bapat, Shri R.C.Yadav, Shri Sudhakar Mansingh, Dr. Bharti Joshi, Ms. Sonali Gupta, Shri Anshul Singh and Ms. Tanishka Joshi.

Recommendations:

- ⇒ Creation of awareness on Right to Education (RTE) is essential so that all the children get the benefits
- ⇒ Proper implementation of RTE is needed for better enforcement of the Act
- ⇒ Close monitoring will enable the implementers perform well
- ⇒ Teachers training needs further strengthening to enable them to play their role properly. In-service training of teachers also is equally important
- ⇒ Educational administrators may have ears for the feedback from the teachers so that problems faced, if any, are rectified then and there
- ⇒ Infrastructure in schools are not only created but also should be maintained properly
- ⇒ Workload of teachers need to be regulated through periodical assessment
- ⇒ Expertise and experience of senior persons can be utilized for providing lifelong learning
- ⇒ Timely appointment of teachers can ensure

teacher-pupil ratio as visualized in the Act

- ⇒ Parent-Teachers Association should be formed in all the schools and their advice used for the betterment of the schools and educational advancement
- ⇒ Seminars/conferences/round tables can be arranged for getting new ideas for quality improvement of the inputs provided to educate the children.

In the closing session Dr. Bharti Joshi, Associate Professor & Head, Department of Lifelong Learning, DAVV explained in detail the various vocational courses (both long and short term) conducted by her department and the benefit



accrued by the trainees by getting employment opportunities in the organized sectors and starting self-employment.

At the end Dr. V.Mohankumar proposed vote of thanks.

Director IAEA Addressed School Students

The New Era Public School, Mayapuri, New Delhi is one of the founder members of Delhi Schools Literacy Project (DSLIP). Each year DSLIP organizes 'Literacy Week' in which learners and student volunteers actively participate in various literacy events. As part of the Literacy Week programme the New Era Public School has hosted this year the Inter-School Skit Competition on August 22, 2017 in which teams from a number of schools took part and the performance was evaluated by invited Judges from outside who are experts in the relevant field. Smt. Usha Chopra, Director and Smt. Vandana Chawla, Principal of the School took special interest in making the competition a memorable event.

On the invitation of the school Dr. V. Mohankumar, Director, IAEA was the Chief Guest who addressed the students in which he spoke on the importance of adult education and the need for providing assured post-literacy and continuing education for the neo-literates to enable them to retain the literacy skills they have acquired in basic literacy programme. While appreciating the schools in Delhi coming together under the banner of DSLIP for providing basic literacy to the unlettered people desired the schools to enable the beneficiaries to participate in the basic literacy assessment tests conducted by NIOS twice in a year (March and August) so that the participants get certificate of merit from the recognized national level institution. For those who are interested among the pass-outs of basic literacy programme to sit for the examination conducted by NIOS for class III, V, VII/VIII can be given special coaching to continue their education for betterment of the life.

श्री कैलाश चौधरी का महु में आत्मीय नागरिक अभिनन्दन



भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश चौधरी ने 4 अगस्त 2017 को अपने जीवन के 75 वर्ष पूरे किये। एक सामान्य से शिक्षक परिवार में जन्मे श्री चौधरी ने किशोरावस्था से ही विविध सामाजिक, शैक्षिक एवं राजनीतिक गतिविधियों में न केवल सक्रिय रूप से भाग लेना प्रारंभ किया, बल्कि अपने मित्रों एवं स्थानीय लोगों को ऐसी सभी गतिविधियों एवं कार्यक्रमों के लिए प्रभावी ढंग से संगठित भी किया। पढ़ाई पूरी करने के उपरांत वकालत, सहकारिता, राजनीति एवं प्रौढ़ शिक्षा के माध्यम से दी गयी उनकी सेवाओं ने महु के जन-जीवन में अमिट छाप छोड़ी है। उदात्त स्वभाव वाले श्री चौधरी के सानिध्य में आये लोग स्वाभाविक रूप से उनसे अभिभूत होकर उन्हें अपना आत्मीय मित्र, सहयोगी, अभिभावक और मार्गदर्शक स्वीकार करते हैं। महु के ऐसे ही अभिभूत नागरिकों एवं आत्मीय जनों द्वारा श्री कैलाश चौधरी के अमृत महोत्सव के उपलक्ष्य पर दिनांक 20 अगस्त 2017 को श्री जयगोविन्द गोपीनाथ उच्च महाविद्यालय, महु में भव्य आत्मीय अभिनंदन समारोह का आयोजन किया गया, जिसकी अध्यक्षता जाने-माने साहित्यकार एवं राष्ट्रभाषा प्रचार समिति, मध्य प्रदेश के अध्यक्ष श्री कैलाश पंत ने की। समारोह के मुख्य अतिथि मध्य प्रदेश के उप-लोकयुक्त न्यायमूर्ति उमेश चन्द्र माहेश्वरी, विशिष्ट अतिथि राज्य पिछड़ा वर्ग आयोग के पूर्व अध्यक्ष श्री सरदार सिंह डंगस, से.नि. आईएएस, पूर्व सांसद श्री रामेश्वर नीखरा तथा देवी अहिल्या विश्वविद्यालय, इन्दौर के कुलपति प्रो. नरेन्द्र कुमार धाकड़ थे।

इस अवसर पर श्री चौधरी से अपनी दशकों लंबी साहचर्य एवं मित्रता को गर्मजोशी से याद करते हुए श्री नीखरा ने समाज, विशेषरूप से महिलाओं एवं वंचित वर्ग के विकास के प्रति उनकी सतत प्रतिबद्धता को दोहराया। श्री नीखरा ने कहा कि विभिन्न स्थानीय, प्रादेशिक एवं राष्ट्रीय संगठनों में कार्य करते हुए श्री चौधरी ने महु के बालकों/बालिकाओं एवं महिलाओं के कौशल विकास के लिए निरंतर कार्य करते आ रहे हैं।

अपने व्यक्तिगत एवं सार्वजनिक जीवन में श्री कैलाश चौधरी के योगदानों का स्मरण करते हुए न्यायमूर्ति उमेश चन्द्र माहेश्वरी ने कहा कि हमारे इर्द-गिर्द ऐसे कम ही लोग होंगे, जिनके विकास में श्री चौधरी ने किसी न किसी रूप से सहयोग प्रदान न किया हो। उनके जीवन के राजनीतिक संघर्षों एवं उनकी

पत्नी स्व. कमला देवी के उल्लेखनीय योगदान को याद करते हुए न्यायमूर्ति ने कहा कि श्री चौधरी के जीवन में समाजवादी चिन्तन एवं डॉ. राम मनोहर लोहिया के विचारों एवं व्यक्तित्व का बहुत अधिक प्रभाव रहा है। एकात्म मानववाद के प्रणेता पं. दीनदयाल उपाध्याय एवं समाजवाद के प्रखर विचारक डॉ. लोहिया के चिन्तन में मौलिक साम्य को दर्शाते हुए श्री माहेश्वरी ने कहा कि यदि लोहिया जी ने व्यष्टि और समष्टि को साधने की बात की तो पं. दीनदयाल ने व्यष्टि, समष्टि, सृष्टि एवं परमेश्वर के सामूहिक सुख की बात कही। उन्होंने श्री चौधरी के जीवन में सरलता, संयम और सजगता के भाव को रेखांकित करते हुए कहा कि समारोह में उपस्थित सभी वर्ग एवं उम्र के लोग उनसे प्रेरणा प्राप्त करते रहे हैं।

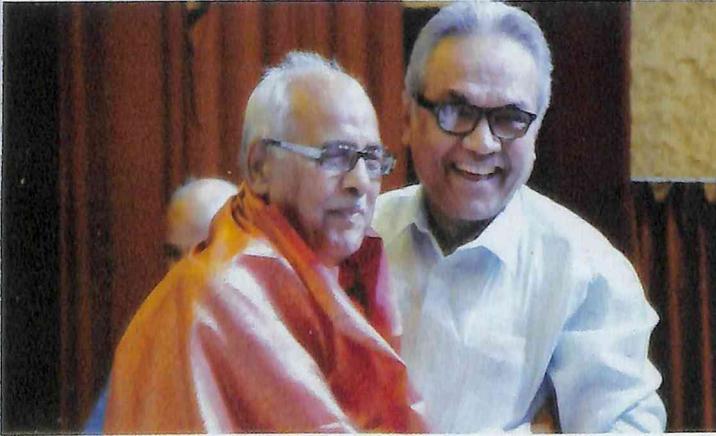
श्री सरदार सिंह डंगस ने राज्य पिछड़ा वर्ग आयोग में श्री चौधरी के साथ बिताए गये दिनों को याद करते हुए राज्य में पिछड़े वर्ग के लोगों के उत्थान हेतु श्री चौधरी के योगदान को याद किया। उन्होंने कहा कि वर्तमान में जो पिछड़ा वर्ग आयोग अधिनियम उपलब्ध है, उसका मौलिक प्रारूप श्री चौधरी के कार्यकाल में संपादित किया गया था, जिसमें उन्होंने बहुमूल्य योगदान दिया।

कुलपति प्रो. नरेन्द्र कुमार धाकड़ ने होलकर कॉलेज, महु में अध्यापन किया तथा बाद में उसके प्राचार्य रहते हुए महु से जुड़े अपने अनुभवों को सांझा करते हुए कहा कि यहां के लोग स्नेही प्रवृत्ति के होते हैं। ऐसे में यदि वे अपने ही एक व्यक्ति के सम्मान में ऐसा भव्य आयोजन करें, तो यह आश्चर्य की बात नहीं है। प्रौढ़ शिक्षा के व्याप एवं विकास में श्री चौधरी के योगदानों को याद करते हुए उन्होंने उनकी लंबी आयु एवं सुखी तथा निरोग जीवन की कामना की।

समारोह की अध्यक्षता करते हुए श्री कैलाश चन्द्र पंत ने श्री चौधरी से अपने लंबे निजी एवं सामाजिक सरोकारों को याद करते हुए उन्हें शतायु होने तथा आरोग्य का आशीष दिया। उन्होंने कहा कि श्री चौधरी का जीवन सफर ईश्वर द्वारा प्रदत्त जीवन के निहितार्थ को उदभाषित करता है। उनका जीवन अपने सानिध्य में आये सभी लोगों को यह प्रेरणा प्रदान करता है कि मनुष्य जीवन मात्र अपनी स्वार्थ पूर्ति के लिए नहीं, बल्कि उससे आगे बढ़कर बृहद समाज की सेवा एवं उत्थान में स्वयं को समर्पित करने तथा सेवा के मार्ग को सभी के लिए प्रशस्त कर ब्रह्मानंद को प्राप्त करने के लिए है।



इस अवसर पर श्री कैलाश चौधरी के आत्मीय जनों ने उनके सम्मान में प्रशस्ति पत्र प्रदान किया, जिसका वाचन महु निवासी तथा शासकीय लॉ कॉलेज, इन्दौर की डॉ. रितु त्रिवेदी द्वारा किया गया। आशा कला केन्द्र की सुश्री विनिता खरे ने श्री चौधरी को एक स्वरचित कविता के माध्यम से काव्यांजलि प्रदान किया। श्री चौधरी के मित्रों तथा आत्मीय जनों के साथ-साथ महु के कई प्रतिष्ठित संस्थाओं के प्रतिनिधियों ने इस अवसर पर माल्यार्पण कर तथा शाल एवं साफा पहनाकर उनके प्रति अपना सम्मान व्यक्त किया।



श्री चौधरी ने समारोह में उपस्थित सभी सम्मानित अतिथियों, मित्रों एवं स्वजनों का आभार व्यक्त करते हुए कहा कि मेरे मित्र एवं प्रखा ही मेरे जीवन की पूंजी हैं। अपने जीवन में मैं जो कुछ भी कर पाया, यह उनकी ही सज्जद से संभव हो सका है।

समारोह में स्वागत भाषण प्राध्यापक श्री चम्पा लाल यादव ने प्रदान किया तथा पूरे आयोजन का समन्वय कार्य भारतीय प्रौढ़ शिक्षा संघ के संयुक्त सचिव तथा आशा कला केन्द्र के सचिव श्री सुरेश खण्डेलवाल ने संभाला।

अपने स्नेहसिक्त शब्दों से संघ के सह-सचिव अधिवक्ता श्री मृगाल पंत ने संपूर्ण कार्यक्रम का संचालन अत्यंत ही तराहनीय ढंग से किया।



Executive Committee meeting held at Mhow



The Executive Committee meeting of IAEA was held on August 20, 2017 at 10:00 a.m. in Shanti Niketan, Village Umariya, Mhow which was attended by 15 members. The meeting was chaired by Shri K. C. Choudhary, President, IAEA.

The Committee apart from confirming the minutes of the previous meeting held on December 4, 2016 at Lucknow, approved the report of programmes and activities conducted during the period December 2016 to July 2017, considered and approved budget for the year 2017-18, approved the Audited Statement of Accounts for the year 2016-17, applications for Life and Institutional Membership, amendments/additions and alterations in Rules and Regulations (Clause 6.0.(d), 7.2.(a) and 7.2.(c)).

The members observed silence in memory of Life Members who have expired during the period of reporting.

IAEA Council meeting held at Mhow

The Council Meeting of Indian Adult Education Association was held at Shanti Niketan, Village Umariya, Mhow on August 20, 2017 at 11:30 a.m. which was attended by 48 members. Shri K.C.Choudhary, President presided over the meeting.

The Council confirmed the minutes of the last meeting held on December 6, 2016 at Lucknow and approved the plan of action for the year 2017-18.

Dr. L. Mishra's Autobiography – Book Discussion Held at IAEA



The IAEA took the initiative to organize a half day Book Discussion function on July 27, 2017 on the recently published book captioned **Discovery of Truth and Nothing but Truth – Memoirs of a Civil Servant** authored by Dr. Lakshmidhar Mishra, IAS (Retd.) former Union Labour Secretary, a former Director General, International Literacy Mission Authority/ Joint Secretary, National Human Resource Development as also a Life Member of IAEA.

The function was presided over by Shri K.C. Choudhary, President, IAEA. Prof. Muchkund Dubey, former Foreign Secretary, Govt. of India was the Chief Guest and a number of retired Senior bureaucrats, social activists, creative thinkers, writers and educationists graced the event.

Prior to the commencement of the formal proceedings, Dr. Mishra with the permission of the Chairperson, read out the text of a Resolution to condole the sad demise of Professor Yash Pal, former Chairman of University Grants Commission on July 25, 2017. Prof. Yash Pal was a space scientist, educationist, educational and science communicator and administrator par excellence and was closely involved with the activities of BGVS and NLM-TLC. The resolution was adopted for being sent to Smt. Yash Pal at her Noida residence.

Professor S. Y. Shah, Director, International Institute of Adult and Lifelong Education welcomed the guests. In his welcome address he recalled the seminal contribution made by Dr. L. Mishra as the first DG, NLM to conceptualize and operationalise campaigns for total literacy. He also said that the period between 1988-1993 marked a memorable chapter in the history of literacy movement in India.

In his nearly 45 minute statement, Dr. Mishra paid glowing tributes to great women and men from Rashtrapita Babu to present day who had identified themselves fully with the cause of literacy and adult education in the country as a lifetime mission.

He clarified that the book which was being taken-up

for discussion was not an autobiography in the conventional sense but was an honest effort to link a few facets of his civil and public services career with a few seminal issues of genuine concern such as poverty, hunger, starvation, malnutrition, illiteracy, distress migration, indebtedness and human bondage, trafficking and such other flagrant violations of human rights.

Dr. Mishra shared with the participants a few lofty and some not so lofty facets of truth as experienced by him during the long 50 years of his civil and public services career. He gave several examples of how individuals have flourished in catholic societies which are tolerant of divergence and dissent, which recognizes hidden talent and provides a climate of opportunities and incentives through which that talent can flourish. He recalled what Gurudev Rabindranath Tagore had said in his famous poem 'Pran' / the statement made by HE Dr. Mohammad Ashraf Ghani, President, Afghanistan visiting India on April 27, 2015 and how the Chief Guest of the event has in his inimitable way provided an admirable answer to the dilemmas of the current milieu characterized by intolerance of dissent and violence through translation of the poems of Lalan Shah Fakir, a renowned Sufi poet of Bangladesh on a selective basis from Bengali to Hindi.

He concluded his statement with emphasis on the affective content of education which placed a lot of emphasis on the value system, correct human behaviour, right attitude, approach, perception and insight. He further stated that when human values disappear from human relationship, certain uglier forms of truth would appear and corrode humanity.

Dr. Mishra's statement was followed by a lively discussion in which Shri P.S. Krishnan, Shri A.R. Nanda, Swami Agnivesh and Professor Ambasht participated. All of them have spoken highly of the quality of work and contribution made by Dr. Mishra and made the following suggestions:

1. In view of the voluminous size of the work, it may be appropriate if small booklets highlighting specific themes like poverty, illiteracy, indebtedness, migration, bondage, etc. and Dr. Mishra's role in eradication of these evils could be brought out.

2. Much better dissemination of the issues and ideas dealt in the book would be possible by use of electronic media.

Professor Muchkund Dubey, the Chief Guest in his address referred to a few facets of his childhood days in Patna city where he was born and brought up. He shared with the audience as to how respect for Indian value system was inculcated in him by his father through study of Sanskrit and over the years, as he

grew and matured as an adult, the same has been strengthened. He referred to the writings of Lalan Shah Fakir, the well known Sufi poet and those of Gurudev Rabindranath Tagore and the impact they had on him in promoting and nurturing a rational, secular and scientific temper. He agreed with Dr. Mishra that the affective content of education had a great role to play in positively shaping human mind and promoting tolerance of dissent and divergence and giving birth to an egalitarian social order where each one – high and low, rich and poor felt valued and cared for.

Shri K.C.Choudhary delivered the Presidential address while Dr. Madan Singh, General Secretary IAEA gave the vote of thanks.

IAEA General Body meeting held at Mhow



The General Body meeting of Indian Adult Education Association was held at Shanti Niketan, Village Umariya,

Mhow on August 20, 2017 at 12:00 noon which was attended by 89 members. Shri K.C.Choudhary presided over the meeting.

The General Body confirmed the minutes of the last meeting held at Lucknow, Uttar Pradesh on December 2016, adopted the Audited Statement of Accounts for the year 2016-17, approved the action plan for the year 2017-18 and activities conducted during the period December 2016 to July 2017.

The members of the General Body observed silence in memory of Life Members who have expired during the period of reporting.

Special General Body meeting of IAEA Held

The Special General Body meeting of Indian Adult Education Association was held at Shanti Niketan, Village Umariya, Mhow on August 20, 2017 at 12:30 p.m. which was attended by 87 members. Shri K.C.Choudhary presided over the meeting.

The Special General Body considered and approved the amendments/additions and alterations in the Rules and Regulations of IAEA (Clause 6.0.(d), 7.2.(a) and 7.2.(c)). The General Body also decided to meet again on September 19, 2017 at 4:00 p.m. at Asha Kala Kendra, Mhow as informed earlier.

श्रद्धांजलि



दिनांक 15 अगस्त 2017 को देश के एक जाने-माने कवि चंद्रकांत देवताले का नई दिल्ली में देहावसान हो गया। साहित्य अकादमी सहित अनेक पुरस्कारों से सम्मानित श्री देवताले समय तक राज्य संसाधन केंद्र, इन्दौर की गवर्निंग बोर्ड में सम्मानित सदस्य रहे। एक साहित्यकार के रूप में उन्होंने नवसाक्षर साहित्य सामग्री निर्माण की अनेक कार्यशालाओं में मार्गदर्शन प्रदान किया। उनकी रचनाओं में लगभग एक

कविता संग्रह और एक आलोचना पुस्तक शामिल है। साम्प्रदायिक सद्भाव जैसे विषयों उनकी अनेक रचनाओं को राज्य संसाधन केंद्र द्वारा प्रकाशित किया गया। श्री देवताले निधन से साहित्य जगत विशेषरूप से प्रौढ़ शिक्षा साहित्य में एक गहरा शून्य व्याप्त हो गए हैं।

राज्य संसाधन केंद्र के साथ-साथ भारतीय प्रौढ़ शिक्षा संघ भी उनके आकस्मिक निधन पर गहरा शोक व्यक्त करता है।

Experience @ Würzburg: June 16 to July 16, 2017

– Dr. Mandakini Pant

Senior Research Fellow, International Institute of Adult and Lifelong Education, New Delhi

received the formal invitation from Professor (Dr) Regina Stettenmeyer of University of Würzburg, Germany for a Visiting Professorship at Würzburg University under the "New Passage to India Programme" of DAAD German Academic Exchange Service). The duration of my stay as per the invitation was from June 18 to July 15, 2017 (28 days). I reached Würzburg on June 15, June 2017.



I was affiliated with Professor Regina at the Institute of Education to provide a course on Adult Education and Empowerment of Marginalized Women in India. The course was designed for 24 hrs spread into 8 seminars – 2 seminars per week of 3 hrs duration. Soon after reaching Würzburg, I held preliminary discussion with Professor (Dr) Regina. I have been engaged with women's studies in general and on the theme of marginalized women and their empowerment in particular, as a student, teacher, and researcher for over three decades now. I was therefore very delighted to get the opportunity of sharing my academic, research experiences and field insights with the students in a totally different societal setting. I conceptualized and developed

the course with the intent (a) to provide students a conceptual and practical understanding of the ways to empower marginalized women through adult education; and (b) to highlight some of the innovative community based adult education practices of civil society organizations (CSOs) in India towards empowering the marginalized women. I used several learning tools in the teaching of the course viz, power point to present ideas, discussion to prompt analysis on key concepts and film clippings/videos/photos related to each educational intervention to facilitate visualization of crucial issues.

The structure of the Course on 'Adult Education and Empowerment of Marginalized Women in India' designed by me comprised of three main topics elucidated as below.

Main Topics

- A. Contexts and Concepts
 - Human development Discourse
 - Gender and Human Development Contexts: Asia and Europe
 - Contemporary Trends in Adult Education and Lifelong Policies
 - Core Concepts
- The rationale was to enable the students to comprehend and situate the issues in the macro context of development.
- B. Empowering Marginalized Women through Community Based Education: Innovative Practices in India
 - (a) Educating Women for Active Citizenship: Community Education Initiatives in Uttarakhand
 - (b) Educating Women for

- Entrepreneurship: HARC Mountain Women Cooperative
- (c) Women's Political Empowerment and Leadership
- (d) Gender Resource Centre: Empowering Women through Rights Awareness in Urban Slums
- (e) Women Empowerment through Literacy and Livelihood Development
- (f) Educating Women Farmers for Sustainable Agricultural Livelihood

The case studies, purposefully selected to represent vast array of adult education context, aimed to highlight contexts of women marginalization, the community education initiatives undertaken in terms of programme, process, pedagogy and impact of the initiatives on women empowerment.

C. Pedagogy of Women Empowerment: Lessons and Challenges

The objective was to draw lessons from different stories on adult education initiatives towards empowering women, and reflect on the pedagogy of women empowerment based on adult education principles and methods.

I am thankful to Professor Regina to have also provided me an opportunity to take a seminar on a gender topic. I took this offer an opportunity to share my research findings on the theme of Gender and Governance. I chose to speak on Gender & Governance as Research Fields in Adult Education.

I had the privilege of meeting Professor Dr. Jörg Gengnagel, JMU chair for Indology, Würzburg. He exchanged notes on a recently

concluded International Workshop on 'Gender Relations Revisited: Cross Cultural Approaches to Violence and Agency in India and Germany' in Würzburg University. I took the opportunity to share some of my insights in this context.

My class, though very small in



number, was very warm, spontaneous, inquisitive and helpful. I appreciate the way they responded to presentations/video films with queries. I wish them all the best. I look forward to meet them in India in September when they come to International Institute of Adult and Lifelong Education.

I was touched by the kindness and consideration of everyone at the Würzburg University. Jan Kaufmann, the young teaching assistant, spared his valuable weekend time on Sunday to take me around on a familiarization tour of the town and the University. Stephanie and Clara were

particularly helpful. I enjoyed participation in the International Evening on July 5, 2017 at the



University Botanical Garden. It was indeed amazing and heartening to see the variety of international students in the true spirit of the university education.

I am grateful to Professor (Dr) Regina Egetenmeyer for a hundred and one things, besides for making this trip possible. She spared much of her personal time to drive down great distances all the way to downtown to take us out for the Mozart Festival and the river excursion. Her easy manners and approach made a seemingly difficult task immensely light and pleasurable.

Last but not the least; I want to express my heartfelt gratitude to Professor (Dr) S. Y. Shah, Director, International Institute of Adult and Lifelong Learning (IIALE) for providing me the opportunity to teach at Würzburg University. I have

very pleasant memories of work



and entertainment at Würzburg. A Senior Research Fellow in IIALE. I look forward to my contributions to any future collaboration conducting joint research projects and organizing and teaching courses.

Visit of Dr. Madhu Singh from UIL



Dr. Madhu Singh, Senior Programme Specialist, UNESCO Institute of Lifelong Learning Hamburg, Germany visited IIALE on August 11, 2017. She had a discussion with Professor S.Y.Shah, Director, IIALE regarding collaborative programme between the two organizations. Dr. V.Mohankumar, Director, IAEA, Dr. Mandakir Pant, Senior Research Fellow, IIALE, Dr. Bani Bora, Senior Fellow, IIALE and Smt. Kalpana Kaushik, Deputy Director, IAEA were present on the occasion.

'आजादी साकार करें'

उन वीरों के नाम आज हम
धरती पर जाकर लिख दें
जिनके शोणित से मिली हमें
वह आजादी साकार करें

संस्कारों के पात झड़े
मूल्यों का जड़ भी वूँठी है
संवेदन का घट रीत गया
मानवता सिसकी लेती है

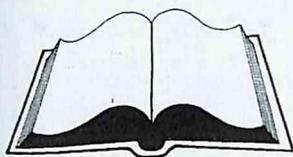
जात-पाँत के टुकड़ों में
कब तक हम देश को बाँटेंगे
मानवता के परम धर्म को
कब फिर हम अपनाएंगे

आजादी की सालगिरह पर
मन मेरा यह सोच रहा
सत्तर सालों की अवधि में
क्या पाया, क्या बिसर गया

भ्रष्टाचारी आग लगी
और दुराचार की फाँस चुभी
मार-काट, निज स्वार्थ द्वेष में
पैसों की बस होड़ मची

यह मातृ भूमि है स्वर्ग धरा
आओ इसका सम्मान करें
देश बढ़े आगे अपना
हम आजादी साकार करें

— कुसुम वीर



Dutta, Indrajeet (ed.). **Education of the marginalized: including the excluded.** Delhi, Shipra: 2017: 178p.

This book deals with the educational status of the different social groups like scheduled castes and tribes, differently abled children, minorities, women, third gender, refugees etc. who have a long history of educational exclusion. It discusses how educational inclusion has taken place during all these years due to the affirmative actions taken by the government in the form of policies and programmes.

The role and responsibilities of teachers and the strategies adopted by them in the classroom for educational inclusion are in focus. The book provides a synoptic view about educational inclusion of these social groups. It may be found useful by all the stake holders in the subject.

Giridhar, G.; James, K.S. and Kumar, Sanjay. **Caring for Our Elders: Early Responses India Ageing Report 2017.** New Delhi, UNFPA, 2017: 128p.

This report takes stock of ageing situation in India, some of the concerns and policy and programmatic responses. It also presents good case studies and practices on elderly care across states.

The report starts with outlaying the demographic, demographic and socio-economic status of the elderly, which include work force participation, income security, living arrangements, health status, non-communicable diseases (NCDs) and associated services

and cost issues, disability, gender concerns and some key concerns in accessing social welfare services especially those meant for the elderly. The analysis highlights the vulnerability faced by the elderly (particularly the large proportion of widowed women). Poor health and morbidity due to increasing NCDs is one of the concerns. The challenge lies for the society and government to reduce vulnerability and improve overall well-being of the elderly.

Tilak, Jandhyala BG (ed.). **Financing of secondary education in India.** Delhi, Shipra: 2017: 392p.

Financing of Secondary Education in India presents rich and insightful analyses of the trends in financing of secondary education, analyses the pattern of financing of government schools, schools run by local bodies and private secondary schools and critically examines the grants-in-aid policies of governments in twelve major states in India.

United Nations Development Programme (UNDP). **State of youth volunteering in India 2017.** New Delhi, United Nations Volunteers India Office, 2017: 127p.

The State of youth volunteering in India report visualizes the need for a framework to empower the youth in India to ensure their personal development as well as the development of our country, particularly in light of achieving the Development Goals. The report brings to the fore stories of impact that youth volunteers have created in order to understand how to keep them engaged and motivated and on the way forward towards leveraging India's immense youth potential through volunteering. This report analyses the contribution of youth volunteerism.

WHO. **World Health Statistics 2017: Monitoring health for the**

SDGs. France, WHO, 2017: 116p.

World Health Statistics 2017 compiles data on 21 health-related Sustainable Development Goals (SDG) targets, with 35 indicators, as well as data on life expectancy. This edition also includes success stories from several countries that are making progress towards the health-related SDG targets.

World Health Statistics 2017 focuses on the health and health-related Sustainable Development Goals (SDGs) and associated targets by bringing together data on a wide range of relevant SDG indicators. In some cases, as indicator definitions are being refined and baseline data are being collected, proxy indicators are presented. In addition, in the current absence of official goal-level indicators, summary measures of health such as (healthy) life expectancy are used to provide a general assessment of the situation.

World Health Statistics 2017 is organized into three parts. In Part 1, six lines of action are described which WHO is now promoting to help build better systems for health and to achieve the health and health-related SDGs. In Part 2, the status of selected health-related SDG indicators is summarized, at both global and regional level, based on data available as of early 2017. Part 3 then presents a selection of stories that highlight recent successful efforts by countries to improve and protect the health of their populations through one or more of the six lines of action. Annexes A and B present country level estimates for selected health-related SDG indicators.

Compiled by Neha Gupta
Jr. Librarian-cum-Documentation
Assistant

Securing Women and Child Health through Capacity Building

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The Department of Lifelong Learning and Extension (Rural Extension Centre), Visva-Bharati Central University, Birbhum, West Bengal is implementing a multi-dimensional and integrated project titled 'Enhancement and Securing Women and Child Health through Capacity Building and Technological Advancement' in 12 villages of Bolpur-Sriniketan and Illumbazar Blocks of Birbhum district from November 2016 with the financial support of the Department of Science and Technology, Govt. of India. The aim of the project is to improve the health and nutrition of women and children, increase food security of women through livelihood generation and ensure better initiation, integration, leadership development and self-governance at the local level through redevelopment and strengthening of SHGs and Village Development Societies.

The capacity building is given through different programmes and they are:

(a) Health and nutrition camps organized for ICDS Workers and mothers to improve the overall health of the village people, particularly the children. Keeping the village clean is an important part of these camps.

(b) ICDS and ASHA workers (Accredited Social Health Activists) are given special training on pre-natal, post-natal, basic nursing and First-Aid.

(c) Health check-up camps are organized regularly for women and children. Pregnant and lactating women



are given special preference. Those who require medicines are given free of cost. Cases like malnutrition, heart ailments, anemic, pregnancy complications and HIV are referred to government and private hospitals for specialized treatment and medicines.

(d) Training programmes are organized for group of people to sensitize them about the importance of kitchen garden in that organic farming including preparation of organic pesticides are taught.

(e) Developing kitchen garden is demonstrated so that vegetables are grown for use by the families which in turn enhances the nutritive value. At the end of demonstration the participants are given water can, nylon net and other agro equipments for use in their kitchen garden.

In order to make the project a success the Department of Lifelong Learning and Extension gets the cooperation of Child Development Project Office, BPHC, St. John Ambulance, Gram Panchayats, Hospitals and other offices of the development departments in the block level. By this way close monitoring also has been ensured.

Dr. Sujit Kumar Paul, Associate Professor & Head, Department of Lifelong Learning & Extension (REC) Visva-Bharati is the Principal Investigator of the Project.

Meeting on Assessment of Students Assignments

In a meeting held at IAEA on August 10, 2017 Dr. M.V.Lakshmi Reddy, Associate Professor, School of Education, Indira Gandhi National Open University briefed the Academic Counsellors of MAEE and PGDAE Programme of Study Centre No. 29049P on assessing the students assignments and report of the practical work through lecture and PPTs. Dr. A. Mathew, Dr. Mandakini Pant, Dr. Bani Bora, Dr. V.Mohankumar and Smt. Kalpana Kaushik, Programme Coordinator participated.

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Indian Adult Education Association

International Literacy Day - 2017

India committed to make country fully literate by 2022



The 51st International Literacy Day was celebrated on September 8, 2017 with all enthusiasm in the country. The national level function held at Vigyan Bhavan, New Delhi was graced by Shri M. Venkaiah Naidu, Vice President of India. In his speech he said that literacy plays the central role as a development accelerator and helps individuals to access and exercise various rights and entitlements provided to them under the constitution. He told that literacy is a stepping stone for all forms of formal learning as well as lifelong education. He suggested that to achieve universal literacy we may have to improve first the quality of pre-primary and school education and then provide opportunities for learning to those who have never been to school or have dropped out of school. As majority of the neo-literates are women, they should be made ambassadors of the literacy programmes to make 'Saakshar Bharat', a 'Saksham Bharat'. He desired that use of technology is a must to make literacy programmes more effective as digital learning materials can address the diverse learning needs of different age groups more effectively.



The Vice President of India also gave away Saakshar Bharat Awards 2017 to the following institutions:



State Literacy Mission Authority, Madhya Pradesh, Bhopal.

The award was received by Shri Lokesh Kumar Jatav, Director, State Literacy Mission Authority and Smt. Sheela Dahima, Chief Executive Officer, Zila Panchayat, Betul

Zila Lok Shiksha Samiti, Jashpur District, Chhattisgarh.

ZLSS, Jashpur received the award for its outstanding work for linking literacy with skill development, digital saaksharta and legal literacy.

The award was received by Shri Deepak Soni, Chief Executive Officer, Zila Panchayat, Jashpur and Shri Shashikant Singh, District Project Officer.



Zila Lok Shiksha Samiti, Dantewada District, Chhattisgarh.

ZLSS, Dantewada reached out to tribal people settled in far flung areas to make them literate, made the jail inmates 100% literate and formed 985 Self-Help Groups.

The award was received by Shri Gaurav Singh, Chief Executive Officer, Zila Panchayat, Dantewada and Dr. Ratnabala Mohanty, District Project Officer.

Zila Lok Shiksha Samiti, Tikamgarh District, Madhya Pradesh.

ZLSS, Tikamgarh made different government departments to reach out to SC, ST and Muslim women who are participants of the literacy programme and also formed Self-Help Groups to provide micro thrift credit.

The award was received by Shri Parvatlal Ahirwar, President Zila Panchayat and Shri Rajendra Kumar Pastor, District Adult Education Officer.



Gram Panchayat Lok Shiksha Samiti, Vellampally, Parakala Block, Warangal Rural District, Telangana

GPLSS, Vellampally reached out to people through social cultural and development programmes, Swachh Bharat Campaign and Pradhan Mantri Suraksha Bima Yojana.

The award was received by Smt. G. Vijaya, Sarpanch, Vellampally Gram Panchayat and Shri M. Anil Kumar Reddy, Deputy Director, Adult Education, Warangal.

Gram Panchayat Lok Shiksha Samiti, Karmaha, Sarguja, Chhattisgarh

GPLSS, Karmaha linked literacy with income generation through skill development, social media and digital technology. Awareness created against open defecation under Ujjawala Programme.

The award was received by Shri Anurag Pandey, Chief Executive Officer, Zila Panchayat, Sarguja and Shri Girish Gupta, District Project Officer.



Gram Panchayat Lok Shiksha Samiti, Dumari Kalan, Major Ganj Block, Sitamarhi District, Bihar.

GPLSS, Dumari Kalan linked literacy to 'Janani Suraksha', Right to Education, Legal Literacy, Swachh Bharat and Electoral Literacy. It enabled large number of persons to take basic literacy test conducted by NIOS.

The award was received by Shri Ajay Kumar, Prerak and Shri Sanjay Kumar Jha, Head Master, Government Middle School, Dumari Kalan.



Gram Panchayat Lok Shiksha Samiti, Temri, Dharsiva Block, Raipur District, Chhattisgarh.

GPLSS Temri linked literacy programme to income generation due to which rural women got a lot of self respect.

The award was received by Smt. Tijiya Panjare, Sarpanch, Gram Panchayat, Temri and Shri Sanjay Guhey, District Project Officer, Raipur.



Gram Panchayat Lok Shiksha Samiti, Gaddamallaihguda, Yacharam Block, Rangareddy District, Telangana.

GPLSS, Gaddamallaihguda organized awareness campaign on various issues and provided opportunity for vocational skill development training.

The award was received by Shri N. Mallesh, Sarpanch, Gram Panchayat, Gaddamallaihguda and Shri V. Ramdas Naik, Deputy Director, Adult Education, Rangareddy.



State Resource Centre, Indore, Madhya Pradesh.

SRC, Indore established an excellent coordination and cooperation with state, national and international level organizations and successfully taken Saakshar Bharat programme to the marginalized groups, tribal and Muslim minority people.

The award was received by Smt. Anjali Agrawal, Director, State Resource Centre, Indore.

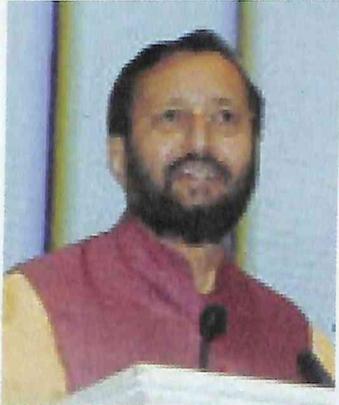




Jan Shikshan Sansthan, Mahbubnagar, Telangana

JSS, Mahbubnagar has done an excellent work by providing vocational skill training to 23,620 learners of 919 Adult Education Centres.

The award was received by Smt. Sandhya, Chairperson, Jan Shikshan Sansthan, Mahbubnagar and Shri N. Subba Reddy, Director.



Shri Prakash Javadekar, Union Minister of Human Resource Development who presided over the function in his address said that India's literacy rate from 18% in 1947 has now reached to 81% approximately. The remaining 19% should be made literate as early as possible. He said that government has decided to start 'School Chalo Abhiyan programme' so that the potential children who are not going to school are enrolled in schools and simultaneously every literate person in the family educate the illiterate person of the same family to accelerate the pace of achievement. He also said that school students may be involved in a big way in literacy programmes so that large number of illiterates is covered soon. The dream of Government of India is to achieve 100% literacy along with digital literacy by 2022.

Others present of the dais were Shri Upendra Kushwaha and Dr. Satyapal Singh, Union Ministers of State for Human Resource Development, Shri Anil Swarup, Secretary to Govt. of India, Department of School Education and Literacy, Ms. Rina Ray, Special Secretary, Department of School Education and Literacy and Mr. Shigeru Aoyagi, Director and Country Representative to UNESCO.

One of the most important issues facing school education today is the need to improve quality in education and learning. It is admirable that enormous strides towards establishing schools within the reach of every habitation have been achieved.

I call upon all teachers at all levels in the country, in the pre-primary centres, elementary schools, high schools, colleges and universities to rededicate themselves and pledge that they will transform the classrooms into hubs of joyful learning and raise the entire education system to a much higher level than what exists today.

Shri M. Venkaiah Naidu
Vice President of India
in his speech on Teachers
Day 2017

Dr. Priti Sachdev, President, Reading Association of India (RAI) met Shri K.C.Choudhary, President and Prof. S.Y.Shah, Vice President, IAEA on September 5, 2017 in New Delhi to discuss the programmes and activities which can be taken-up by RAI keeping in view the Indian context. The discussion also was held with regard to funds for organizing programmes either independently or in collaboration with other organizations and institutions. There was a general consensus that school teachers may be associated more as members of RAI and focused academic

Visitor



programmes including training/orientation organized for them for quality improvement. With the help of teachers and their students adult education concept also can be infused so that tangible result is shown to others.

Dr.V.Mohankumar, Director and Smt. Kalpana Kaushik, Deputy Director were also present in the meeting.

Director IAEA Inaugurated Workshop on Research



Vijendra Kabra Samajkarya Mahavidyalaya, Aurangabad organized a one day workshop on Research on August 26, 2017 for the students of Bachelor Degree in Social Work and Master's Degree in Social Work. The workshop was inaugurated by Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi and the inaugural session was presided over by Dr. Satish Surana, Principal of the college. The Chief Guest was Dr. Smita Avchar, Professor, Department of Sociology and Director, Tarabai Shinde Stri Abhyasan Kendra, Dr. Babasaheb Ambedkar Marathwada Vidyapeeth, Aurangabad.

The inaugural session started with the lighting of lamp and welcome address by Dr. Satish Surana. In his address he not only introduced all those on the main table but also their long years of association with the field of education/adult education. He also briefed on the objective of



organizing such a workshop as part of the academic development not only for the students but also for the faculty of the college.

Dr. V. Mohankumar while inaugurating the workshop first congratulated the Principal to organize such a workshop for the students as research is an important component of academic advancement without which the students may not be able to select appropriate topics and follow proper methodology to do the study. Though research is a paper studied both in the

graduate and post-graduate level, deeper understanding of the subject can come by attending such workshops in which they are exposed to the lectures of subject specialists which will enhance their knowledge to a much higher level. He also said that though everyone does some sort of research and evaluation in their day-to-day life, it cannot be brought under the bracket of research as it is a layman's approach. Research is a serious one which should be done in a much deeper way and the outcome should be new and be useful for the common folk.

He said that vast development of agriculture in India and abundant production of rice and wheat is because of research done in the laboratories and the outcome transferred to the land for practice which benefited a lot to mitigate the poverty. He concluded his address by appealing to students that if they really want to be good researchers, they should visit libraries and practice reading books and materials so that they can expand the horizon of knowledge and choose appropriate areas for conducting research.

Dr. Smita Avchar in her address explained in detail how important for the students to know about research as it will help them to become researchers after completing their post-graduate degree. She said that many take research not seriously with the result the quality of research suffers in India. The strength of university education much depends on the research outcomes it produces and this is precisely the reason Indian universities could not find a prestigious place in grading in comparison to other universities of the world. She also desired the research guides to update their knowledge periodically so that they are in know of latest developments in the relevant fields which in turn helps the students.



She spoke in detail about various aspects of research including selection of topics, different methodologies adopted, collection of data through primary and secondary sources, proper analysis of the data so that comparison is done properly and conclusions arrived at to propose proper recommendations for the study chosen. Her address was thought provoking as students might not have had earlier such an opportunity to hear the contents in their regular classes on research as it is more or less restricted to the limited curriculum contents.



Shri L.P. Samantray, Director, Jan Shikshan Sansthan, Gondia in his brief address said that students should not restrict their knowledge only to the text books which will be useful for the examination. In case, they wish to expand their knowledge, they should start reading books on various areas and hearing lectures of subject specialists. This extra knowledge gained will be a premium when they attend interviews for jobs in future.

The students had an opportunity to hear the lecture of Prof. Rahul Hazare, Head of the Department of Sociology, Arts and Commerce College, Badnapur, Jalna District and Shri S.N. Pathan. Dr. Sushil Borde, Principal, Mahatma Gandhi B.Ed. College, Aurangabad not only coordinated the entire event but also was the Resource Person in the workshop.

International Autumn School Inaugurated



The Department of Adult, Continuing Education and Extension, University of Delhi is conducting International Autumn School for Comparative Studies in Adult and Lifelong Learning and Extension: Asian and European Perspective from September 16-30, 2017 in which around 36 students participate out of which 13 from Germany, 5 from Bangladesh and the remaining from India.

The inaugural session of the school was held on September 16, 2017 in the University Campus in which Professor Devesh Kumar Sinha, Dean of College, University of Delhi was the Chief Guest and the Guest of Honour and Keynote Speaker was Dr. Sambit Patra, National Spokes Person, BJP. Other Guest Speakers were Professor N.K.Ambasht, former Chairman, National Institute of Open Schooling, Professor Bidyut Chakrabarty, Department of Political Science and Professor K. Parthasarathy, former Director, Institute for Entrepreneurship and Career Development (IECD), Bharathidasan University, Tiruchirappali, Tamil Nadu.

The inaugural session started with the welcome address by Professor J.P.Dubey, Head, Department of Adult, Continuing Education and Extension and Dean, Faculty of Social Sciences.



Professor Devesh Kumar Sinha in his address said that

Gurukul system practiced in India earlier was the typical lifelong learning centre in which students had the opportunity to learn from the teacher day in and day out. The Gurukul system changed over the years and now schools are the centres of learning at the primary level. The objective of adult education should be to create awareness among the unlettered people so that they understand the problems better and seek solutions in their own way. He also said that educated people should have the responsibility to be sensitive to problems faced by the poor people so that they will be responsive in their action and reaction.

Dr. Sambit Patra in his address through video recording appreciated the department for organizing such a programme which will give the students of participating countries to know more about each other, particularly on adult and lifelong learning.

Professor N.K.Ambasht spoke on the importance of comparative studies in adult and lifelong education in different countries to enable the students to understand better the progress made in the field which will enhance the quality of research.

Professor Bidyut Chakrabarty in his short speech said in the beginning adult education was not recognized that much in the university system due to which the department was kept in periphery and the work done was not appreciated well. But in course of time due to the hard work done by the faculty members, the department came up well and today it has a place of its own not only in teaching but also in research and extension through outreach activities.

Professor K. Parthasarathy spoke on the importance of vocational skill development for economic empowerment and how in his university he has established the Institute for Entrepreneurship and Career Development and developed it as an institution of excellence over the years. He also appreciated the Department of Adult Education, University of Delhi for organizing collaborative programmes with foreign universities which will enhance the capacity and recognition of the Department in the course of time.

At the end Professor Rajesh gave the vote of thanks.

Students Internship in IAEA

Four students of MA Lifelong Education (3rd Semester), University of Delhi - Jaskeerat Kaur, Kedovino, Bhan Singh and Govind are doing their internship in Indian Adult Education Association as part of their academic activities for one month starting from September 15, 2017. During this period they will be introduced to institutional activities being carried out by the Association including outreach programmes.



Dr. V. P. Matheswaran received Best Researcher Award

Professor V. P. Matheswaran of the Department of Adult and Continuing Education, University of Madras has received the Best Researcher Award 2017 from Professor M. Ananda krishnan, former Vice Chancellor, Anna University, Chennai and presently the Chairman, IIT-Kanpur in the Teachers Day function held on September 5, 2017 for his research work and research publications on Adult and Continuing Education.

Others present on the occasion were Professor S.P. Thyagarajan, former Vice-Chancellor, University of Madras and Dr. APJ. Abdul Kalam Awardee 2017, Professor P. Duraisamy, Vice-Chancellor, University of Madras and Professor S. Karunanithi, Registrar Incharge.

Dr. V.P. Matheswaran is the Life Member of Indian Adult Education Association.



Digital technologies permeate all spheres of our lives, fundamentally shaping how we live, work, learn and socialize. These new technologies are opening vast new opportunities to improve our lives and connect globally – but they can also marginalize those who lack the essential skills, like literacy, needed to navigate them.

International Literacy Day offers a moment to review the progress and come together to tackle the challenges ahead. This year, the event is devoted to better understanding the type of literacy required in a digital world to build more inclusive, equitable and sustainable societies. Everyone should be able to make the most of the benefits of the new digital age, for human rights, for dialogue and exchange, for more sustainable development.

Irina Bokova
Director General, UNESCO

Obituary

Shri Mahendra Singh Kalukheda, the founder Chairman of Jan Shikshan Sansthan, Ratlam and Ujjain expired on September 11, 2017 after a prolonged illness. He was 72 years. Shri Kalukheda was six times Member of Madhya Pradesh Legislative Assembly, former Minister and Member of Lok Sabha representing Guna Constituency.



The Indian Adult Education Association conveys heartfelt condolences to the members of the bereaved family and prays for the departed soul to rest in peace.

UNESCO International Literacy Prizes 2017

UNESCO International Literacy Prizes are given for excellence and innovation in the field of literacy. Currently there are two UNESCO International Literacy Prizes and they are:

King Sejong Literacy Prize which was established in 1989 with the support of the Government of the Republic of Korea and it gives special consideration to the development and use of mother-tongue literacy education and training.

Confucius Prize for Literacy which was established in 2005 with the support of the Government of the People's Republic of China and it gives special consideration to literacy amongst adults in rural areas and out-of-school youth, particularly girls and women.

The winners of 2017 UNESCO Literacy Prizes are:

King Sejong Literacy Prize

The Centre for the Study of Learning & Performance (CSLP), Concordia University, Canada for its project "Using Educational Technology to Develop Essential Educational Competencies in Sub-Saharan Africa". CSLP develops and distributes globally, without charge, the pedagogical tools through its



Learning Toolkit Plus (LTK+) as part of the project. The LTK+ suite consists of tools that are used to

improve teaching and learning. All the tools are bilingual - English and French and include an early literacy tool, ABRACADABRA and a digital library of books, READS. ABRACADABRA covers essential alphabetic, fluency, comprehension and writing activities, and associated sub-activities, linked to stories with highly interactive scenarios that require the engagement of learners. READS is a repository of free digital books to enhance fluent reading skills and to improve the vocabulary and comprehension of the learner.

Launched in January 2012, the project focuses primarily on developing literacy skills among Kenyan elementary school children. Teacher trainings and regular follow-ups ensure that the implementation of the LTK+ is effective, and a data collection supports the monitoring and evaluation of impact. In 2016, the project enrolled more than 5000 learners, including 50% of girls with a completion rate upto 80%. An expansion to other countries in sub-Saharan Africa is planned in the nearest future

The 'We Love Reading' (WLR) programme in Jordan. Created in 2006, the programme uses a grassroots model which involves volunteers who organize regular read-aloud sessions in public community spaces with books that are age-appropriate, attractive, and neutral content-wise and in local languages. The programme offers adults training on how to appropriately assist children to read aloud. The approach can be used by any partner organization that is already working to advance literacy in its community or through online learning. Since its start, the Jordanian initiative has expanded



to about 30 countries around the world. A virtual community has been created through a mobile application that connects WLR volunteers. The application allows them to share experiences and exchange knowledge to provide sustainability, quality, monitoring and evaluation of the WLR programme. It also offers online training for volunteers and access to a digital library of children's books for parents to use.

The programme involves 1000 WLR libraries in 12 governorates in Jordan. In 2016, around 20,000 learners, among whom 60% are women, benefited from the programme.

Confucius Prize for Literacy
The Secretariat of Information and Communications Technologies in the city of Armenia in Colombia for Literacy for its 'AdulTICoProgram'.

The Secretariat of Information and Communications Technologies of the Mayor's Office of the city of Armenia (department of Quindío, Colombia) was established in 2013, with the vision to create a more open, efficient, transparent and participatory State and maximize the use of Information and Communication Technologies. The Secretariat works to provide better online services to reduce the digital



gap among the people of the city of Armenia. In 2014, the Secretariat launched the 'AdulTICoProgram' to teach digital competencies to seniors which is still ongoing. It offers opportunities to develop digital skills so that the seniors can fully participate in the information and knowledge society. The programme includes the teaching of basic computing skills; awareness and use of social networks; and the appropriate use of mobile devices. The learners participate in "seminar-workshops" which are interactive trainings that approach learning by doing.

Besides being taught digital skills such as the use of computer and mobile devices, the learners are also introduced to the opportunities of the internet to increase their ability to use consultation, information and networking services. The skill set positively increases the independence and autonomy of the seniors as a side effect. In 2016, more than 2275 learners, aged between 54 and 80, benefited from the AdulTICoProgram.

The Citizens Foundation in Pakistan for its 'Aagahi Literacy Programme for Women and Out-of-School Girls'.

The Citizens Foundation was created in 1995 by a group of citizens concerned by the poor state of education in Pakistan. The aim was to open schools where there were none. The foundation has since generated positive social change in the country and now runs

1441 school units in over 100 of the poorest slums and villages across Pakistan. The 'Aagahi Literacy Programme for Women and Out-of-School Girls' offers opportunities for acquiring literacy, numeracy and basic life skills, so that learners can become independent and able to read newspapers, write simple letters, understand prescriptions, manage administrative tasks, create and manage bank accounts, participate in household budgeting.

By going digital with the "Aagahi Online", the foundation has been



able to reach new and wider learner groups. The management and monitoring platform tracks location, staff, as well as enrollment details of literacy centers. Teachers are now able to send attendance and class duration reports into the platform via SMS. The possibilities of the online platform have made 'Aagahi' accessible to younger girls and older women living far away from the foundation's schools. Today, 85% of the literacy centers are being run by the community. In 2016, the programme enrolled 14,020 girls and women with a completion rate of 77%.

The 'FunDza Literacy Trust' in South Africa for its programme 'Growing FunDza Fanz readers and writers'.

The 'FunDza Literacy Trust' is a nonprofit organization dedicated to growing a culture of reading and writing for pleasure among poor

and marginalized youth across South Africa. Through the online platform 'Fundza.mobi', the organization provides "FunDza Fanz" with reading resources, ranging from a weekly short story by professional writers to blogs, feature articles and children's stories. The platform offers online reading courses for young people to improve their comprehension and vocabulary skills while they develop a deeper understanding of the texts.

The interactive platform also provides writing opportunities and gives readers the option to comment and respond to questions at the end of each story or chapter. Emerging writers can display their work and receive feedback from readers, and the most talented writers are then selected for mentorship programmes. FunDza connects with its readers and writers through WhatsApp, email/SMS and other social media channels. This further gives possibility to communicate about new content, highlight inspirational stories and promote a sense of



belonging to a community of readers and writers. The project was launched in 2012. In 2016, it enrolled more than 4,51,000 learners and in 2017 the number went upto almost 5,74,000. 50% of the learners were women and girls.

प्रमाणपत्र वितरण समारोह - जेएसएस लखनऊ



जन शिक्षण संस्थान, लखनऊ द्वारा 'एहसास' नामक संस्था के सहयोग से एक माह ब्यापी "ब्लॉक प्रिंटिंग" प्रशिक्षण कार्यक्रम का आयोजन किया गया। फिक्की लेडीज आर्गेनाइजेशन के वित्तीय सहयोग से शैक्षिक एवं आर्थिक रूप से पिछड़ी हुई नवयुवतियों एवं महिलाओं के लिये आयोजित इस प्रशिक्षण के सफल समापन के उपरांत दिनांक 26 अगस्त 2017 को एक प्रमाणपत्र वितरण समारोह का आयोजन किया गया जिसमें सुश्री अचला खन्ना, पूर्व निदेशक, शिक्षा उ.प्र. एवं उपाध्यक्ष, जन शिक्षण संस्थान द्वारा सभी प्रतिभागियों को प्रमाण पत्र वितरित किये गये। इस अवसर पर जन शिक्षण संस्थान, लखनऊ के निदेशक श्री श्रीपति रस्तोगी ने कुशल प्रतिभागियों को रोजगार का अवसर उपलब्ध कराने के लिये श्रीमती शचि सिंह के प्रति आभार भी व्यक्त किया। कार्यक्रम के दौरान "ब्लॉक प्रिंटिंग" प्रशिक्षण में प्रतिभागियों द्वारा तैयार किये गये विभिन्न सामग्रियों की प्रदर्शनी भी लगाई गई।

कार्यक्रम की अध्यक्षता फिक्की लेडीज आर्गेनाइजेशन की अध्यक्ष, श्रीमती रेणुका टण्डन ने की तथा समन्वयन श्री ए.के. मिश्रा, क्षेत्र कार्यक्रम समन्वयक द्वारा किया गया। कार्यक्रम का संचालन एवं आभार प्रदर्शन श्रीमती शचि सिंह, महासचिव, 'एहसास' द्वारा किया गया।

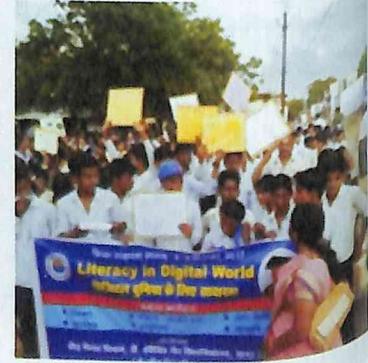
Teachers Day and ILD Celebrated by Dr. H.G.C. University, Sagar



To celebrate the Teachers Day and International Literacy Day, the Department of Adult Education, Dr. Harisingh Gour Central University, Sagar, Madhya Pradesh organized a number of

awareness programmes both in the university campus and in adopted village from September 5-9, 2017 in which the faculty under the leadership of the Head of the Department Prof. Pramod K. Rai, students and research scholars actively participated. The celebration was dedicated to 'Literacy in Digital World', the theme selected by Unesco for ILD 2017.

The celebration started on September 5, 2017 with a lecture by Prof. Chanda Ben, Department of Hindi on the topic 'Teacher and Education: Present Context' followed by poster designing and slogan writing competitions in the Government Higher Secondary School, Bhainsa Naka (Sagar), the adopted village of the department. An awareness programme on education and literacy was also organized in the same school. In the university oratorical competition was organized for the under graduate, post-graduate students and research scholars in which the participants spoke on various educational and developmental aspects.



Finally, the celebration came to an end with programmes focused on Swachhata Abhiyan, literacy awareness and improve life and work skills.

गांधी मानव कल्याण सोसाइटी, उदयपुर ने मनाया अंतर्राष्ट्रीय साक्षरता दिवस

दिनांक 8 सितंबर 2017 को अंतर्राष्ट्रीय साक्षरता के दिवस के उपलक्ष्य में गांधी मानव कल्याण सोसाइटी द्वारा एक साक्षरता संवाद का आयोजन किया गया जिसमें उदयपुर प्रौढ़ शिक्षा समिति के अध्यक्ष श्री सुशील दशौरा, राणा पूंजा महाविद्यालय के प्राचार्य डॉ. गोपाल माली तथा गांधी मानव कल्याण सोसाइटी के निदेशक श्री नंद किशोर शर्मा ने वर्तमान डिजिटल दुनिया में साक्षरता के स्वरूप एवं महत्व पर अपने विचार व्यक्त किये। श्री सुशील दशौरा ने कहा कि देश-दुनिया का परिदृश्य तेजी से बदल रहा है। ऐसे में साक्षरता की परिधि से बाहर खड़े लोगों की चुनौतियां दिन-प्रतिदिन बढ़ती ही जा रही हैं जिसे साधने की जरूरत है पर मौजूदा साक्षरता कार्यक्रमों में इसके उपयुक्त तीव्रता नहीं दिख रही हैं। यह तीव्रता तब तक नहीं आ सकती जब तक साक्षरता आन्दोलन डिजिटल दुनिया के साथ ताल से ताल मिलाकर आगे न बढ़े। डॉ. गोपाल माली तथा श्री नंद किशोर शर्मा ने भी साक्षरता के महत्व को प्रतिपादित करते हुए कहा कि जब तक देश का प्रत्येक नागरिक सबल और सामर्थ्यवान नहीं बनता तब तक हम विकसित राष्ट्रों की श्रेणी में शामिल नहीं हो सकते।

— ईश्वर लाल मीणा
कार्यालय सहायक

जेएसएस इलाहाबाद ने मनाया अन्तर्राष्ट्रीय साक्षरता दिवस

जन शिक्षण संस्थान (IIDS), इलाहाबाद द्वारा अन्तर्राष्ट्रीय साक्षरता दिवस के अवसर पर स्थानीय औद्योगिक क्षेत्र के महुवारी नैनी प्रशिक्षण केन्द्र में एक साक्षरता रैली एवं साक्षरता संगोष्ठी का आयोजन किया गया। इसके अतिरिक्त संस्थान द्वारा ग्रामीण क्षेत्र में संचालित प्रशिक्षण केन्द्रों पर नारा लेखन, सुलेख प्रतियोगिता, आदि का आयोजन कर प्रतियोगिताओं के प्रथम तीन विजेताओं को पारितोषिक भी वितरित किया गया। संस्थान के चेयरमैन, डा. बी. शर्मा के मार्गदर्शन में आयोजित इन कार्यक्रमों में संस्थान के अधिकारियों, प्रशिक्षण केन्द्र के प्रशिक्षणार्थियों सहित बड़ी संख्या में ग्राम की नवसाक्षर महिलाओं ने भाग लिया।

संगोष्ठी को संस्थान के कार्यक्रम अधिकारी श्री कल्याण सिंह, सहायक कार्यक्रम अधिकारी श्री धीर सिंह यादव एवं सहायक कार्यक्रम अधिकारी श्रीमती मीरा देवी, कार्यक्रम सहायक श्री अमित शर्मा के साथ-साथ ग्राम की महिलाओं ने भी सम्बोधित किया। अपने सम्बोधन में वक्ताओं ने ग्रामीण एवं शहरी क्षेत्र के अशिक्षित व्यक्तियों को वर्ष 2022 तक 100 प्रतिशत शिक्षित करने तथा स्वच्छता अभियान से जुड़ने का आह्वान किया।



Delhi Schools Literacy Project Celebrated Literacy Week



Like previous years the Delhi Schools Literacy Project (DSLIP) celebrated literacy week this year also by organizing a number of competitions for the school children which culminated in the valedictory function on September 11, 2017 held at Hall of Friendship and Peace, Springdales School, Dhaula Kuan, New Delhi. Smt. Meira Kumar, former Speaker, Lok Sabha was the Chief Guest.

At the beginning of the function Dr. Jyoti Bose, Principal, Springdales School Dhaula Kuan spoke in detail on the work done by DSLIP in the last 29 years to spread literacy in Delhi and enhance the capability of the beneficiaries, particularly women. She expressed her satisfaction that DSLIP has made

a mark in the field of literacy with the result more number of schools has joined the movement in the last many years.

Smt. Meira Kumar in her special address appreciated a lot the work of DSLIP in literacy to brighten the life of poor and downtrodden which will go in a long way to help the beneficiaries to gain social and economic empowerment. She also presented awards to the winners of various competitions and the recipients are:

1. Springdales School, Dhaula Kuan – M.P. Mathrani Trophy for Excellence in South Zone
2. Springdales School, Pusa Road - M.P. Mathrani Trophy for Excellence in North-West Zone
3. Manav Sthali School, New Rajender Nagar - SM Arya Memorial Trophy
4. Army Public School, Dhaula Kuan – HL Verma Memorial Trophy for Best Street Theater in South East Zone
5. Springdales School, Dhaula Kuan – OSA Living Is Giving Trophy

Smt. Rajni Kumar, Founder of Delhi Schools Literacy Project appreciated the role of students in educating elders who are not literate.

Smt. P. Loomba, Honorary Secretary, DSLIP gave the vote of thanks.

अन्तर्राष्ट्रीय साक्षरता सप्ताह के तहत कार्यक्रमों का आयोजन



जन शिक्षण संस्थान, अम्बेडकर नगर द्वारा अन्तर्राष्ट्रीय साक्षरता सप्ताह के तहत दिनांक 4, 5 और 8 सितंबर को सिकन्दरपुर में मेंहदी प्रतियोगिता, सांसद आदर्श ग्राम उसरहा में शिक्षक दिवस के कार्यक्रम के साथ प्राथमिक विद्यालय के बच्चों द्वारा साक्षरता प्रभात फेरी तथा आनन्द नगर केन्द्र पर संगोष्ठी व संस्थान के प्रशिक्षणार्थियों द्वारा निर्मित सामानों की प्रदर्शनी लगाई गयी। इसके साथ ही संस्थान द्वारा संचालित केन्द्र नाऊसाण्डा पर एक हेयर स्टाइल प्रतियोगिता का भी आयोजन किया गया और इसमें प्रतिभाग करने वालों को संस्थान के निदेशक श्री अरुण कुमार शाही द्वारा प्रमाण पत्र भी वितरित किये गये। संगोष्ठी के दौरान वक्ताओं ने महिला साक्षरता, व्यावसायिक शिक्षा तथा सफल, स्वच्छ एवं सुदृढ़ राष्ट्र की परिकल्पना के बारे में अपने विचार व्यक्त किये।

JSS Malappuram helps Women through Unnathi Project



Madeena, a trainee receiving loan amount at Purathur

The Jan Shikshan Sansthan, Malappuram, Kerala has implemented target oriented/clientele focused programmes through 'Unnathi Project' for the skill upgradation of coastal area population from Vallikkunnu to Ponnani which mostly depend on fishing. While men go for work in the deep sea, women while away the time with no or little work. In order to empower women economically it was decided by JSS to organize vocational training programmes for them. To find out their needs and interest, JSS conducted Participatory Rural Appraisal

and based on the conclusions arrived at it was decided to organize a vocational training programme on Basic Sewing Operator. In all 887 women were selected for the course out of which 325 were from 3 Panchayats and remaining 562 from 3 Municipalities. The beneficiaries were divided into 41 batches consisting of 20-25 beneficiaries in each batch. Simultaneously, 25 Resource Persons were also selected, specially trained not only in the subject but also in the life enrichment components like importance of hand wash, immunization for children, legal rights, financial literacy, digital banking, etc. In order to enable the trainees to get Artisan certificate from the Department of Handicrafts, Ministry of Textiles, they were also given short term course on Fabric Printing. As Artisan certificate holders are eligible for health insurance, life insurance and scholarship for their children.

The implementation of programme was closely monitored through MIS 01 and MIS 02. As a step ahead, the trainees were encouraged to form SHGs and clusters so that they are linked to financial institutions for availing loans. Most of the clusters were inaugurated by Ministers and MLAs. At the end of the course the beneficiaries also got sewing machines free of cost which was mobilized by JSS through various sources.

बुलडाणा जेएसएस ने मनाया अर्न्तराष्ट्रीय साक्षरता दिवस

‘बात रहती है अधूरी’

पाँखुरी से स्वप्न झरते, नेत्र अश्रु मेह बरसे
भीगता है मन धरा सा, पर प्यास रहती है अधूरी
चाह कर कुछ कह न पायी, पीर मन की मन रही
अधर खुलते-फड़फड़ाते,
बात रहती है अधूरी

प्रेम सागर बह रहा, निरख तट पुलकित हुआ
स्पर्श करती लहर उसको, पर आस रहती है अधूरी
स्नेह नयना भर गए, मन प्रेम बाती जल उठी
आसक्त है उसमें शलभ, पर, प्रीत रहती है अधूरी

अनुराग की भाषा नहीं, अभिलाषाएँ भी मौन हैं
सूनी बीतें विरहा रातें, संवेदनाएँ मुखर हैं
साज उर जब बज न पाएँ, रागिनी गाती अधूरी
दिल ढूँढता आहट किसी की ख्वाहिशें रहती अधूरी

— कुसुम वीर



अंतर्राष्ट्रीय साक्षरता दिवस के उपलक्ष्य में जन शिक्षण संस्थान, बुलडाणा, महाराष्ट्र द्वारा महिला सशक्तीकरण एवं स्व-रोजगार से संबंधित विषयों की समुचित जानकारी प्रदान करने के लिए एक संवाद कार्यक्रम का आयोजन किया गया जिसमें बुलडाणा स्थित ग्राम दहिद, पाडली, अंभोडा और शिवनकाम के प्रशिक्षणार्थियों ने भाग लिया। कार्यक्रम में वक्ताओं ने महिला साक्षरता, डिजिटल साक्षरता तथा स्व-रोजगार विकसित करने हेतु व्यावसायिक प्रशिक्षण आदि विषयों पर अपने विचार व्यक्त किये।

कार्यक्रम के अंत में श्री नरेंद्र नरवाडे, कार्यक्रम अधिकारी द्वारा 'मेक इन इंडिया' का दौर आज का आया है' शीर्षक प्रेरणादायी साक्षरता गीत का गायन किया गया जिसका उपस्थित सभी प्रतिभागियों ने स्वागत किया।

Chandigarh JSS Director given Excellence Award



Shri Arjun Kamboj, Director, Jan Shikshan Sansthan, Chandigarh was given Excellence Award for his work in the field of literacy and vocational skill development in a function held on September 17, 2017 jointly organised by Chandigarh Press Club, Jain Memorial Trust and Bharat Nirman.

God lives, feels and suffers in every one of us, and in course of time, His attributes, knowledge, beauty and love will be revealed in each of us.



Dr. Sarvepalli Radhakrishnan

डॉ. फिशर के जन्म दिन पर महिला साक्षरता के लिए विशेष पहल



जा सके तथा बीमारी से लड़ने में उनका हौसला भी बनाए रखा जा सके।

इस अवसर पर ईश्वर वेल्फेयर सोसाईटी की अध्यक्ष श्रीमती सपना उपाध्याय, जन शिक्षण संस्थान के क्षेत्र समन्वयक श्री अनिल कुमार मिश्रा, एसआरसी के रिसर्च एसोशिएट श्री सुधाकर मानसिंह एवं इनर व्हील क्लब, लखनऊ से सुश्री अनीता शुक्ला भी उपस्थित रहीं। सभी संस्थाओं के प्रतिनिधियों ने इस पहल को सफल बनाने के लिए आवश्यक सहयोग किये जाने का आश्वासन दिया।

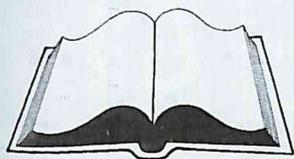
दिनांक 18 सितंबर 2017 को डॉ. वेलदी हॉनसिंगर फिशर के 139वें जन्म दिन के अवसर पर जन शिक्षण संस्थान, लखनऊ द्वारा ईश्वर चाइल्ड वेल्फेयर फाउन्डेशन के सहयोग से किंग जार्ज मेडिकल कॉलेज, लखनऊ में ग्रामीण इलाकों से अपने बच्चों के इलाज के लिए आई असाक्षर महिलाओं को साक्षर बनाने के लिए एक अनूठी पहल की गई। इस पहल के तहत पीडियाट्रिक अंकोलॉजी विभाग के पीछे स्थित ईश्वर वेल्फेयर सोसाईटी के कार्यालय में एक साक्षरता कक्षा का शुभारम्भ किया गया जिसमें पहले दिन ही लगभग 40 महिलाएं पढ़ने के लिए उपस्थित थीं।



कक्षा का शुभारम्भ राज्य संसाधन केंद्र, उ.प्र. एवं जन शिक्षण संस्थान, लखनऊ के निदेशक श्री श्रीपति रस्तोगी द्वारा उपस्थित महिलाओं को साक्षरता प्रवेशिका (नई किरण भाग 1 एवं भाग 2) तथा कॉपी, पेंसिल मुफ्त देकर किया गया।

विदित है कि इस अस्पताल में बड़ी संख्या में महिलाएं अपने कैंसर पीड़ित बच्चों के इलाज के लिए आती हैं और औसतन 5 से 6 महीने यहीं अस्पताल में अपना समय व्यतीत करती हैं। इन महिलाओं में अधिकांश अनपढ़ होती हैं। ईश्वर चाइल्ड वेल्फेयर फाउन्डेशन द्वारा पहले से ही गरीब परिवारों से आये इन सभी को मुफ्त-राशन उपलब्ध कराने का काम किया जा रहा है। साक्षरता निकेतन ने ईश्वर चाइल्ड वेल्फेयर फाउन्डेशन से हाथ मिला कर इन अनपढ़ महिलाओं को साक्षर बनाने का बीड़ा उठाया है ताकि ये न केवल दवाओं का नाम पढ़ना, उनका एक्सपाईरी डेट जानना, आदि सीख जाएं बल्कि अपने खाली बचे समय का अपने और अपने परिवार के हित में बेहतर उपयोग कर सकें। यहां संचालित साक्षरता कक्षा में यह भी प्रयास किया जाता है कि ऐसी माताओं को साक्षर करने के साथ-साथ उन्हें जागरूक किया

इसी दिन डॉ. वेलदी हॉनसिंगर फिशर के जन्म दिन के अवसर पर साक्षरता निकेतन, लखनऊ में आयोजित एक कार्यक्रम में उत्तर प्रदेश के मुख्य वन संरक्षक तथा राष्ट्रीय साक्षरता मिशन प्राधिकरण के पूर्व महानिदेशक श्री वाई. एस. के. शोशु कुमार तथा साक्षरता निकेतन के उपाध्यक्ष श्री अतुल, भूत पूर्व डीजीपी, उ.प्र द्वारा जेल बंदियों को साक्षर बनाने हेतु किये गये उत्कृष्ट कार्यों के लिए जिला कारागार फिरोजाबाद के अधीक्षक मों. अकरम खान को एक प्रशस्ति पत्र तथा ट्राफी प्रदान कर सम्मानित किया गया। कार्यक्रम में साक्षरता निकेतन के निदेशक श्री एन.के.एस.चौहान (से.नि. आईएएस), नेहरू युवा केंद्र के राज्य निदेशक श्री जे.पी.एस. नेगी तथा राज्य विधिक सेवा प्राधिकरण की सचिव सुश्री जी. श्रीदेवी भी उपस्थित रहीं।



Kaur, Ravinder and others. **Sex Ratio Imbalances and Marriage Squeeze in India: 2000-2050.** Delhi, UNFPA, 2017: 54p.

Rapid fertility decline and availability of sex determination technologies have led to a skewed sex ratio in favour of males. This imbalance in the sex ratio at birth impacts the marriage markets, even though in a lagged manner, resulting in a 'male marriage squeeze'. This paper examines the present and future trends of marriage squeeze in India. For this purpose, an 'original' age-sex distribution is constructed using different data sources such as Census, NFHS, NSS, and SRS. Several methods are used for this analysis, focusing on two main determinants of marriage squeeze - age gap and education gap

MaRS Monitoring and Research Systems Private Limited. **How India treats its Elderly: A HelpAge India National Report - 2017.** HelpAge India; 2017: 51p.

The objective of this study to understand how the Indian society deal with the elders as they step out of home. More specifically, study focused on assessing - The general state of mind of the elderly as he/she steps out of home - Experiences of the elderly as they interact with people and service providers in their outdoor activities - Safety

mechanisms they employ as well as actions taken to avert unpleasant encounters, behaviors and treatments. Their perceived and experienced support system among family members and friends.

Highlights of the Survey

- 84% in North, highest among zones steps out regularly. North-east has the lowest; 41% regularly steps out. Among state capitals Lucknow has highest percentage (86%) of regular going out. Elders in Tier-1 and Tier-2 cities go more regularly than Tier-3 cities
- South has highest liking (75%) in going out while it's low in East (46%) and North east (56%). In Bangalore 90% Elders likes to go out. In Kolkata, Bhubaneshwar and Shillong less than 1 in 2 likes to go out. Tier-1 city shows more liking in going out compared to Tier-2 and Tier-3 cities.
- Overall, 10% directly points out misbehavior of public as top most concern in going out. A significant proportion, 24% feels vulnerable to cheating and theft in public
- North is most elder friendly in offering seats (85%) regularly in bus to elders. East (37%) and north east (33%) scores low on this.
- 70% in Guwahati and 48% in Bhubaneshwar sometimes experiences rudeness from bus conductors and drivers. More than 1 in 2 in Kolkata are not always offered seat in metro; only sometimes they get lucky.

- Shillong shows least support to elderly walkers with 10% says they have rude experiences from people on road. Overall, eastern zone scores low on support front with 39% says they always get help on road
- More than 7 out of 10 in Bangalore and Bhubaneswar find motorists behavior is a serious challenge. A significant proportion in Bangalore (68%) and Kolkata (63%) reports 2-wheelers drivers' behavior on road as serious challenge. Regarding safety and security issues including law and order on road most people find it as serious challenge in Bangalore (48%) and Mumbai (46%)
- Avoiding carrying valuables (63%), taking help of attendants (54%) and using mobile phone for emergency need (51%) are common steps taken by elders.
- South zone reports 18% of elderly says bank staffs behave badly. Among cities, the bad behavior by bank staff is more in Bhubaneshwar (21%), Mumbai (19%) and Chennai (18%).
- South zone reports 27% of elderly says post office staffs behave badly. Among cities, the bad behavior by post office staff is more in Hyderabad (39%), Chennai (21%) and Bangalore (20%).
- In electricity bill payment queues, in South zone 23% of elderly reports bad behavior by others. Among cities, the bad behavior in electricity bill payment queue staff is more in

Hyderabad (32%) and Chennai (22%).

- In South 21% says chemist shop staffs behave badly. Among cities, the bad behavior by chemist shop staff is more in Bhubaneshwar (32%) and Bangalore (29%).
- 23% in South reports bad treatment by mall staffs. In Bhubaneshwar, 31% of elders and in Bangalore 27% reports bad treatment by mall staffs. In Tier-3 towns, 29% of elders and in Tier-2 towns 21% reports bad treatment by mall staff.
- 16% in South and 15% in North says government hospital staffs behave badly with elders. In Delhi, 26% of elders and in Bangalore 22% reports bad treatment by government hospital staffs.
- 20% in South says private hospital staffs behave badly with elders. In Bangalore, 27% of elders and in Hyderabad and Delhi 23% reports bad treatment by private hospital staffs.
- There is demand for post-retirement work, though not among many. Demand is more among men (18%) than women (11%), perhaps expectedly. In East (19%) and South (16%) more elders want to work compared to other zones. Shillong (23%) Kolkata (19%) reports higher proportion of elders willing to work. This is followed by Bangalore and Delhi with 17% of elder intenders to work.
- Over 60% of cases, they did not get the job applied for. In other cases many could not continue because of adverse circumstances.
- In East and South almost 7 out of 10 says it's easy to get away despite being rude with elders. In Bhubaneshwar it is as high as 9 out of 10.
- 57% in South have experienced abuse (self/other elders) in public places. In Bangalore such abuses are reported by 70% of elders and in Hyderabad its 60%.
- 71% of elders in East and 61% in South think Indian society discriminates against elders. Among cities, 9 out of 10 Hyderabad and almost 8 out of 10 in Kolkata says Indian society discriminates against elders. In Tier-1 (54%) and Tier-2 (68%) such perceived discriminations are higher compared to Tier-3 (31%).
- Almost 1 in 6 feel distressed and feel helpless

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when people behave rudely in public places. Bangalore has the highest figure with 76% of feeling distressed followed by Lucknow (73%) and Mumbai (65%).

- 61% of elders in East says elder not dressed well invites more rudeness from others.
- Guwahati (77%), Bangalore (70%) and Kolkata (62%) have highest proportion of elders endorses with this statement.
- East (77%) and South (67%) have higher proportion of elders reported that younger person is attended to first than elder in shop. 86% in Bhubaneshwar, 79% in Bangalore and Hyderabad, 78% in Guwahati agrees with such type of discrimination.
- Almost 3 in 4 in North East say people get impatient with Elders for being slow. Among cities in other zones, 82% Bangalore echoes the similar experiences.
- In alignment with national figure (72%), 78% in North and 77% in West share unpleasant encounters and treatment first with their family. In East, 30% of elders, highest among all zones shares with friends as well.
- 1 in 10 among women in South are not comfortable sharing unpleasant incidences in sharing with anybody in the family. Nationally, 49% men share unpleasant incidences with wife while 55% of women share with children.

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Indian Adult Education Association

Autumn School – IIALE engaged the Students for two days

The International Autumn School was organized by the Department of Adult, Continuing Education and Education, University of Delhi from September 16-30, 2017. Students and research scholars from Germany, Bangladesh and India participated. This School devoted the academic sessions

and Lifelong Education to engage the students in which lecture sessions and field visits were an integral part.

On September 25, 2017 the students were guided to Indira Gandhi National Open University (IGNOU) where in the forenoon they had an opportunity to meet eminent faculty members of various schools - Staff Training and Research Institute of Distance Education (STRIDE), School of Education (SOE), School of Extension and Development Studies (SOEDS) who have made presentations on chosen topics directly related to Open Distance Learning and its Relevance for Lifelong learning and in the afternoon they visited

of Distance Education, STRIDE on the topic **Open Distance Learning**. He said that the tag line followed by IGNOU is "To reach the Unreached" so that all those who are deprived of the formal education are benefited through open learning and the marginalized brought to the mainstream. He also explained the important pillars of learning to the students.

The second presentation was on **Understanding Extension and Development** by Dr. P.V.K Sasidhar, Associate Professor and Director I/c, SOEDS. To begin with he gave a brief introduction on School of Extension and Development Studies established in 2007 to provide quality education and training in various aspects of extension and development studies. It is one of the 21 Schools of Studies of IGNOU. He also explained the course contents of Development Studies, Urban Studies and Extension Education.

The third presentation was by Dr. M.V. Lakshmi Reddy, Associate Professor, SOE on **Adult Education Programmes of**



for the Comparative Studies in Adult and Lifelong Learning and Extension with particular reference to Asian and European Perspective.

As per the plan of action two days i.e. September 25-26, 2017 was allotted to International Institute of Adult

IGNOU's Electronic Media Production Centre (EMPC).

The presentation session was chaired by Prof. Santosh Panda of Staff Training and Research Institute of Distance Education (STRIDE). The first presentation was made by Dr. P.R. Ramanujam, Professor

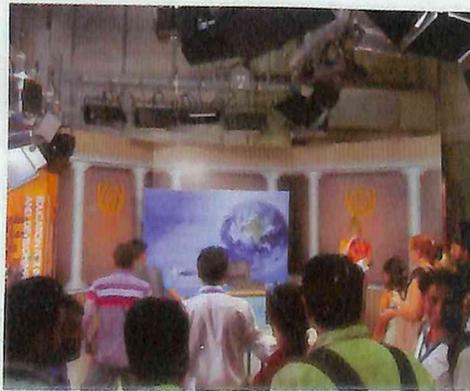
IGNOU. He explained in detail about three programmes on Adult Education offered by IGNOU - Master of Arts in Adult Education (MAAE), PG Diploma in Adult Education (PGDAE) and PG Certificate in Adult Education (PGCAE) which are innovative in nature and offered through Open and Distance Learning (ODL) mode utilizing multiple media such as self-instructional printed materials, information and communication technologies and personal contact sessions. He also explained the credit system, minimum and maximum tenure of the programmes.

The fourth presentation was made by Dr. Anita Priyadarshini, Reader, STRIDE on **Lifelong Learning through ODL – the IGNOU Experience.** She said that IGNOU right from the year of establishment in 1985 is continuously striving to build a knowledge society through inclusive education. It has tried to increase the Gross Enrollment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning. To start with it offered only two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education with a strength of 4528 students and today it serves the educational aspirations of over 3 million students in India and other countries through 21 Schools of Studies and a network of 67 Regional Centres around 2667 learner support centres and 29 overseas partner institutions. The University offers around 228 certificate, diploma, degree and doctoral programmes with the strength of nearly 810 faculty members and 574 academic staff at the headquarters and Regional

Centres and about 33,212 Academic Counsellors from conventional institutions of higher learning, professional organizations and industry among others.

Dr. Anita Priyadarshini also said that the University has made a significant mark in the areas of higher education, community education and continual professional development. It has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it. As a world leader in distance education, it has been conferred with Awards of Excellence by the Commonwealth of Learning (COL), Canada several times. She also said that the University has ushered a new era of technology-enabled education in the country with the launch of EDUSAT in 2004 and the establishment of the Inter-University Consortium.

At the end the vote of thanks was given by Dr. Ali Asgar,



Associate Professor, STRIDE.

In the afternoon the students visited Electronic Media Production Centre (EMPC) where they were explained how

electronic media is used in distance education and serves as a Nodal Resource Centre in production, dissemination and transmission of educational software in the country. A lot of information was also given about Gyanvani, a Radio based broadcast of educational programmes and Gyan Darshan, a Television based educational broadcast of programmes in which the students have shown a lot of interest.



On September 26th the students visited Indian Adult Education Association in the forenoon for an academic session which was chaired by Dr. Madan Singh, Registrar, IIALE. In this session there were three presentations.

The first presentation was on Policy and Practice of Lifelong Learning in India was made by Prof. S.Y. Shah, Director, IIALE in which he has vividly covered on various aspects including Lifelong Education vis-à-vis Lifelong Learning, What is Lifelong Learning, Historical Development (notion of learning throughout life is hardly new and it was and is a pervasive human activity), Need for Lifelong Learning?, Global Discourse on Lifelong Learning (Humanistic perspective of UNESCO and Economic perspective of OECD/EU/World Bank), Indian Policy Perspective (Two statements on Lifelong Learning – Mumbai (1998) & Hyderabad

2002), Impact of Global
discourse on India, Two
essential components of Lifelong
Learning - Recognition,
Validation and Accreditation
(RVA) of non-formal and informal
learning and Skill Training-
Economic Competitiveness and
Life skills, Importance of
Lifelong Learning for skill
development.

The presentation also covered
The Need of Lifelong Learning for
Skill Development (Low
education levels in existing work
force, Skills Generated in the
unorganized sector have no
formal recognition and hence
no career growth for workers,
unemployability of the
"Educated", Need to focus on the
skills for the informal sector,
increasing demand for skilled
workforce (policy is 500 million
to be trained by 2022), Four
types of Programmes of Lifelong
learning based on four pillars of
learning (learning to know,
learning to do, learning to be and
learning to live together),
Development of Lifelong
learning as a Discipline of Study
Role of University Departments

Lifelong Learning and
Issues and challenges in
Lifelong Learning.

The second presentation
Guidance and Counseling of
Marginalized Women was
made by Dr. Bani Bora, Senior
Fellow, IIALE which was more
interactive mode. The
presentation included the
Comparative Literacy Rate of
Germany, Bangladesh and India,
Who are the marginalized groups
and why they are marginalized,
Reasons for social exclusions,
Sources and Dimensions of
marginalization, Why Women are
more marginalized in
comparison to Men, Why
marginalized people need

Guidance and what are the
Guidance Principles, Meaning of
Counseling, Approaches to
Counseling, Qualities of a good
Counselor, Issues which can be
addressed by a Counselor and
the Solutions.

The third presentation was
made by Dr. Mandakini Pant,
Senior Research Fellow, IIALE on
the topic Doing Research with
Marginalized Citizens (Women).
The presentation included
Concerns, Research Themes,
Research Rationale, Guiding
Principles, Methodological
Decisions, Research Structure
and Reflections. Dr. Mandakini
also adopted interactive mode
for her presentation which
enabled the participants to
intervene in between the
presentation to get more
clarification for better
understanding of the points
presented.

At the end Dr. Madan Singh
appreciated the students for
their active participation in the
discussions both during the
presentations and after
completion of each of the
presentations.



In the afternoon the students
visited PRIA (Society for
Participatory Research in Asia) to
understand community level
education initiatives to empower
the marginalized communities.
The session began with a round
of introduction of the students
and PRIA members.

Dr. Alok Pandey, Deputy
Director, PRIA provided a brief

overview of the organization's
programmes at the community
level. While tracing PRIA's
journey over the years, Dr.
Pandey shared his insights on the
ways PRIA was able to change its
interventions with changing
scenario while remaining rooted
to its core value of empowering
the marginalized citizens through
knowledge building, capacity
building and policy advocacy. His
presentation was followed by
video show tracing PRIA's
journey over 35 years.

Ms. Deboshree Mohanta,
Senior Programme Officer, PRIA
gave a presentation on "Gender
Mainstreaming in PRIA and some
programmes in collaboration
with Martha Farrell Foundation
viz. 'Kadam Badhate Chalo',
'More than Just Brides', 'Bag
Free Saturdays', 'Making
Workplace Safe and Sexual
Harassment at Workplace'. Her
presentation was intermixed with
video shows on programmes at
the community level.

Shri Kaustav Chakraborty, Senior
Programme Officer, PRIA shared on
the Campaign
on "Youth and Democracy
#Democracy in Everyday Life".
He shared various activities and
the methods of youth
engagement. The video
presentation helped the
students to feel the programme
at the community level.

Towards the end, at
questions-answer session
students raised queries which
were addressed effectively by the
PRIA team. Prof. Rajesh of
University of Delhi and Ms. Jenny,
Wurzburg University, Germany
also shared their observations on
PRIA's presentations. Dr.
Mandakini Pant, Senior Research
Fellow, IIALE closed the session
with her observation and vote of
thanks.

Induction meeting Conducted for PGCAE, PGDAE and MAAE Students



The International Institute of Adult and Lifelong Education (IIALE) conducted induction meeting for the students of Post-Graduate Certificate in Adult Education (PGCAE), Post-Graduate Diploma in Adult Education (PGDAE) and Master of Arts in Adult Education (MAAE) on September 27, 2017 in the Study Centre at 2.00 p.m. In all eleven students attended the meeting.

Those present to guide and interact with the students were Shri K.C.Choudhary, Chancellor, IIALE, Dr. M.V. Lakshmi Reddy, Associated Professor & Programme Coordinator, IGNOU, Dr. Meena Singh, Assistant Regional Director, IGNOU Regional Centre Delhi II, Dr. Elizabeth Kuruvilla and Shri Ajithkumar C., Assistant Professors, School of Education, IGNOU, Academic Counsellors Prof. S.Y.Shah, Dr. V.Mohankumar, Dr. Mandakini Pant, Dr. Bani Bora and Dr. Vivek Nagpal.

In the beginning Smt. Kalpana Kaushik, Programme Coordinator, IGNOU Study Centre welcomed all those present. She also appreciated the students for choosing open distance learning, especially IGNOU to further their educational qualification which will enhance their job opportunities in the employment market.

After introduction Dr. M.V.

Lakshmi Reddy said that IGNOU provides ample opportunities for acquiring qualification or enhancing educational level of all those who desire to pursue education at any period of their life. The open distance learning has helped a lot the professionals, house wives and aged persons who have either no time to attend regular classes in the conventional mode or had very little opportunities earlier in their life to pursue their studies. Recently one more trend has developed in which many who are not able to get admission in regular colleges and universities also opt for ODL mode which is a welcome change. IGNOU is one of the biggest open universities in the world enrolling lakhs of students every year.

Dr. Lakshmi Reddy also spoke on the importance of submission of assignments and practical work as part of the study and requested the students to submit the reports in time so that when their results are released it carries the marks/grade of these important activities also. He desired the students to have close contact with the Study

Centre and Regional Centre II for any help and also assured his personal help also for all the problems faced by them, if any for which they may use his e-mail and phone (e-mail: lakshmireddy_m_v@hotmail.com Tel: 011- 29572935 (O), 09868956537 (M))

Dr. V. Mohankumar in his brief intervention shared the previous year experience of the study centre in which the students enrolled did not show much interest in contacting the Counsellors and submission of assignments and field oriented practical work. He appealed to the students to use the services of the study centre to the maximum so that they can get good marks in the final examination.

Dr. Meena Singh discussed about the Open and Distance Learning System and gave important information about the procedures to be followed by the students to save their time and energy. She also said that there may be delay in getting the study material as it is dispatched from a central unit. However, if there is any inordinate delay they can also download e-material from the IGNOU Website for immediate use and subsequently contact the Regional Centre which can help them to get the hard copies of the material.

Dr. Meena Singh also said that in view of online admission the I-Card received should be duly endorsed at Regional Centre-2 and kept safely (if possible laminated) without which they may not be able to sit for the examination as I-Card is the proof to show that they are the bonafide students of IGNOU.

The students raised a few questions/points for clarification regarding the assignments, practical work, filling of examination form, etc. for which both Dr. Lakshmi Reddy and Dr. Meena Singh responded well.

Director IAEA Delivered Lecture in Autumn School at DU

The International Autumn School for Comparative Studies in Adult and Lifelong Education and Extension: Asian and European Perspective was conducted by the Department of Adult, Continuing Education and Extension, University of Delhi from September 16-30, 2017 in which students from Germany,



Bangladesh and India participated. The academic programme included

lecture sessions on chosen topics, field visit and group work with specific assignments.

Dr. V.Mohankumar, Director, Indian Adult Education Association took a session on the topic "Adult Education Programmes in India" on September 19, 2017.

Staff get together for Diwali

The members of the staff of IAEA had a get together on the eve of Diwali on October 16, 2017 with Shri K.C. Choudhary, President, Prof. S.Y.Shah, Vice President and Dr. Madan Singh, General Secretary. After the blessings given by President and General Secretary gifts were given to all.



Visitor



Dr. Christine Wiggins, Teacher, English Language Development (ELD), Emerson Elementary School, Salt Lake City, Utah, USA visited IAEA along with her husband Dr. Richard Wiggins on October 4, 2017. She had a fruitful discussion about the educational system in India with Prof. S.Y. Shah, Director, International Institute of Adult and Lifelong Education (IIALE). Others present in the discussion were Dr. V.Mohankumar, Director and Smt. Kalpana Kaushik, Deputy Director, IAEA, Dr. Mandakini Pant, Senior Research Fellow and Dr. Bani Bora, Senior Fellow, IIALE.

Obituary

Shri B.C.Rokadiya, former Joint Director, Directorate of Adult Education, Govt. of India passed away at Ahmedabad on September 22, 2017. He was 83 years. Before joining the Directorate, he also worked in NCERT. For long he served as UNESCO-UNDP Chief Technical Adviser and Team Leader in Malawi (East Africa) and Bangladesh for Strategic Planning of Adult and Continuing Education and Policy Programmer in Vietnam.



Shri Rokadiya was the Life Member of Indian Adult Education Association from June 1975.

The Indian Adult Education Association conveys heartfelt condolences to the members of the bereaved family and prays for the departed soul to rest in peace.

DU Students Completed Internship



Five students of University of Delhi who are in the third semester of MA in Lifelong Education after completing their intern for a month in Indian Adult Education Association have left on

October 14, 2017. Before leaving they made a courtesy call on Shri K.C.Choudhary, President (fourth from left), Dr. Madan Singh, General Secretary (fifth from left) and Shri Mrinal Pant, Associate Secretary of IAEA (first from left).

During the internship they were briefed about the role and responsibilities of IAEA, importance of library and documentation, registration of a voluntary agency/NGO under

Societies Registration Act, importance of communication and interpersonal relationship in the area of community development, research in adult education and research methodology field visit to Kirti Nagar in North-West Delhi. They also participated in the discussions held with the students of Autumn School who visited IAEA as part of their programme and also field visit to IGNOU and PRIA, a well known organization for research and training.

Digital Technologies are Important to Illiterates also – Dr. Rakesh Kumar



Dr. K. Rakesh Kumar, Chief Executive Officer, Zilla Panchayat, Shimoga, Karnataka in a function organized by the Jan Shikshan Sansthan, Shimoga on the subject "Literacy in a Digital World" said that the future development of any country depends much on the educational level of the citizens. In the modern world digital technologies are essential life skills which improve all areas of lives including access to information, knowledge management, networking, social services, industrial production and mode of work. Hence, he called upon the community based organizations to impart not only basic literacy to the people who are not literate but also introduce them to digital technologies.

The programme was presided by Shri D.S.Chandrashekar, Managing Director, Shanthala Spherocast, Pvt. Ltd. and Chairman, Jan Shikshan Sansthan, Shimoga. Others present were Smt. S.Y. Aruna Devi, Director, JSS and Shri H.S. Patil, District Adult Education Officer.

“अंधेरा धरा पर कहीं रह न जाए”

रोशन करो तुम इस जग को इतना
अंधेरा धरा पर कहीं रह न जाए
दीपों कि माला सजे द्वार सबके
कोई घर तिमिर से ढका रह न जाए

नेहों से पूरित हो दीपों कि बाती
नफरत की आँधी बुझाने न जाए
सुरीली हो सरगम सुप्रीत इतनी
वितृष्णा के स्वर इसमें मिलने न जाएँ

न वैरों कि बस्ती हो आपस के झगड़े
दीवारें मज़हब की खड़ी हो न जाएँ
उड़ेलें सुधारस इतना ज़मी पर
प्यासा कोई फिर कहीं रह न जाए

निर्मल यह मन हो दरिया के जैसा
समन्दर सा खारा यह होने न जाए
माँगू दुआएँ प्रभु से मैं हरदम
कपट द्वेष मन में कहीं रह न जाए

अपरिमित है साम्राज्य जिसका गगन में
जलाता जो दीपक अनगिन आसमां में
अद्भुत है सत्ता महा उस प्रभु की
मन प्राण जीवन उसी में रमाएँ

ये कोठी, ये बँगले बहुत हैं सजाए
ग़रीबों कि बस्ती उजड़ने न जाए
तृप्ति से पूरित हों हर जन हमेशा
शोषित धरा पर कोई रह न जाए

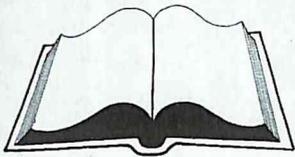
दुखाओ कभी मत दिल तुम किसी का
आह से उसकी कभी बन न जाए
जलाओ ज़रा प्रेम कि अमर ज्योति
अंधेरा किसी मन में रहने न जाए

– कुसुम वीर

डॉ. सुभाष पुरोहित राज भाषा विभाग में सलाहकार हेतु नामित

दिनांक 10 अक्टूबर 2017 को भारत सरकार के गृह मंत्रालय के राज भाषा विभाग द्वारा एक आदेश जारी कर राजस्थान अधीनस्थ सेवा चयन बोर्ड के पूर्व सदस्य डॉ. सुभाष पुरोहित को केन्द्र सरकार के विभिन्न विभागों की राज भाषा सलाहकार समितियों में नामित किये जाने वाले विद्वानों की सूची में सम्मिलित किया गया है। विदित है कि जोधपुर नगर परिषद के पूर्व अध्यक्ष डॉ. सुभाष पुरोहित राज्य आयोग उपभोक्ता संरक्षण के सदस्य भी रह चुके हैं। वे भारतीय प्रौढ़ शिक्षा संघ के भी आजीवन सदस्य हैं।





Egetenmeyer, Regina; Schmidt-auff, Sabine and Boffo, Vanna (eds.). **Adult Learning and Education in International Contexts: Future Challenges for its Professionalization: Comparative Perspectives from the 2016 Würzburg Winter School.** Frankfurt, Peter Lang GmbH, 2017: 213p.

This volume analyses adult education and lifelong learning as international phenomena, which have a strong influence on professionals working in this field. Based on the 2016 Würzburg Winter School, the book identifies influences on policy at local, national and international levels. It examines the internationalization of adult education and emphasizes the emergence of different dimensions of professionalism in adult education.

Pajo, Bora. **Introduction to Research Methods: A Hands-On Approach.** Sage, 2017.

Introduction to Research Methods: A Hands-on Approach offers readers an applied introduction to the exciting world of social science research. Using real, annotated research examples, the text invites readers to see research as a dynamic conversation on timely topics that are relevant to their lives.

Srinivasan, Krishnamurthy. **Population Concerns in India: Shifting Trends, Policies, and Programs.** Sage, 2017: 316 p.

A major concern for any country's polity and development, the issue of population has always been particularly problematic in India given the diversity of

religions and other social stratifications.

Population Concerns in India: Shifting Trends, Policies, and Programs analyzes how the country has handled this concern in the seven decades post Independence.

The book discusses the various policies and programs that were considered most appropriate in different situations, and deliberates over how the population problem was perceived at different times. It also highlights the results achieved by India's Family Planning Programme and the implications of the successful experiences.

Unesco. **Supporting teachers with mobile technology: Lessons drawn from UNESCO projects in Mexico, Nigeria, Pakistan and Senegal.** France, United Nations Educational, Scientific and Cultural Organization, 2017: 84p.

Highly qualified teachers are essential to the realization of the Sustainable Development Agenda, but there are not enough of them, especially in developing countries. UNESCO estimates that 69 million teachers must be recruited and trained to achieve universal primary and secondary education for all by 2030. Additional interventions are needed to ensure teachers already working in classrooms have the subject and pedagogical knowledge required to help students achieve literacy and numeracy, develop skills for employment and promote a culture of peace.

This publication tries to connect mobile technology to support teacher development. It describes and analyses projects conducted in Mexico, Nigeria, Pakistan and Senegal. While the projects differed in terms of scope and focus, collectively they reveal how governments and other organizations can use widely

owned technology to help educators facilitate the learning of students in ways that are scalable, cost-effective and sustainable.

UNICEF. **Early Moments Matter for Every Child.** UNICEF, 2017: 88p.

This report presents data and outlines best practices and policies that can put governments on the path to providing every child with the best start in life. It outlines the neuroscience of early childhood development (ECD), including the importance of nutrition, protection and stimulation in the early years. And it makes the case for scaling up investment, evaluation and monitoring in ECD programmes. The report concludes with a six-point call to action for governments and their partners to help maximize the potential of the children who will build the future – by making the most of the unparalleled opportunities offered by the early moments in life.

UNICEF. **Education Uprooted: For every migrant, refugee and displaced child, education.** UNICEF, 2017: 32p

This report provides essential data and information on educational challenges faced by nearly 50 million uprooted children around the world. It notes that some of these children and their families migrate in pursuit of better education or job opportunities, while others are forced from their homes because of conflicts or natural disasters. Whether they are refugees, internally displaced people or migrants, the report concludes, uprooted children are still children who have a right to education – and the safety, stability and opportunity that education can provide.

Compiled by Neha Gupta
Jr. Librarian-cum-
Documentation Assistant

There is no age for Learning

- Shri K.C.Choudhary

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A function was organized on September 27, 2017 in IAEA to give away certificates for the students who have successfully completed six months course in Counselling and Guidance conducted under the aegis of the International Institute of Adult and Lifelong Education (IIALE). Apart from the students undergone the course, those students who have completed one year Post-Graduate Diploma in Adult Education and 1st Year of MA in Adult Education through Open Distance Learning Programme of IGNOU for which IIALE is the study centre also attended the function.

At the very outset Dr. S.Y.Shah, Director, IIALE in his brief welcome address profusely thanked Shri K.C.Choudhary, Chancellor and Dr. Madan Singh, Registrar for approving the course to be conducted by IIALE and also for providing basic facilities and necessary cooperation for running the programme on holidays also. Dr. Bani Bora, Senior Fellow, IIALE and Course Director narrated briefly about the success made and challenges faced while conducting

the programme right from starting and also paid rich encomium to all the resource persons who have taken sessions for their academic support and the staff of IAEA for their full cooperation. She was happy to inform that already two students who successfully completed the course have got the job as Counselors in reputed agencies.

In the function a few students also shared their experience while undergoing the course and expressed their desire to associate with the programmes of IIALE in future also.

Shri K.C.Choudhary in his address said that learning has no age and that is the precise reason the concept of lifelong learning has emerged along with open distance learning and cloud learning to benefit the people who are less literate or not literate or discontinued their studies in between for various reasons. It is high time that people who are not literate are encouraged to start reading and writing so that they are enlightened and brought to

mainstream to take the road to progress and development. He appreciated the role played by IIALE and particularly Prof. S.Y.Shah for collaborative programmes with different foreign universities due to which every year selected students attend winter programme in Germany.

Prof. Sabine Schmidt-Lauff, Helmut Schmidt University, Hamburg, Germany made a brief presentation on **Indo-German Partnership: Adult and Lifelong Learning: European and Indian Insights** for the benefit of the participating Indian scholars. Underlining the academic scope and avenues generated due to the ongoing institutional collaboration between IIALE and the Lifelong Learning Departments of some of the reputed Universities of Germany Prof. Sabine urged the scholars to avail these facilities for the enhancement of their professional and academic career.

At the end Dr. Madan Singh extended the vote of thanks.

"If you do not fight for what you want, don't cry for what you lost. Nothing depends on luck, everything depends on work because even luck has to work"

- Bhagavad Gita

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Indian Adult Education Association

Remembering Jagdish Chandra Mathur

Shri Jagdish Chandra Mathur (famously called JC Mathur) was an IAS Officer of Bihar Cadre. After serving the cadre state with distinction in the initial years, he came to Govt. of India and was holding important subjects, the programmes formulated under them were of immediate benefit and use for the upliftment of common people. Though, highly qualified person and was holding important positions, he was not having the head load of prestige about the posts he was holding but shown a lot of concern for the poor. His inner urge was to improve their quality of life so that they are equal partners in country's development. Hence, he initiated a number of programmes for the peasants, particularly for small and marginal farmers and the landless labourers. He was the man behind establishing the institutions like Small Farmers Development Agency and Marginal Farmers and Agricultural Labourer Agencies as Additional Secretary in the Union Ministry of Food and Agriculture. As the Director



General of All India Radio he made the mass media organization to produce a number of programmes focusing the farmers to improve the agricultural yield and alternative employment opportunities in lean season. Again he was the brain behind formulating one of the most important adult education programmes implemented in the country - Farmers Functional Literacy which was jointly implemented by the Ministries of Agriculture, Education and Information and Broadcasting. This was considered even today as one of the inter-ministerial programmes in the area of adult education in the independent India.

is proud to have such a great personality as the Life Member (enrolled on December 29, 1950). He served a few years as a member of the Editorial Board of Indian Journal of Adult Education and for some time he was also the Chairman and Editor of the journal. In this assignment also he has shown excellence.

Shri JC Mathur was born on July 16, 1917 and died on May 14, 1978 at the age of 61. The year 2017 is his centenary year. We in Indian Adult Education Association fondly remember his services and cherish his memory.

- K.C. Choudhary
President, IAEA

Indian Adult Education Association

Academic Cooperation between Danish School of Education & IIALE

To promote academic cooperation between International Institute of Adult and Lifelong Education (IIALE) and the Danish School of Education, Aarhus University, Denmark a Memorandum of Understanding was signed on October 16, 2017. The areas of cooperation as enunciated in the MoU are - academic staff collaboration in research, teaching and learning in areas of common interest, exchange of educational resource materials and publications that are of mutual interest, development and implementation of student mobility programmes including facilitation of field work, expending research in international comparative adult and lifelong education, organizing courses, seminars or workshops, identification of special short term projects, which would be of mutual benefit to both the institutions and any other collaborative efforts the parties consider to be appropriate from time to time.

The period of MoU will be for three years and extendable for two more years by mutual understanding.

Prof. Shah attended CONFINTEA VI Mid-Term Review at Korea



The Sixth International Conference on Adult Education (CONFINTEA VI) was held at Belem, Brazil from December 1-4, 2009. The theme of the conference was "Living and Learning for a Viable Future: The Power of Adult Learning". The conference was attended by 1500 participants, including representatives from over 156 Member States of UNESCO, along with other partners from the United Nations, bilateral and multilateral organizations, civil society and the private sector, as well as adult learners from all over the world. India was represented in this conference not only by official delegation of the Govt. of India but also by ASPBEA which included Shri K.C. Choudhary, President, Dr. Madan Singh, General Secretary, Indian Adult Education Association and Prof. S.Y. Shah, Director, International Institute of Adult and Lifelong Education.

The conference highlighted the central role played by adult learning and education in international education and development programmes, especially those concerned with sustainable development. Hence, it called upon the governments to take forward, with a sense of urgency and at an accelerated pace, the agenda of adult learning and education and to redouble the efforts to meet adult literacy goals. The Belem Framework for Action states that:

- adult learning and education have a critical role in responding to contemporary cultural, economic, political and social challenges, and underlines the need to place adult learning and education in a broader context of sustainable development.
- It acknowledges that effective policy, governance, financing, participation, inclusion, equity and

quality are necessary conditions for adults and young people to be able to exercise their right to education.

● It calls for redoubling of efforts to reduce illiteracy by 50 percent from 2000 levels by 2015, together with increased investment and expertise provision of relevant curricula and quality assurance mechanisms, and a reduction in the literacy gender gap.

- It noted that adult learning and education remain chronically under-funded and under-valued and says that greater political recognition following CONFINTEA V has not paved the way for effective political action in terms of policy prioritization, integration and allocation of adequate resources, either nationally or internationally.
- It draws attention to a lack of professional training opportunities for adult teachers, as well as insufficient monitoring, evaluation and feedback mechanisms.
- It emphasizes the need for strengthened international cooperation in areas ranging from the recognition of qualifications, sharing of know-how and innovative practices, quality assurance, governance, equitable access, support for indigenous languages and education of migrants.
- It commits countries to scale up investment for youth and adult education to at least 6% GNP, while promoting new and establishing alternative financing mechanisms.

The UNESCO Institute for Lifelong Learning (UIL) with the support from UNESCO Institute for Statistics and UNESCO offices in different world regions coordinate the global monitoring of the follow up to the Belem Framework for Action. This includes preparation of the Global Report on Adult Learning and Education (GRALE) and the co-organization of regional follow-up activities and meetings.

Eight years after Belem, the UNESCO Institute for

Long Learning in cooperation with the Korean Ministry of Education, Korean National Commission for UNESCO, National Institute for Lifelong Education (NILE) and the Municipality of Suwon in Korea organized a three day conference of CONFINTEA VI Mid-Term Review 2017 - "The Power of Adult Learning: Vision 2030" at Hotel Ibis Ambassador Suwon from October 25-27, 2017 in which around 410 members attended from 104 countries representing governments, inter-governmental and civil society organizations and academics institutions. On the invitation of UNESCO Institute for Lifelong Learning Prof. S.Y.Shah, Director, International Institute of Adult and Lifelong Education (IIALE) attended the conference. The main purpose of the conference was to review the implementation of adult learning and education across the world since the launching of the Sustainable Development Goals 4 on education and lifelong learning.

The conference had eight plenary sessions and several special workshops. The first plenary session - CONFINTEA VI - "Developments from 2009-2017" was moderated by Prof. S.Y.Shah. The two hour plenary session had three main presentations and three comments. The first presentation was on "CONFINTEA VI Progress and Situation Analysis (GRALE III)" by Prof. Leona English, Prof. of Adult Education, St. Francis Xavier University, Canada and the comments were made by Prof. Shirley Walters, Deputy-President, International Council for Adult Education (ICAE) and Mr. Christoph Jost, Director DVV International). The second presentation was on the Lifelong Learning Programmes in Suwon by the Mayor of Suwon City - Jeom Tae-Young. The third presentation by Mr. Werner Mauch, Programme coordinator of UIL was on "Using the Recommendation for Adult Learning and Education (RALE) to strengthen the implementation of Quality ALE" and the respondent was Mr. Jose Roberto, Guevara, Vice President, and ICAE).

Prof. Shah also attended the International Symposium on Lifelong Learning organized by the Suwon City on October 24, 2017 and made a presentation on lifelong learning for living together.

The outcome document of this conference will

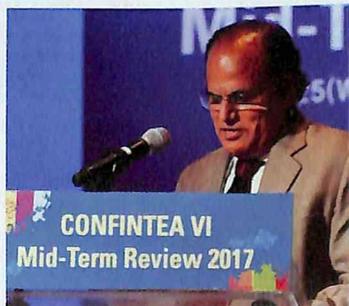
help to strengthen knowledge and awareness of the wider benefits of adult learning and education across different societal sectors, and in SDG 4 as elaborated in the Education 2030 Framework and the broader 2030 Agenda for Sustainable Development. The conference also has set the stage for the seventh International Conference on Adult Education, expected to take place in 2021.

Dr. L. Mishra delivered a Lecture on Total Literacy Campaign at CSD

Dr.L.Mishra, former Secretary to Govt. of India, Ministry of Labour and Employment (first Director General, National Literacy Mission) delivered a lecture on "Campaign for Total Literacy in India" on November 16, 2017 at Council for Social Development, New Delhi which was chaired by Dr. J.B. Tilak, former Vice Chancellor, National University of Educational Planning and Administration, New Delhi. Selected audience including Prof. S.Y.Shah and Dr.V.Mohankumar attended the session.

Dr. L.Mishra in his lecture covered vividly the importance of literacy, challenges of launching a movement for total literacy, positive offshoots of a campaign for total literacy and tasks ahead.

"One reason people resist change is because they focus on what they have to give up, instead of what they have to gain."



Literacy is core content of all Adult Education Programmes – Prof. Garg



Prof. B.S. Garg, Patron, Indian Adult Education Association was on a two day visit to New Delhi on November 3-4, 2017. He not only attended the morning group prayer in the office but also interacted with the members of the staff regarding the adult education programmes in general and the activities conducted by IAEA in particular.

Prof. Garg said that in general whenever there is a change in government, there bound to be policy changes with the result

programmes are reshaped to tune with the ruling party's electoral manifesto. Hence, there are a number of new schemes and/or improved implementation strategies are announced by the government which will benefit the country in the long run. It seems adult education also is going to have new thoughts and changed implementation strategies. Whatever may be, the history is clear that over the years the names of adult education



Prof. S.Y. Shah and Shri K.C. Choudhary are writing a book on History of Indian Adult Education Association. The draft copy of the report was shown to Prof. B.S. Garg during his visit to Delhi on November 3, 2017. He not only appreciated the efforts taken to document the work of IAEA in the field of literacy and lifelong education but also said that such documents will be a store of information for the researchers and the generations next to know about the organization and the role played by it in promotion of literacy in the country.

schemes have been changed a number of times but the core content of literacy continued to be the focal point in all the schemes. May be this will continue to happen in the revised programme also which the government is working on it. Literacy is important in view of India's commitment to achieve the target set in Sustainable Development Goal 4 with a definite time frame.

Prof. Garg while appreciating the work done so far by the organization desired the members of the staff to participate more aggressively for the promotion of literacy programmes in the country so that IAEA also is a part of the achievements in this direction.

Dr. Madan Singh, General Secretary while thanking the Patron for showing the roadmap for future, assured him that IAEA will continue to do its bit for the promotion of literacy in the country as it is an essential component of overall development.

‘धुंध’

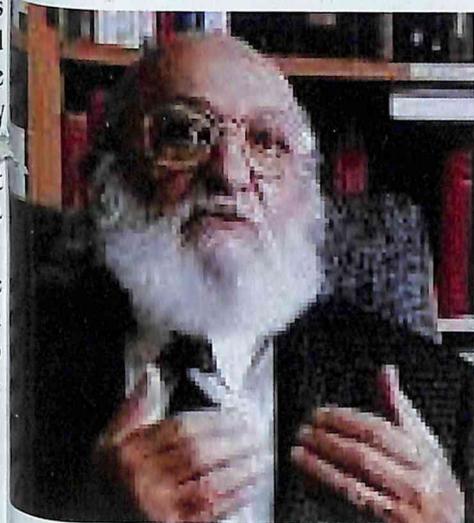
धुंध के पीछे छुपी हैं ख्वाहिशें अनगिन कई
बैठी हैं डेरा जमाए मन द्वार उम्मीदें नयी
द्वंद्व की बस्ती बसी है, शोरगुल मचता यहाँ
टिमटिमाती रोशनी गलियों में फिरती है जहाँ

छोड़ दूँ मैं नापना परछाईं दुःख-सुःख की सभी
बिम्ब अपना खोज लूँ दर्पण पुकारे है तभी
नाव है मझधार में और डोर उसके हाथ है
अवलम्ब उसका थाम लूँ करता वही तो पार है

कौन सुनता है यहाँ पर पीर मन की मन रही
उन्मनी सी बिसरी यादें कुरेदती मन को गयीं
आत्म ही परब्रह्म है और अंश उसके हैं सभी
जानकर और समझ कर भी नासमझ बनते कभी

– कुसुम वीर

Paulo Freire: Pedagogue of Liberation



Perhaps, nobody in this century has made the world so acutely aware of the subversive potential of education as Paulo Freire. The Brazilian educationist and thinker, who died at the age of 75 on May 2, 1997 made the classroom an arena of empowerment for the poor and oppressed.

Freire considered education to be a weapon of liberation for those marginalized people whose voices are never heard by the dominant classes. For nearly six decades, he strove to give a voice and a purpose to these "cultures of silence".

His all-time classic, *Pedagogy of the Oppressed*, which has been widely translated and gone into more than a score of printings, is required reading in college-level courses of several disciplines.

Freire was convinced that every human being, no matter how oppressed are submerged in the 'culture of silence', was capable of looking critically at the world and engaging in a meaningful dialogue with it. He believed that education was the tool that prepared people for such encounters. The idea was that, by "unveiling the world of oppression", social action would follow, and transform an unjust

society into an equitable one.

It was not just a question of getting your ABCs right, but as Freire put it, each individual wins back the right to "say his or her own word, to name the world."

One of the earliest influences on his approach to education was his own family's impoverishment during his childhood. Often, he could not understand what went on in the classroom because he was hungry. Freire described the experience of hunger as a "great moment" in his life. "By falling into poverty, I learned from experience what social class meant".

Eventually, Freire went on to study law, philosophy and the psychology of language at the University of Recife, and took a doctorate in 1959. He gave up practicing law to become a government welfare official.

In the early 1960s, at a time when several reform movements flourished simultaneously in Brazil, Freire was influenced by the idea of liberalism, existentialism, phenomenology, Catholic liberation theology and Marxism. He became the first director of the University of Recife's Cultural Extension Service which brought literacy programmes to thousands of peasants.

However, the 1964 military coup resulted in his imprisonment and eventual 15-year exile from Brazil. During these years, Freire worked with adult education programmes in Chile, taught at Harvard University's Centre for Studies in Education and Development and consulted with the World Council of Churches in Switzerland. He offered assistance in education programmes of newly independent countries of Asia and

Africa.

It was at Harvard that Freire wrote the *Pedagogy of the Oppressed*. His understanding of the North American Society made him realize that repression and exclusion of the powerless from the economic and political life was not limited to third world countries. Thus, he extended his definition of third world from a geographical concern to a political concept.

Freire believed that there was no such thing as politically neutral education. In his view, schools usually peddled "official" ideas which served the interests of the elite that dominated society. He saw the teacher as a politician, who had to ask. "What kind of politics am I doing in the classroom? In favour of whom am I being a teacher? Against whom am I educating?"

In 1979, when democracy returned to Brazil, Freire returned home and took-up a faculty position at the University of Sao Paulo. In 1988, he was appointed minister of education for the city of Sao Paulo, a position which made him responsible for guiding school reform.

The most recent of his 25 major publications, *Pedagogy of Hope* re-examined his ideas and analyzed social struggles throughout the third world. As he said "Swimming against the current means assuming risks. Also, it means to expect constantly to be punished. I always say those who swim against the current are being punished by the current and cannot expect to have a gift of weekends on tropical beaches!".

Source: The Times of India
June 5, 1997

व्यावसायिक पाठ्यक्रम हेतु प्रयोगात्मक परीक्षा आयोजित



भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, भारत सरकार द्वारा संचालित व्यावसायिक पाठ्यक्रम 'पुस्तकालय विज्ञान' में प्रमाण पत्र कोर्स का एक अध्ययन केन्द्र है। जहाँ से अब तक 13 बैचों के छात्र सफलता पूर्वक उत्तीर्ण हो चुके हैं। इसके 14वें बैच के लिए नामांकित 5

विद्यार्थियों ने हाल ही में अमर ज्योति स्कूल कडकडंडूमा विकास मार्ग, दिल्ली 110092 में सम्पन्न हुई अक्टूबर/नवम्बर 2017 की लिखित परीक्षा में भाग लिया। गत 10 नवम्बर 2017 को इन संचालित विद्यार्थियों की प्रयोगात्मक परीक्षा भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के कार्यालय में आयोजित की गई। यह परीक्षा श्री मुरारीलाल शर्मा और श्री जय भगवान द्वारा ली गई जिसकी आर्वार्ड सीट उसी दिन ही राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, नोएडा में जमा करा दी गई।

— जय भगवान

Chance meeting with Dr. Budd Hall in NUEPA, New Delhi

Dr. Budd Hall Professor of Community Development in the School of Public Administration at the University of Victoria, Canada and Co-Chair of UNESCO Chair in Community Based Research and Social Responsibility in Higher Education and was in New Delhi recently to attend the launching function of Knowledge for Change (K4C), an international initiative to train next generation researchers in Community Based Research on November 13, 2017. I had a chance meeting with him at the end of the programme, thanks to Dr. Mandakini Pant, Senior Research Fellow, IIALE.



Dr. Budd was found to have all information about Indian Adult Education Association (he even recalled the names of Dr. S.C. Dutta and Dr. Malcolm Adiseshiah) in view of his long association with J. Roby Kidd (1915-1982) and James A. Draper (1930-2004) the Canadians who have contributed a lot to adult education in India and particularly professionalizing the field through a separate stream of study. Both of them were instrumental in starting the Department of Adult Education in Rajasthan University, Udaipur. Dr. Budd also served as Secretary-General of the International Council for Adult Education (ICAE) from 1995 to 2001 during that time also he was in contact with Indian Adult Education Association.

- Dr. V. Mohankumar

Obituary



Prof. Ashok Kumar Sharma, Head, School of Studies in Lifelong Education Extension and Social Work, Jiwaji University, Gwalior, Madhya Pradesh expired on November 2, 2017 at New Delhi and was cremated at Gwalior on November 3, 2017. He is survived by his mother Smt. Ramkatori Devi Sharma, wife Smt. Gayatri Sharma, daughters Smt. Neha, Ku. Neelam, Kajal and Tamanna Sharma.

Prof. Sharma was the Life Member of Indian Adult Education Association since August 25, 1993.

The Indian Adult Education Association conveys heartfelt condolences to the members of the bereaved family and prays for the departed soul to rest in peace.

“So long as you do not take the broom and the bucket in your hands, you-cannot make your towns and cities clean.”



— Mahatma Gandhi

International Consortium launched for Knowledge for Change



The UNESCO Chair in Community Based Research and Social Responsibility in Higher Education in collaboration with the National University of Educational Planning and Administration (NUEPA) launched Knowledge for Change (K4C), an international initiative to train next generation researchers in Community Based Research. For this dialogue was organized between the country representatives from Canada, India, Indonesia, Italy and South Africa at NUEPA on November 13, 2017 to find out the need, potential and scope of standardized community based research training across the world.

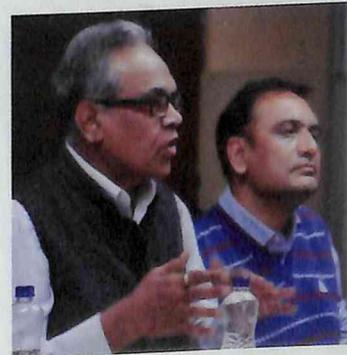
Seated on the main table were Mr. Shigeru Aoyagi, Director and Country Representative, UNESCO, New Delhi, Dr. N.V. Varghese, Vice Chancellor, National University of Educational Planning and Administration and Dr. Rajesh Tandon, Founder President, PRIA, New Delhi and Co-Chair, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education.

After a brief introduction in the beginning by Dr. Rajesh Tandon about the UNESCO Chair and the new effort of launching K4C to train the researchers, Mr. Shigeru Aoyagi spoke on the importance of quality research so that the outcome is useful for social and economic development of the community. Mr. Shigeru Aoyagi in his brief address said that research is an important component of development and any research done should be useful to society in general and community in particular. UNESCO shares the concern of the quality of research done all over the world and it would like to improve the quality as better as possible. However, allocation of funds of research is always found to be less and the only solution is to raise the funds locally.

Thereafter, the country representatives present

were called one after the other to share their views so that the new effort is strengthened further and put on right track. Those who shared their views were Prof. S.K.Pandey, Vice Chancellor, Pandit Ravishankar Shukla University, Raipur, Dr. Darren Brendan Lortan, Professor, Durban University of Technology, Durban, South Africa, Dr. Abd' Ala, Rector, UIN Sunam Ampel University, Surabaya, Indonesia, Dr. Manju Singh, Professor & Director, School of Humanities & Social Sciences, Manipal University, Jaipur, Dr. Mousumi Mukherjee, Assistant Director, International Institute for Higher Education Research and Capacity Building, OP Jindal Global University, Sonapat, Haryana,

Dr. Andrea Vargiu, Professor, University of Sassari, Sassari, Italy. A few participants including Dr. V.Mohankumar, Director, Indian Adult Education Association, New Delhi also shared their views/opinion on research in general and need for quality inputs in particular.



Dr. Budd Hall, Co-Chair, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education in his brief intervention endorsed the opinion expressed by many of the participants regarding the need for more number of researches focusing on the community needs so that the outcome is directly useful to the people. However, he was also apprehensive about the quality inputs, particularly in social sciences.

Dr. N.V. Varghese in his well thought out address traced the developmental history of education in India and said how the educational planners and political administrators gave importance to the industrial sector rather than social sector with the result the education and research did not give much direct benefit to the community and it may not be too late even today to reverse the trend by taking timely action. A small baby step is being taken now to train the researchers in community based research as part of knowledge for change which is appreciable.

Dr. Rajesh Tandon closed the session by thanking one and all.

व्यावसायिक प्रशिक्षण केन्द्रों पर प्रतियोगिताओं का आयोजन - लखनऊ



लखनऊ जन शिक्षण संस्थान द्वारा लखनऊ स्थित प्रशिक्षण केन्द्रों पर विभिन्न प्रकार के प्रतियोगिताओं का आयोजन किया गया। इन प्रतियोगिताओं में सांसद आदर्श ग्राम हरौनी सहित एहसास संस्था एवं आर.डी.एस.ओ. के केन्द्र भी

सम्मिलित हुए।

पुरस्कार वितरण समारोह आर.डी.एस.ओ. के अरुणोदय भवन स्थित प्रशिक्षण केन्द्र में आयोजित किया गया। समारोह की मुख्य अतिथि रेल महिला कल्याण संगठन (आर.डी.एस.ओ.) की अध्यक्ष, श्रीमती तहमीना हुसैन ने चयनित प्रतिभागियों को पुरस्कृत किया। "हाथ की कढ़ाई प्रतियोगिता" में प्रथम पुरस्कार कु. सुमन, द्वितीय पुरस्कार कु. आरती तथा तृतीय पुरस्कार कु. सोनिया को प्रदान किया गया। पुरस्कार प्रदान करते हुए श्रीमती हुसैन ने कहा कि पुरस्कार नहीं प्रतियोगिताओं में भाग लेना महत्वपूर्ण है जिससे व्यक्ति के जीवन में उत्तरोत्तर विकास होता जाता है। यह हमारे व्यक्तित्व को निखारने का कार्य करता है। रेल महिला कल्याण संगठन की उपाध्यक्ष श्रीमती राजविंदर कौर ने इस आयोजन के लिये सभी का आभार व्यक्त किया तथा प्रतिभागियों का भी उत्साह वर्धन किया।

जन शिक्षण संस्थान लखनऊ के निदेशक श्री श्रीपति रस्तोगी ने भी प्रतिभागियों को संबोधित किया। संपूर्ण कार्यक्रम का संचालन एवं संयोजन श्री अनिल कुमार मिश्रा, क्षेत्र कार्यक्रम समन्वयक द्वारा किया गया।

— श्रीपति रस्तोगी

JSS Jagatsinghpur Organized Ex-Trainees Meet



The Jan Shikshan Sansthan, Jagatsinghpur, Odisha organized Ex-Trainees Meet- 2017 with the objective of bring together the former trainees of JSS and provide an opportunity for them to share their experience of becoming employed or self-employed to benefit the present trainees to take seniors' experience for their own career development. The programme was presided over by Shri Gouranga Charan Hota and Smt. Priyadarshini Biswal, President, Zilla Parishad, Jagatsinghpur inaugurated the Meet by lighting the ceremonial lamp.



Around 10 selected trainees came to the dais and elaborated their experience how they have started their own business and sustaining in the same in the midst of acute competition. Each presentation attracted a large number of questions and points for which the ex-trainees answered patiently.

The Industrial Promotion Officer of District Industrial Centre said that they have appointed two resource persons of JSS as Master Crafts Trainers with a monthly salary of Rs. 10,000/- each. The Programme Officer of DSWO said that all the JSS beneficiaries are included in the Mission Shakti Self-

Help Group in their respective villages so that they can get financial assistance.

Shri Gouranga Charan Hota and Smt. Priyadarshini Biswal appreciated the JSS for organizing such a programme and the ex-trainees for sharing their rich experience. They also visited the exhibition in the venue where the articles

crafted by the trainees were kept for the visitors and appreciated about the quality.

In the beginning Shri Kishore Kumar Samal, Director, JSS gave welcome address and at the end Shri Manoj Kumar Sethy, Programme officer, JSS proposed vote of thanks.

Visitors



(Second from Left Dr. Martha and second from Right Mr. Manuel)

Dr. Martha Young-Scholten, Professor of Second Language Acquisition, School of English Literature, Language & Linguistics, Newcastle University, England visited Indian Adult Education Association/ International Institute of Adult and Lifelong Education on November 9, 2017 for knowing more about adult education in India, exchanging ideas on

the languages and look for any collaborative programmes between the institution. During the discussion she was engaged by Prof.S.Y.Shah, Director, Dr. Mandakini Pant, Senior Research Fellow and Dr. Bani Bora, Senior Fellow, IIALE, Dr.V.Mohankumar, Director, Smt. Kalpana Kaushik, Deputy Director and Shri B.Sanjay, Research Officer, IAEA. She was also shown the library containing large number of books on adult education.

Mr. Manuel Enderle, Research Scholar, European Studies and International Relations, Faculty of Human Sciences, University of Wurzburg, Germany who is doing research on "Political Education Conveyed in India and Germany" was also present along with Ms. Shalini Singh, Research Scholar, JNU. Mr. Manuel as part of this research work interviewed Prof. S.Y.shah and also had a discussion with Dr. V. Mohankumar.

Children's day Celebrated in Crèche Melkaraipudur

Gandhigram Crèche and Children's project, Centre for Life-Long learning celebrated children's day at the Crèche centre in Melkaraipudur on November 14, 2017.

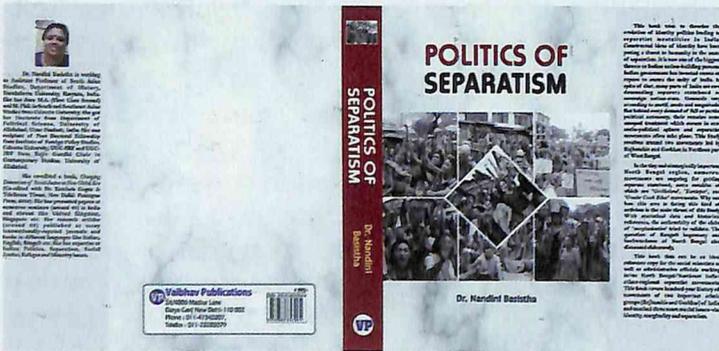
The pre-school children were in a joyous mood amidst songs, dances, storytelling and games. The older children understood that it was the birthday of Pandit Jawaharlal Nehru who is fondly known as Chacha Nehru among the children. It was also the birthday of a little girl, Yuvashree, who was very happy as she was the centre of attraction on that day.



Dr. R.Kalpana, Field organizer and Research Assistant, Smt. M.Pushpalatha, Office Assistant, Smt.S.Umashanthi, Crèche teacher and Smt.P.Pappathi, Crèche Care Taker were with the children for the entire day and all of them made the children active and happy. They also in between narrated stories, engaged the children in songs, dances, and other indoor games. Before going home in the evening children were served Payasam prepared by Crèche Care Taker.

- Prof. L.Raja

Dr. Nandini Basistha, *Politics of Separatism*, New Delhi, Vaibhav Publications, 2017, pp xiv + 296, Price – Rs. 995/- only



The book under review, 'Politics of Separatism' is an anthology, which explores a much-neglected theme in South Asian history and politics, namely, the politics for separate 'statehood'. This is also a kind of 'separatism', which generates continuous disturbance in everyday life. The author tries to make a holistic study of this 'problem' with two case studies – Rajbanshi-led movement and Gorkha-led movement. Thus this Study tries to theorize the evolution of identity politics leading to separatist mentalities in India. This is the first comparative study of this kind, where two separate but parallel ethnic movements were discussed in detail with their cause, magnitude and fall-outs.

In different chapters how author has elaborately discussed the issue of intermingling self-interest with separatist mentality is really appreciable. The writer has done a commendable task of bringing together primary sources with secondary sources with overlapping data and contradictory view-points.

With a bias-free manner, this Study revolves around hundred years' (1910-2010) history of movement of two most prominent groups of identity seekers of Northern part of West Bengal – viz. Gorkhas and Rajbanshis. The Study elaborates how it took various forms with changing scenario & circumstances, and submerged with favourable governmental approaches. But every time phoenix-rise of their movement can be seen. Thus, in different chapters, the author tried to analyse the actual condition of the 'activism' and tries to validate the question of marginality.

Chapter 1 basically theorizes the scope and eruption of politics for statehood in the India's federalist structure and how Indian Government tries to cope up with these separatist mentalities with federal policies. With different case studies in Indian

scenario, this chapter tries to point out the challenging nature of India's nation-building process and gravity of the situation.

Chapter 2 tries to establish a co-relation between multiculturalism and justice in Indian perspective and hiccups in creating a 'just society'. Elaborating the debate between 'pluralism' vis-à-vis 'multiculturalism', here the uniqueness of Indian circumstances tried to be located.

Chapter 3 is about historical separate identity, economic backwardness and changing demographic set up of North Bengal that can be supportive to understand the notion of relative deprivation of this region and marginalization of minorities with the influx of Bengalese in every sphere.

Inhabited by a vast variety of tribes and nationalities, each in a different stage of social development, North Bengal is both an anthropologist's delight and statesman's nightmare. It is a place with a great variety as well as versatility. One may question on its integrity as a 'region'. But it has much uniqueness, which can be understood by detailing the profile of North Bengal. North Bengal is a term used for the northern parts of Bangladesh and West Bengal. The Bangladesh part denotes the Rajshahi Division. Generally it is the area lying west of Jamuna River and north of Padma River, and includes the Barind Tract. However, this Study deals with only the Northern part of West Bengal. Topographically, across the river Ganga, West Bengal runs north through Malda and West Dinajpur, and the very narrow Islampur tract (between Bihar and Bangladesh) to the Terai in Siliguri, the Dooars in Jalpaiguri, the Darjeeling-Kalimpong massif and Cooch Behar. This particular geographic region is commonly known as 'North Bengal'. In West Bengal there are three administrative divisions – viz. Presidency, Burdwan and Jalpaiguri. North Bengal comes under the jurisdiction of Jalpaiguri division. Since 1947 to 1991, there were five districts in North Bengal – viz. Darjeeling, Jalpaiguri, Cooch Behar, Malda and West Dinajpur. On 1st April 1992, for administrative convenience, the West Dinajpur has been divided into two separate districts, i.e. Uttar (North) Dinajpur and Dakshin (South) Dinajpur. The landscape, history and cultures of each district have a distinguished character. While nature has showered his abundant beauties in

Darjeeling with great Himalayan ranges passing through it, Jalpaiguri, lying in the sub-Himalayan foothills, presents a rich bio-diversity with dense forests, varied faunal and floral life forms. Cooch Behar is a city of old palaces of Koch kings, with temples and large water bodies. North and South Dinajpur are basically agricultural plains and Malda again is an old civilization and has its own importance from the archaeological point of view for the famous ruins of Gour kingdom. The geographical diversity blended with the cultures of different ethnic groups has placed North Bengal in the most treasured tourist destinations in Northeast India.

Chapter 4 illustrates why and how Rajbangshis got united on casteist line and ultimately took the path of separatist politics. Caste in West Bengal has been notoriously understudied for at least three reasons. Firstly, the political culture of postcolonial West Bengal has tended to make all talk of 'caste' a taboo. Secondly, West Bengal, unlike many other regions in India, has not experienced major caste-based social movements since 1947. Thirdly, the ruling elites of this eastern Indian region, the bhadralok, though internally differentiated along many axes, have exercised a virtually uncontested social dominance that is rather unique even in a country where the reproduction of power relations is anything but uncommon. In this Study, the author address each of these intellectual and political concerns by taking an interdisciplinary perspective that draws on cutting-edge scholarship in the fields of history, anthropology, sociology, and cultural studies. She not only interrogates why caste continues to be neglected in the politics of and scholarship on West Bengal, but also discusses how caste relations have, in fact, permeated the politics of the region in the colonial and postcolonial eras.

In fact, caste in West Bengal has overt and covert aspects. On the one hand, there is the obvious issue of upper-caste dominance in the domain of formal politics despite the sway of communism for more than three decades. On the other hand, there are hidden, even insidious, ways in which a modern caste society has flourished since colonial times and shaped academic, journalistic, and popular understandings of Bengali society, culture, history, and politics. To study these overt and covert aspects of caste politics in West Bengal, we believe, a collaborative effort is necessary today to bring together established and younger scholars working on the subject across the world. Our endeavour in this anthology is not to offer the final word on the politics of caste in West Bengal. It is, instead, to sustain an intellectual conversation that is both timely

and relevant for those interested in understanding the nature of politics in contemporary South Asia.

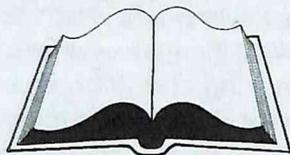
The Politics of Caste in West Bengal explores, in an interdisciplinary way, the making and maintenance of a modern caste society that has implications well beyond the case of West Bengal. It is divided into three sections, which correspond to the key arguments we wish to make. The first examines caste formations and organised resistance to these in colonial Bengal. Hidden histories of caste come into conversation here with fine-grained studies of caste-based movements. The second probes the extent to which partition in 1947 served as a political watershed moment in the transformation of caste society in West Bengal. The papers in this section seek causal connections between decolonisation, the physical displacement of populations, and bhadralok dominance in postcolonial West Bengal. The third and final section focuses on communist and post-communist political trajectories of the region. We see here how the ethnographic present is shaped by the many parts of a caste-ridden society, albeit in ways that are neither obvious nor pre-determined.

Chapter 5 underlines the different identity of Rajbangshi/ Kamtapuri language and importance of inclusion of this language in the education policy of West Bengal. Here the whole controversy regarding the Rajbangshi/ Kamtapuri language and politicization of the matter have been discussed.

Chapter 6 focuses three major problems of Rajbangshi-led democratic movements - viz. overlapping territorial demands of statehood, confusion over ethnic origin and linguistic status of Rajbangshis, and conflict between leaders.

Chapter 7 underlined the Genesis of the Gorkhaland Movement where the Study explored different reasons for movement - viz. economic negligence; alienation from land and identity; political and socio-cultural hegemony of West Bengal; intention for Greater Nepal; the citizenship dilemma; and immediate causes like making Sikkim the 22nd State of the Indian Union on May 16, 1975; and 'Nepali Kheda' movement in Meghalaya. This Chapter also underlines how upliftment of leaders (viz. Subhash Ghising and Bimal Gurung) in socio-economic sphere diverted their mentality against the main spirit of the Gorkhaland movement and subsequently new personalities took leadership.

We believe that this collection of essays can become a benchmark for the future as well as spur new research agendas and projects that will put the region into a much-needed conversation on the politics of caste with the rest of India. - Dr. M.U. Alam



Mythili, N. Representation of Women in School Leadership Positions in India (Occasional Papers – 51). New Delhi, National University of Educational Planning and Administration, 2017: 52p.

The present study analysis all India and state level of secondary data for all school categories. Results show that women are under-represented in three of the four school leadership positions in all school categories except in Primary to Higher Secondary schools. Women as vice principals are represented higher in 20 states constituting 64 percent of total vice-principals. A state level aggregate analysis shows that Kerala, Goa, Meghalaya and Delhi, show higher representation of women as designated HMs, vice principals and principals. They are followed by Daman & Diu, Karnataka, Gujarat, Chandigarh, Punjab and Tamil Nadu. Positioning the results within the discourses of opportunities, identity and privilege, it is theorized that representation of women in school leadership positions is a function of school leadership position assigned, school category and context. The policy implication for the study analyses the larger context of the education system within which school leadership of women is located. It is extremely crucial to reduce the confusion arising out of large number of dysfunctional stand-alone school categories mostly with acting-HMs. Larger schools with Primary level must be retained having sanctioned school leadership posts and all vacancies filled to achieve gender equity.

Tilak, Jandhyala B.G. Union-State Relations in India's Higher Education (Occasional Papers – 50). New Delhi, National University of Educational Planning and Administration, 2017: 61p.

This paper presents an analytical description of the impact that the particular nature of Indian federalism has had on shaping of the higher education system and its expansion.

Besides describing the complex nature of the Indian federal system as outlined in the Constitution, an attempt has been made to analyse union-state relations in education more generally, and in higher education system in particular, including its rapid expansion over the last 30 years. In the process of analysing union-state relations, some of the important issues on which we find some kind of uneasiness, if not tensions between the state and the union government in their playing respective roles are highlighted, including the trends in financing of higher education within the context of the Indian federal system.

Unesco. Situation Analysis of Out-of-School Children in Nine Southeast Asian Countries. Paris, United Nations Educational, Scientific and Cultural Organization, 2017 : 142p.

The out-of-school children in the nine SEA countries included in the study are generally characterized by disparities in sex, urban-rural location, and household income. In some countries, they are most likely to be girls; in others, boys. Out-of-school children are also mostly based in rural areas and overwhelmingly belong to the poorest households in the country. Child labourers, children with disabilities, child brides, and stateless or undocumented children are groups which tend to be persistently over-represented among the OOSC.

A wide array of flexible/alternative learning strategies (FLS) have been employed to expand the path to basic education for OOSC in Southeast Asia. Different public, non-profit, private, or civil society programme interventions which showcase features essential in the delivery of FLS have been highlighted in this report. This includes a documentation of various innovations that seek to extend

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the reach of basic education to marginalized groups.

The findings from the review support the observation that despite the establishment of basic legal and policy frameworks and programmes for OOSC based on equity and non-discrimination, many children are still excluded from the formal system and still do not benefit from the many efforts to expand educational opportunities that have been occurring across the nine countries.

World Bank. 2017 World Development Indicators. Washington DC, International Bank for Reconstruction and Development, 2017: 146p.

World Development Indicators is the World Bank's premier compilation of cross-country comparable data on development. The database contains more than 1,400 time series indicators for 217 economies and more than 40 country groups, with data for many indicators going back more than 50 years.

The 2017 edition of World Development Indicators offers a condensed presentation of the principal indicators, along with regional and topical highlights and maps. Indicators on poverty and shared prosperity now appear in their own section.

This edition reflects two major structural changes to World Development Indicators:

- Poverty and shared prosperity, previously part of World view, is now a standalone section. Global highlights presented in World view encompass data from all six thematic sections.

- Data on the Sustainable Development Goals are now presented in a new companion publication, Atlas of Sustainable Development Goals 2017, which analyzes and visualizes World Development Indicators data to explore progress toward the goals for 2030.

Compiled by Neha Gupta

Jr. Librarian-cum-Documentation Assistant

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Indian Adult Education Association

National Seminar organized in Tirupati



Prof. G. Savaraiah in his presidential address praised the Department of Adult and Continuing Education for organizing good number of national and international seminars every



year and the one organized on Role of Universities in Lifelong Learning is important in the context of students and teachers who are suppose to update their knowledge periodically for progression in their career and life. The saying is human beings learn from birth to death but most of it in informal way. In the competitive world today one is compelled to learn in formal stream also to update the knowledge which enables the person to expand the horizon of

A two day National Seminar on "Role of Universities in Lifelong Learning - Need for Paradigm Shift" was organized jointly by the Department of Adult and Continuing Education, Sri Venkateswara University, Tirupati and Indian Adult Education Association, New Delhi on December 12-13, 2017 in which around 40 persons participated which included faculty members, research scholars, practitioners and field functionaries and 23 papers presented.

The inaugural function started with the welcome address by Dr. K. Sudha Rani, Professor, Department of Adult and Continuing Education and

presided over by Prof. G. Savaraiah, Principal, S V University College of Arts & Dean, Faculty of Arts, SV University. The Chief Guest of the seminar was Prof. M. Bhaskar, Rector, S V University and the Guest of Honour was Shri K.C.Choudhary,



President, Indian Adult Education Association & Chancellor, International Institute of Adult and Lifelong Education, New Delhi.



opportunities for which lifelong learning is an important tool. He concluded his address by stating that the outcome of the seminar will be of great use to the field in general and the needy community in particular.

Dr. P. Adinarayana Reddy, Professor, Department of Adult and Continuing Education spoke on the



profile of the department and how it played an important role as an academic and technical institution to the field of adult education in the

state of Andhra Pradesh, particularly in the area of training, orientation, evaluation and research. As a pioneering institution it always played a proactive role in supporting adult education activities in the state. He said that today the Department is offering two Post-Graduate Courses, one on Adult Education and the other on Rural Development apart from M.Phil and Ph.D. The faculty members undertake research projects every year and published so far around 500 research papers and 120 books.

Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi briefly

spoke on the seminar. He said that universities once considered citadel of ivory towers are now made to be useful for common people also. The



role of universities a few years before was for teaching and research only but the third dimension added was extension. While a lot of tax payer's money is spent on students in the university it is expected that they serve the community/society as a

mark of respect for the benefits received from them. He further said that the field of adult education is in cross roads and the policy on adult education is yet to be announced by the government. Hence, universities should be ready to move forward leaving the old practices through a paradigm shift so that their role is genuinely useful to the society.

Prof. M. Bhaskar in his inaugural address appreciated a lot the department for organizing a number of programmes and implementing

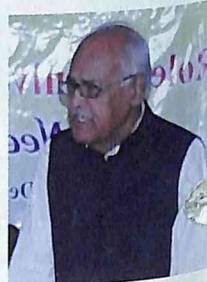


projects which are of importance both from the point of view of academics and useful for the common people. He said that the topic chosen for

the national seminar is not just for discussion but for the benefit of the country to eradicate illiteracy which makes the people talent deficient. For long universities play a major role in offering Distance Education through different modes which needs to be further strengthened to suit the demand of the future needs. He also said that SV University with its strong academic base is now graded as A+ because of the hard work done by the faculty members in providing quality education, research and extension programmes and the good leadership provided by the Vice Chancellor. He was of the opinion that lifelong learning contributes to the development of human capital and hence, it must be used in all fields of life.

Shri K.C.Choudhary in his address shared the milestones of progress the Indian Adult Education Association made since its inception 1939. He said that the founding fathers of the organization were visionaries who wanted India not only literate but also a country with

learning society. Fortunately, the Association had the support of men and women of eminence like late Shri Jagdish Chandra Mathur who whole



heartedly put efforts not only to support the adult education schemes of the government but also provided innovative ideas for quality improvement. Shri Mathur was an ICS Officer and served in high positions in the government focusing all his energy for the betterment of the common folk while many of his fellow colleagues were interested in leading the luxurious life of their profession. Hence, the Indian Adult Education Association dedicates this national seminar in his name as it is his centenary year. Though, he is not alive today, he is remembered for the great service done to this country in general and to the field of adult education in particular. He concluded his address by thanking the Vice Chancellor for extending all the support to the seminar which has the theme of national importance.

At the end Dr. R. B. Sathyavathi, Associate Professor, Department of Adult and Continuing Education proposed vote of thanks.

Thereafter, the plenary session started. In all there were five plenary sessions out of which two were held on December 12, 2017 and remaining three on December 13, 2017. There were 23 papers presented in the plenary sessions as detailed below:





Chairman: Dr. Asoke Bhattacharya, former Professor, Jadavpur University, Kolkata
Co-Chairman: Dr. M. C. Obuleshu, Academic Consultant, Department of Adult & Continuing Education, SV University, Tirupati

Papers presented:

1. **Empowering Unreached: A Paradigm Shift** by **Dr. L. Raja**, Professor, Department of Lifelong Learning and Extension, Gandhigram Rural Institute (Deemed to be University), Gandhigram, Tamil Nadu.
2. **Social Capital and Empowerment of Women: A Study** by **Dr. R. Jayasree**, Professor, Department of Women's Studies, Sri Padmavati Mahila Visvavidyalayam, Tirupati
3. **Universities in Promotion of Lifelong Learning: Suggestive Roles** by **Prof. M.C. Reddeppa Reddy**, Emeritus Professor, Department of Adult & Continuing Education, SV University, Tirupati
4. **Women Entrepreneurship: Facts and Challenges** by **Dr. Asha Patil**, Associate Professor, Department of Continuing and Adult Education and Extension Work. SNDT Women's University, Mumbai.
5. **The Changing Roles of Universities in Lifelong Learning through ICTs** jointly written by **Dr. G. Sundharavadivel**, Associate Professor, Department of Adult and Continuing Education, University of Madras, Chennai and **Dr. D. Ashalatha**, Principal, Alpha Arts and Science College, Porur, Chennai.

Plenary-2



Chairman: Dr. L. Raja, Professor, Department of Lifelong Learning and Extension, Gandhigram Rural Institute (Deemed to be University), Gandhigram, Tamil Nadu.
Co-Chairman: Dr. G. Eswariah, Post Doctoral Fellow, Department of Adult & Continuing Education, SV University, Tirupati

Papers presented:

1. **Traditional Medicines and Healing Practices in Khasi Culture: Strategies for Lifelong Learning for Traditional Healers** Jointly by **Ms. Divya Sahu**, Student, Kendriya Vidyalaya, North-Eastern Hill University, Shillong and **Dr. B.P. Sahu**, Associate Professor, Department of Adult Continuing Education, North-Eastern Hill University, Shillong.
2. **Lifelong Learning among Indian Universities - Issues**

and Challenges by **Dr. N. Johnson**, Assistant Professor, Department of Lifelong Learning, Alagappa University, Karaikudi, Tamil Nadu.

3. **Mass Open Online Courses (MOOC): A Platform for Lifelong Learning** by **Dr. A. Amareswaran**, Assistant Professor, Education Department, North-Eastern Hill University, Shillong.
4. **Determinants of Caregivers' Attitudes of Intellectually Disabled Children - Lifelong Learning Perspective** jointly by **Shri Bharath Narayanan B.**, Research Scholar, Department of Adult Continuing Education,

North-Eastern Hill University, Shillong and **Dr. B.P. Sahu**, Associate Professor, Department of Adult Continuing Education, North-Eastern Hill University, Shillong.

5. **Psychological Basis of Lifelong Learning** by **Prof. D. Janardhana Reddy**, Senior Consultant, Department of Psychology, **Dr. B.R. Ambedkar Open University, Hyderabad.**

Plenary-3



Chairman: Dr. B.P. Sahu, Associate Professor, Department of Adult Continuing Education, North-Eastern Hill University, Shillong.

Co-Chairman: Dr. A. Amareswaran, Assistant Professor, Education Department, North-Eastern Hill University, Shillong.

Kumaraswamy, Department of Adult & Continuing Education, SV University, Tirupati.

3. **Women Entrepreneurs in India - Issues and Challenges** by Dr. G. Eswariah, Post Doctoral Fellow, Department of Adult & Continuing Education, SV University, Tirupati,

4. **Creativity and Lifelong Learning** by Dr. Gorakhnath N. Kamble, formerly of Department of Adult, Continuing Education & Extension Work, Shivaji University, Kolhapur, Maharashtra.

Papers presented:

1. **Role of Universities in Promoting Entrepreneurship among women jointly** by Dr. D. Uma Devi, Reader, Women's Studies, Sri Padmavati Mahila Visvavidyalayam, Tirupati and Prof. P. Adinarayana Reddy, Director & Coordinator, SAP-DRS-II, Department of Adult & Continuing Education, SV University, Tirupati.

2. **Lifelong Learning in Higher Education - Role of Universities jointly** by Prof. G. Vidyasagar Reddy, Head, Department of Adult, Continuing Education and Extension, Sri Krishnadevaraya University, Anantapur and Dr. H.T. Tippe Swamy, Teaching Assistant, Department of Adult, Continuing Education & Extension, Sri Krishnadevaraya University, Anantapur.

Plenary-4



Chairman: Dr. V. Reghu, former Controller of Examinations, Rajiv Gandhi National Institute of Youth Development (an institution of National Importance, M/o Youth Affairs & Sports, Govt. of India), Sriperumbudur, Tamil Nadu.

Co-Chairman: Dr. M. Prahaladha Reddy, Academic Consultant, Department of Adult & Continuing Education, SV University, Tirupati.

Papers presented:

1. **Lifelong Learning for Women - Role of Universities jointly** by Prof. K. Sudha Rani, Department of Adult & Continuing Education, SV University, Tirupati and Dr. T. Ananda, Post Doctoral Fellow, Department of Economics, SV University, Tirupati.

2. **Globalization and Lifelong Learning** by Prof. T.

Plenary-5

Papers presented:

1. **Role of Universities in Lifelong Learning** by Prof. V. Reghu, former Controller of Examinations, Rajiv Gandhi National Institute of Youth Development (an institution of National Importance, M/o Youth Affairs & Sports, Govt. of India), Sriperumbudur, Tamil Nadu.



Chairman: Prof. T. Kumaraswamy, Department of Adult & Continuing Education, SV University, Tirupati.

Co-Chairman: Dr. T. Ananda, Post Doctoral Fellow, Department of Economics, SV University, Tirupati.

2. **Quality Life with Quantity Learning** by Dr. G. Varalakshmi, Senior Faculty, Department of English, Sreenidhi Institute of Science and Technology, Hyderabad.

3. **Role of University – SRC in Integrating Lifelong Learning** by Shri Harish S., Media Officer, State Resource Centre, Thiruvananthapuram

4. **Lifelong Learning by Education and Training** jointly by Dr. A. Ramesh, Assistant Professor, Emeralds Degree College, Tirupati and Dr. M. Prahaladha Reddy, Academic Consultant, Department of Adult & Continuing Education, SV University, Tirupati.

5. **Lifelong Learning for Poverty Alleviation and Sustainable Development** by Dr. Harinath, Project Fellow, UGC-SAP-DRS-II,

Department of Adult & Continuing Education, SV University, Tirupati.

6. **Lifelong Learning for Promotion of Inter-Religious Understanding, Humanism and Peace** by Shri A.H. Khan, former Assistant Director, Department of Adult and Continuing Education, Magadh University Gaya, Bihar.

7. **A Study on the Impact of Industry – University Collaboration on Higher Education to Workers** by Shri V. Balasubramanian, Consultant, Employees Welfare, Aquasub Engineering, Coimbatore.

After all the plenary sessions were over the general session was held which was moderated by Dr. V. Mohankumar, Director, IAEA in which many participants gave their views and opinion on lifelong learning and how it should be integrated in various

walks of life. In his closing remarks Dr. Mohankumar said that there is an urgent need to generate brand value for adult and lifelong education as till date it is only in the periphery of the broader area of education. The value people give to primary, secondary and higher education is not given to adult education though adult education is equally important for calculating the literacy rate of the country and participation of non-literate/ less literate people in the development activities for the overall progress of the country. As per Sustainable Development Goal-4 all the world countries including India need to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. To achieve this India needs to take immediate necessary steps to place physical structures for adult education centres, full time people to manage the educational components and national curriculum framework for adult education within which teaching-learning materials are prepared. Finally, the field of adult and lifelong education needs quality research and objective evaluation.

At the end Shri Mrinal Pant, Associate Secretary, IAEA thanked everyone for the successful conduct of the seminar while Prof. T. Kumaraswamy expressed thanks on behalf of the Department of Adult & Continuing Education.

National Conference to be held at Amravati University

A two day national conference with the theme "Lifelong Learning, Value Education and Life Skills Development" (Interdisciplinary) is to be organized by the Department of Lifelong Learning & Extension, Sant Gadge Baba Amravati University, Amravati, Maharashtra in collaboration with Association of Indian Universities and Indian Adult Education Association, New Delhi on February 9-10, 2018.

Sub-themes are:

- 1) Vocational Skill Training for Women Empowerment
- 2) Skill Development Training for Youths
- 3) Importance of Skill Training in 'Make in India' Programme
- 4) Traditional Vocational Crafts -Need for Protection and Revival
- 5) Vocational Training in Unorganized sector - Need for Standardization
- 6) National Skill Qualification Framework - A step towards Quality Assurance
- 7) Vocational Skill Development Training and Economic Development
- 8) Vocational Education: Role of Institutions of Higher Learning
- 9) Life Skill Development through Value Education

Those who wish to attend this conference may pay the registration fee of Rs.1200/- by DD/cheque/online in the name of Registrar, Sant Gadge Baba Amravati University. For NEFT/RTGS - A/c No. 60299068244, IFSC Code- MAHB 0001331, Branch-University Amravati.

The Registration form is given here. Confirm participation by e-mail: hodace@sgbau.ac.in

Those who desire to present paper in the conference may submit abstracts not exceeding 500 words immediately. Full paper may be submitted (MS Word, Font - New Times Roman, Font Size - 12, Spacing - one & half) latest by January 20, 2018 through e-mail: hodace@sgbau.ac.in

~ Dr. Shrikant Patil
Convenor



Sant Gadge Baba Amravati University
(NAAC 'A' Accredited)
Department of Lifelong Learning & Extension



National Conference
On
"Lifelong Learning, Value Education & Life Skill Development"
2018
"Interdisciplinary"
In collaboration with
Association of Indian Universities
&
Indian Adult Education Association, New Delhi
FEBRUARY 9TH & 10TH, 2018
Registration form

Name : _____

Designation : _____

Organisation : _____

Address : _____

Email : _____

Mobile : _____

Category of participation: Member Academician
Research student Accompanying person

Title of paper : _____

Oral/ Poster : _____

Theme : _____

Payment mode: Cash/ DD/ Online

DD.No: _____ Date: _____ Bank: _____

Accommodation: Yes No

Executive Committee of IAEA met at Tirupati



The Executive Committee of Indian Adult Education Association met on December 12, 2017 at 7:00 p.m. in Reddy Bhavanam, Tirupati. Shri K.C.Choudhary, President chaired the meeting. Other members present were Dr. V. Reghu, Dr. P.Adinarayana Reddy, Shri SC Khandelwal, Shri A.H. Khan, Prof. L. Raja, Shri Mrinal Pant, Dr. D. Uma Devi, Shri Harish Kumar S., Prof. Soke Bhattacharya and Shri V. Balasubramanian.

The Committee apart from confirming the minutes

of the previous meeting held on August 20, 2017, noted action taken report on the decisions of the previous meeting, approved the report of programmes and activities organized from August to November 2017, request from 14 persons for Life Membership of IAEA and Budget Estimate for the year 2018-19.

The Committee considered favourably the proposal given by Dr. B.P. Sahu, Associate Professor, Department of Adult and Continuing Education, North-East Hill University (NEHU), Shillong to organize regional seminar at Shillong in association with IAEA and approved.

At the end the committee condoled the death of Shri Mahendra Singh Kalukheda, Shri B.C. Rokadiya, Prof. Ashok Kumar Sharma and Smt. Rekha Singh, Life Members of IAEA / active adult educationists.

परंपराएं सत्त, निरंतर और अक्षुण्ण नहीं होती: प्रो. कुमार

प्रसिद्ध इतिहासकार एवं इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय के पूर्व कुलपति प्रो. रवीन्द्र कुमार ने दिसंबर 9, 2017 को टैकनो वैदिक मिशन की ओर से आयोजित गीता ज्ञान विमर्श व्याख्यान प्रदान किया। इस अवसर पर विद्वानों को संबोधित करते हुए प्रो. कुमार ने परंपराओं में अंतर्निहित सनातन तत्व को जागरूक करने का प्रयास किया। उन्होंने कहा कि यह सच है कि परंपराएं सत्त, निरंतर और अक्षुण्ण नहीं होती हैं पर ये सनातन होती हैं जो प्रवाहमान रहते हैं। युगानुकूल स्वरूप धारण करती हैं। उन्होंने गीता के ज्ञान को वर्तमान परिस्थिति से जोड़ते हुए कहा कि क्षणिक महत्वाकांक्षा के लिए जो संसाधन जुटाए जा रहे हैं वह भारत का गंतव्य नहीं हो सकता है। हमारा गंतव्य 2019 नहीं हो सकता। हमारी सरकारों को यह सोचकर ही कोई फैसला लेना चाहिए कि आने वाली पीढ़ियां उसकी परिणति का उपभोग करेंगी इसलिए हमें 2050 का लक्ष्य लेकर निर्णय करने चाहिए।

कार्यक्रम में अपना अध्यक्षीय भाषण प्रदान करते हुए इतिहासकार और आईसीएसएसआर के सदस्य प्रो. दीनबंधु पाण्डेय ने गीता के पहले श्लोक में आये कुरु की व्याख्या की। कार्यक्रम को गीता पीठ के संयोजक प्रो. सोमेंद्र, इग्नू के क्षेत्रीय निदेशक डॉ. केडी प्रसाद, टैकनो वैदिक मिशन के संस्थापक अध्यक्ष डॉ. अरुण पाण्डेय, डॉ. लॉलीजी फाउंडेशन के संस्थापक श्री ललित मिश्र और दिल्ली राज्य कैंसर चिकित्सा संस्थान के निदेशक प्रो. आरके ग्रोवर ने संबोधित किया। विदित है कि भारतीय प्रौढ़ शिक्षा संघ द्वारा स्थापित इंटरनेशनल इंस्टीट्यूट ऑफ एडल्ट एण्ड लॉइफ़लॉग एडुकेशन इग्नू द्वारा संचालित प्रौढ़ शिक्षा संबंधित पाठ्यक्रमों का एक स्टडी सेण्टर है और इग्नू द्वारा आयोजित अकादमिक गतिविधियों में सक्रिय रूप से निरंतर भाग लेता है। कार्यक्रम में प्रो. कुमार की ओर से उप-निदेशक एवं इग्नू प्रोग्राम कोर्डिनेटर प्रो. मती कल्पना कौशिक भी उपस्थित रहीं।



उद्यमिता विकास शिविर का आयोजन



दिनांक 8 दिसंबर 2017 को जन शिक्षण संस्थान, लखनऊ एवं भारतीय उद्यमिता संस्थान के संयुक्त तत्वाधान में साक्षरता निकेतन के टैगोर हॉल में एक उद्यमिता विकास संवेदीकरण (Sensitization) कार्यक्रम का आयोजन किया गया। एक दिवसीय यह कार्यक्रम भारतीय लघु उद्योग विकास बैंक (SIDBI) द्वारा वित्तपोषित था। शिविर का उद्घाटन मुख्य अतिथि श्री अरुण कुमार दास, महाप्रबंधक, सिडबी द्वारा दीप प्रज्वलित कर किया गया। शिविर में जन शिक्षण संस्थान के कौशल विकास कार्यक्रमों के मास्टर ट्रेनर्स एवं सफल प्रतिभागियों सहित 47 व्यक्तियों ने प्रतिभाग किया। प्रतिभागियों में अधिसंख्य उपस्थिति महिलाओं एवं अनुसूचित जाति के युवाओं की थी।

इस शिविर का मुख्य उद्देश्य युवा प्रतिभागियों को अपना स्वयं का व्यवसाय अथवा उद्योग प्रारम्भ कर स्वावलम्बी बनने के लिए प्रेरित करना था जिसके लिए प्रतिभागियों का आवाहन करते हुए श्री अरुण कुमार ने कहा कि वर्तमान सरकार मुद्रा योजना एवं स्टार्टअप कार्यक्रम के अंतर्गत बहुत ही उदार शर्तों पर बैंकों

के माध्यम से युवा उद्यमियों को व्यवसाय एवं उद्योग के लिए ऋण देने हेतु तत्पर है। इस अवसर का लाभ युवाओं को लेना चाहिए। जन शिक्षण संस्थान एवं राज्य संसाधन केन्द्र, उ.प्र. के निदेशक, श्री श्रीपति रस्तोगी ने कहा कि इस रास्ते चल कर न केवल प्रतिभागी स्वयं को स्वावलम्बी बना सकेंगे बल्कि कई और लोगों को रोजगार भी प्रदान कर पायेंगे।

शिविर में भारतीय उद्यमिता विकास संस्थान के क्षेत्रीय निदेशक, श्री पी.एन. श्रीवास्तव, कार्यक्रम निदेशक, श्री आर. एस. त्रिपाठी, संकाय सदस्य श्री आशीष भटनागर ने उद्यमिता विकास के विभिन्न पहलुओं पर चर्चा एवं व्यावहारिक कार्य करा कर प्रतिभागियों को उद्यमिता के गुणों से भली-भाँति परिचित कराया। कार्यक्रम के आयोजन में श्री अनिल कुमार मिश्रा तथा श्री आई.पी. गुप्ता की महत्वपूर्ण भूमिका रही।

— श्रीपति रस्तोगी
निदेशक, जन शिक्षण संस्थान, लखनऊ

Gandhigram Creche and Children's Project Organized Tree Plantation



Gandhigram Creche and Children's project organized Tree-Plantation on December 16, 2017, at Thopampatti village in which 63 families, particularly children planted Guava saplings near their homes. In a brief function held in the creche the villagers were addressed by Prof. L. Raja, Principle Coordinator of the project on the importance of growing more trees, particularly fruit bearing trees, as they not only protect the

environment but also fruits useful for common people on health point of view. Shri N. Balachandran, Deputy Agriculture Officer, Nilackottai demonstrated the process of planting Guava samplings and judicious use of manure for better growth of the plant.

Others present on the occasion were Shri S. Kannan, Technical Assistant, Department of Lifelong learning, Dr. R.Kalpna, Field Organizer-cum-Research Assistant, Smt. Annamary Selvi, Secretarial Assistant and Mrs. M.Pushpalatha, Office Assistant.

-Prof. L.Raja

Basic Literacy Assessment Tests: Achievement so far

The National Institute of Open Schooling conducts assessment tests twice a year (March and August) for Basic Literacy Programme of Saakshar Bharat. Starting from August 20, 2010 till March 19, 2017 fourteen tests have been conducted in which 8,92,17,918 persons have appeared out of which 6,28,73,370 were females and 2,63,44,548 were males. Those who successfully completed were 6,70,09,133 out of which females were 4,72,37,650 and males 1,97,71,483.

IIALE is Examination Centre for IGNOU



The International Institute of Adult and Lifelong Education is a Study Centre of IGNOU for MAAE, PGDAE and PGCAE programmes. For the first time the study centre has also been recognized as the examination centre with 150 capacity. The examinations were held from December 1-23, 2017.

Strengthening Anganwadi Centers in Health, Education and Nutrition



Anganwadi Workers receiving medical Kits

and Securing Women and Child Health through Capacity Building and Technological Advancement" from November 2016. Under this project 12 villages benefit in Bolpur-Sriniketan and Illumbazar Blocks, Birbhum District, West Bengal.

demonstrated how to use medical kits which contain weighing machines (both for new born and adults), height measuring scale, machine to measure blood pressure, stethoscope and First Aid Box to the workers.

On this occasion those who present were Shri Amlan Kusum Ghosh, Assistant Superintendent of Police, Birbhum, Smt. Sampa Hazra, Sub-Divisional Officer, Bolpur, Prof. Sabujkoli Sen, Director of Studies, Educational Innovations and Rural Reconstruction, Visva-Bharati and Dr. Sujit Kumar Paul, Principal Investigator of the project.

-Dr. Sujit Kumar Paul

The Department of Lifelong Learning and Extension (REC), Visva-Bharati (A Central University) with the financial support of the Department of Science and Technology, Govt. of India working for better functioning of Anganwadi Centres through a project "Enhancement

A workshop was organized on November 25, 2017 for the Anganwadi Workers of the 12 adopted centres in Anandamayi Samity, Surul, Bolpur in which the resource persons/subject specialists not only spoke on health, education, nutrition and childcare but also

सांसद आदर्श ग्रामों में शत-प्रतिशत साक्षरता का लक्ष्य हासिल

दिनांक 17-12-2017 को राज्य साक्षरता मिशन द्वारा प्रदेश भर में आयोजित साक्षरता की बेसिक में अवशेष सांसद ग्रामों में शत-प्रतिशत साक्षरता का प्राप्त करने के लिये राज्य संसाधन केन्द्र, उ.प्र. की टीमों जिसमें 1- डॉ. एस.सी. उपाध्याय एवं श्री नरेन्द्र सिंह, 2- श्री दिनेश सिंह एवं श्री आर.के. श्रीवास्तव 3- श्री सुधाकर मानसिंह एवं श्री धनीराम सम्मिलित क्रमशः जनपद बहराइच, लखीमपुर, फैजाबाद एवं मऊ सांसद आदर्श ग्रामों में दिनांक 14-12-2017 से

अनुकूल वातावरण निर्माण हेतु जनपद, ब्लाक एवं ग्राम पंचायत स्तर के सम्बन्धित साक्षरता कर्मियों के साथ समन्वय बैठकें करके तथा स्थानीय स्तर पर साक्षरता रैली एवं संगोष्ठियां करके अनुकूल वातावरण का निर्माण किया जिसके परिणाम स्वरूप दिनांक 17-12-2017 को इन सभी जनपदों के सांसद आदर्श ग्रामों में शत-प्रतिशत साक्षरता का लक्ष्य प्राप्त किया गया। राज्य संसाधन केन्द्र, उ.प्र. के निदेशक श्री श्रीपति रस्तोगी द्वारा बताया गया कि राज्य संसाधन केन्द्र, उ.प्र. द्वारा प्रदेश के 19 जनपदों के 28

सांसद आदर्श ग्रामों को राज्य संसाधन केन्द्र, उ.प्र. द्वारा शत-प्रतिशत साक्षर करने का लक्ष्य लिया गया था जिसमें से 15 जनपदों के 21 सांसद आदर्श ग्रामों में शत-प्रतिशत साक्षरता का लक्ष्य पहले प्राप्त किया जा चुका है। शेष रहे चार जनपदों के सात सांसद आदर्श ग्रामों में अवशेष रहे सभी असाक्षरों को दिनांक 17.12.2017 की परीक्षा में सम्मिलित कराकर यह लक्ष्य प्राप्त कर लिया गया है।

- श्रीपति रस्तोगी

निदेशक राज्य संसाधन केन्द्र, उ.प्र.

जिला फिरोजाबाद कारागार में साक्षरता परीक्षा का आयोजन



जिला कारागार फिरोजाबाद में शिक्षा एवं साक्षरता को एक अभियान के रूप में चलाया जा रहा है जिसके तहत जेल प्रशासन द्वारा कारागार में ही 14 छोटे-छोटे स्कूलों की स्थापना की गयी है जिसमें शिक्षित बंदी ही

की ओर से डिस्ट्रिक्ट कोऑर्डिनेटर तथा सेकेण्डमेंट अधिकारी द्वारा किया गया।

— जेल अधीक्षक, फिरोजाबाद

फिरोजाबाद जेल अधीक्षक सम्मानित

अखिल भारतीय स्तर पर कार्य कर रही संस्था तिनका-तिनका फाउण्डेशन की ओर से अन्तर्राष्ट्रीय मानवाधिकार दिवस के अवसर पर तिहाड़ जेल नंबर एक, नई दिल्ली में एक कार्यक्रम आयोजित किया गया जिसमें फाउण्डेशन के संचालक श्रीमती डॉ. वतिका नन्दा द्वारा बंदी सुधार कल्याण एवं पुनर्वास के क्षेत्र में उत्कृष्ट कार्य करने के लिए जनपद फिरोजाबाद के जेल अधीक्षक मो. अकरम खान को तिनका-तिनका इण्डिया पुरस्कार 2017 प्रदान किया गया। इस अवसर पर कार्यक्रम में मुख्य अतिथि तिहाड़ जेल के महानिदेशक श्री अजय कश्यप द्वारा भी श्री खान को एक स्मृति चिन्ह देकर सम्मानित किया गया। कार्यक्रम में तिहाड़ जेल नंबर एक के सभी बंदी, तिनका-तिनका फाउण्डेशन के प्रमुख कार्यकर्ता श्री महबूब फारुखी, जेल अधीक्षक सुभाष चन्द्र, डी.आई. जी श्री शैलेन्द्र सिंह परिहार आदि उपस्थित रहे।



मो. अकरम खान भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के आजीवन सदस्य हैं।

Obituary



Smt. Rekha Singh expired on November 30, 2017 at Lucknow and cremated at Malihabad. She was 66 years. Smt. Singh is survived by her beloved husband Dr. Madan Singh, General Secretary, IAEA, son Dr. Deepak Singh and daughter Dr. Seema.

उमरिया में 19 दिवसीय प्रशिक्षण कार्यक्रम आयोजित

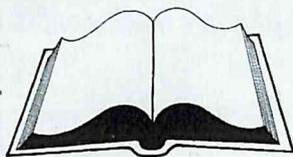


जन शिक्षण संस्थान, उमरिया द्वारा शासकीय रण विजय प्रताप सिंह महाविद्यालय उमरिया में यहां अध्ययनरत विद्यार्थियों के लिए 19 दिवसीय रोजगारोन्मुखी प्रशिक्षण कार्यक्रम आयोजित किया

गया। महाविद्यालय के प्राचार्य डॉ. सी.वी. सौंधिया तथा जन शिक्षण संस्थान उमरिया के निदेशक श्री राहुल देव सिंह के मार्गदर्शन में संचालित इस प्रशिक्षण कार्यक्रम में प्रतिभागियों को मोमबत्ती निर्माण के लिए प्रशिक्षित किया गया। प्रशिक्षण के समापन पर दिनांक 5 दिसम्बर 2017 को आयोजित एक समारोह में सभी सफल प्रतिभागियों को प्रमाण

पत्र वितरित किये गये।

इस कार्यक्रम में महाविद्यालय के प्रभारी प्रचार्य डॉ. हर्षा चवाने, प्रोफेसर डॉ. संजीव शर्मा, कार्यक्रम अधिकारी श्री ईश्वरदीन राय, सहायक कार्यक्रम अधिकारी श्री नरेश प्रसाद यादव, लिपिक मोहम्मद इरफान मंसूरी, सुश्री निकहत परवीन, क्षेत्र समन्वयक श्री राकेश कुमार यादव, सुश्री शारदा तिवारी आदि का विशेष योगदान रहा।



Unesco. **Global education monitoring reports summary 2017/8- Accountability in education: Meeting our commitments.** Paris, France; 2017: 59p.

The second edition of the Global Education Monitoring Report (GEM Report) presents the latest evidence on global progress towards the education targets of the UN Sustainable Development Goals.

With hundreds of millions of people still not going to school, and many not achieving minimum skills at school, it is clear education systems are off track to achieve global goals. The marginalized currently bear the most consequences but also stand to benefit the most if policy-makers pay sufficient attention to their needs. Faced with these challenges, along with tight budgets and increased emphasis on results-oriented value for money, countries are searching for solutions. Increased accountability often tops the list.

This summary of the 2017/8 GEM Report shows the entire collection of approaches to accountability in education. It ranges from countries unused to the concept, where violations of the right to education go unchallenged, to countries where accountability has become an end in itself instead of a means to inclusive, equitable and high-quality education and lifelong learning for all.

The report emphasizes that

education is a shared responsibility.

While governments have primary responsibility, all actors – schools, teachers, parents, students, international organizations, private sector providers, civil society and the media – have a role in improving education systems. The report emphasizes the importance of transparency and availability of information but urges caution in how data are used. It makes the case for avoiding accountability systems with a disproportionate focus on narrowly defined results and punitive sanctions. In an era of multiple accountability tools, the report provides clear evidence on those that are working and those that are not.

Unicef. **A Familiar Face: Violence in the lives of children and adolescents.** Unicef, 2017: 96p.

The report *A Familiar Face: Violence in the lives of children and adolescents* presents the most current data on four specific forms of violence – violent discipline and exposure to domestic abuse during early childhood; violence at school; violent deaths among adolescents; and sexual violence in childhood and adolescence. The statistics reveal that children experience violence across all stages of childhood, in diverse settings, and often at the hands of the trusted individuals with whom they interact daily. The report concludes with specific national actions and strategies that UNICEF has embraced to prevent and respond to violence against children.

Unicef. **Education Uprooted: For every migrant, refugee and displaced child, education.** Unicef, 2017: 32p.

The report *Education Uprooted: For every migrant, refugee and displaced child, education* provides essential data and information on educational challenges faced by nearly 50 million uprooted children around the world. It notes that some of these children and their families migrate in pursuit of better education or job opportunities, while others are forced from their homes because of conflicts or natural disasters. Whether they are refugees, internally displaced people or migrants, the report concludes, uprooted children are still children who have a right to education – and the safety, stability and opportunity that education can provide.

Zimring, Franklin E.; Langer, Maximo and Tanenhaus, David S. (eds.). **Juvenile Justice in Global Perspective.** Sage Vistaar, 2017: 448 pages.

Juvenile justice systems and the difficulty of youth who break the law throughout the world is one of the least studied aspects of law. This book provides an unprecedented comparison of criminal justice and juvenile justice systems across the world.

The book discusses important issues such as the relationship between political change and juvenile justice, the types of juvenile systems that exist in different regions and in different forms of states, and how they differ. The book uses its data on criminal and juvenile justice in a wide variety of nations to create a new explanation of why separate juvenile and criminal courts are necessary.

Compiled by **Neha Gupta**
Jr. Librarian-cum-
Documentation Assistant

All for Education Members of Mongolia on Study Exchange Visit to India



Asia South-Pacific Association for Basic and Adult Education (ASPBAE) with its strategic commitment to build leadership capabilities of its member organizations in adult education has been using various capacity building approaches in the region. All for Education (AFE) Mongolia has been one of the national education campaign coalitions instituted by ASPBAE with the support of Civil Society Education Fund (CSEF). As part of information dissemination, a study exchange programme was organized for AFE Mongolia's select members and staff to India from December 18-23, 2017 in which 9 from Mongolia participated and was hosted by Azad Foundation, New Delhi.

The Mongolian participants were Mr. Bolorsaikhan Badamsambuu (Vice Coordinator, AFE), Mr. Tsogtgerel Zambal (Teacher/Member NGO), Ms. Oyunsuvd Baatarjav (Programme Officer, AFE), Ms. Selenge Sambuu (Director/Member NGO), Ms. Enebish Sedjav (Branch Coordinator, AFE), Ms. Ardak Barun (Social Worker/Member NGO), Ms. Amarzaya Tumurbaatar (Journalist/Member NGO), Ms. Gantsetseg Ganaa (Programme Officer, AFE) and Ms. Enkhjargal Enkhbaatar (Member/Member NGO). The Mongolian participants were accompanied by Ms. Bidya of Azad Foundation, Ms. Anita Borkar, Regional Coordinator (Training for Transformation Programme) and Ms. Susmita Choudhury, Capacity Support and Advocacy Adviser, ASPBAE.

The participants visited Indian Adult Education Association on December 20, 2017 for an orientation. After an initial interaction with Shri K.C.Choudhary, President and Prof. S.Y. Shah, Vice President they were given orientation about the IAEA and literacy programmes in India. The presentations made by Dr. V.Mohankumar, Director, IAEA in English were translated in their own language by one of the participants,

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Mr. Bolorsaikhan Badamsambuu. After each of the presentation they had a number of questions for clarification which were patiently answered. They were surprised to know about the vastness of the country and number of illiterates in the age group 15 and above.

Towards the end Mr. Bolorsaikhan Badamsambuu also made a small presentation on the Educational Programmes in Mongolia which is a highly literate country with 98.4% as per Census 2015 in the age group 15+.

Smt. Kalpana Kaushik, Deputy Director, IAEA coordinated the visit.

Shri Sachin Sinha is the new DG, NLMA

Shri Sachin Sinha, a 1995 batch IAS Officer of Madhya Pradesh Cadre has very recently taken over the charge of Joint Secretary (Adult Education) & Director General, National Literacy Mission Authority in the Union Ministry of Human Resource Development, Department of School Education



and Literacy. Shri Sinha is basically an engineer with a Tech qualification. He started his career as Assistant Collector in Betul and subsequently Assistant Collector, Rajgarh, Sub-Divisional Officer, Narsinghgarh, Chief Executive Officer, Zila Panchayat & Ex-Officio Additional Collector, Jhabua, Jabalpur and Collector, Balaghat and Dewas. He also served in various capacities of different departments in Madhya Pradesh including Panchayat and Rural Development, Census, Higher Education, Sports & Youth Welfare and Noronaha Academy of Administration & Management.

The Indian Adult Education Association welcomes him and conveys best wishes for an eventful tenure in Govt. of India. A lot is expected from him for the field of adult education which is in cross roads today after the end of Twelfth Five Year Plan and looking forward for a workable policy change to make adult education an important component in the overall programmes of education.

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