

Clark, Helen. **Global education monitoring report, 2019: Migration, displacement and education: building bridges, not walls.** Paris, UNESCO, 2018: 362 p.

The 2019 Global Education Monitoring Report examines the education impact of migration and displacement across all population movements: within and across borders, voluntary and forced, for employment and education. It also reviews progress on education in the 2030 Agenda for Sustainable Development.

In view of increasing diversity, the report analyses how education can build inclusive societies and help people move beyond tolerance and learn to live together. Education provided equally builds bridges; unequal provision raises walls between migrants and refugees and their host communities. Two new global compacts on migrants and refugees recognize education's role and set objectives aligned with the global commitment to leave no one behind. This report is a vital toolkit for these compacts. It covers policy issues that address seasonal migrants, rural school consolidation, intercultural curricula, refugee inclusion in national education systems and elimination of segregation, qualifications recognition, targeting of school funding, more effective humanitarian education aid and teacher preparedness for diverse classrooms in emergency, protracted and "new normal" contexts. The report calls on countries to see education as a tool to manage migration and displacement and an opportunity for those needing one. This report brings together the existing evidence on migration and education to paint a picture of incredible opportunity, as well as points to where and why educational disadvantage can occur. And this at a time in which the international community is striving to meet the SDGs and maximize the significant benefits of migration globally.

Mala Kapur Shankardass and Irudaya Rajan. **Abuse and Neglect of the Elderly in India.** Springer: 2018.

This book highlights different aspects of the problem of elder abuse and neglect in India, and discusses its forms as well as means of prevention, intervention and management. It presents a framework for understanding the occurrence of elder abuse and neglect in India, placing

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the discussion within the global context. Elder abuse and neglect is a growing concern in South Asia. It uses data from different parts of India to describe the various dimensions of elder abuse and neglect among different population categories and sections in society. Covering rural and urban areas in different states, it discusses current perspectives on elder abuse and neglect at the household level, widows, HIV-affected populations, and those residing in institutions.

Unesco. 2019 youth report: migration, displacement and Education: building bridges, not walls. Paris, Unesco, 2018: 41 p.

This Youth Report tells the stories of people as they move around the world in pursuit of their education, work or security and of those tasked with helping refugees and migrants re-enter and feel included in school.

It is designed to tell the real stories behind the recommendations and messages in the 2019 Global Education Monitoring Report, Migration, displacement and education: Building bridges, not walls. It brings to life a series of recommendations and calls on youth and teachers to share and discuss the stories, to use them in campaigns and as a teaching tool in class.

Read the voices of teachers coping with overcrowding in refugee camps in Kenya and teachers helping Rohingya, Syrian and Palestinian refugees cope with trauma.

Hear the stories of an asylum seeker looking to continue his studies, second-generation immigrants still feeling excluded and students benefitting from scholarships to study abroad.

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Indian Adult Education Association

महू में आशा कला केन्द्र द्वारा बाल महोत्सव का आयोजन



नई पीढ़ी को संवारने, प्रोत्साहित करने तथा इनके मन में राष्ट्र प्रेम, एकता, अखण्डता, सामाजिकता, नैतिकता जैसे सदगुणों के बीज अंकुरित करने हेतु महू में आशा कला केन्द्र द्वारा प्रतिवर्ष प. जवाहर लाल नेहरू के जन्म दिवस अर्थात् 14 नवंबर को बाल महोत्सव का पुनीत और अद्वितीय आयोजन किया जाता है। सन् 1981 से प्रारंभ हुआ यह बाल महोत्सव मध्यप्रदेश का एकमात्र पूर्णतः जन सहयोग पर आधारित अशासकीय आयोजन है जो विगत 37 वर्षों से सतत आयोजित किया जा रहा है।

बाल महोत्सव समिति, महू द्वारा आयोजित इस दस दिवसीय बाल महोत्सव के दौरान विविध प्रकार की साहित्यिक, शैक्षिक, सांस्कृतिक और रचनात्मक स्पर्धाएं बालकों को प्रतिभा प्रदर्शन हेतु एक सशक्त मंच प्रदान करती हैं, जिससे अंकुरित बाल प्रतिभाओं द्वारा नित नये कीर्तिमान रचे जाते हैं। प्रतिवर्ष 10 दिवसीय इस आयोजन में महू नगर और आसपास के 65 शासकीय एवं अशासकीय विद्यालयों के 15000 बच्चों ने सहभागिता की। इस प्रकार विगत 37 वर्षों में लगभग 4.20 लाख बच्चे महोत्सव की विभिन्न गतिविधियों में सम्मिलित हो चुके हैं। इस वर्ष बाल रैली और शुभारंभ समारोह में 5000 बच्चों ने, बाल मेले में 3000 बच्चों ने एवं खुली चित्रकला में 2000 बच्चों ने अपनी रचना धर्मिता प्रदर्शित की।

अड़तीसवें बाल महोत्सव का भव्य शुभारंभ 14 नवम्बर को विशाल बाल रैली के रूप में हुआ, जिसमें लगभग 5000 विद्यालयीन छात्र-छात्राएँ राष्ट्रीय नारों, मतदान, जल संरक्षण एवं पर्यावरण संरक्षण, बेटी बचाओ से संबंधित

पट्टिकाएँ लिये हुये बैण्ड-बाजों के साथ धूमधाम से निकले। इस रैली में राष्ट्रीय नायकों का रूप धरे हुये घोड़े पर सवार बच्चे एवं राष्ट्रीय झाँकियाँ आकर्षण का केंद्र थीं। रैली मार्ग पर शहरवासियों द्वारा बच्चों हेतु टॉफी एवं जल वितरण की व्यवस्था की गयी। रैली में मार्च पास्ट एवं सर्वश्रेष्ठ झाँकियों को पुरस्कृत किया गया एवं इसमें भाग लेने वाले बच्चों को समिति की ओर से बिस्किट के पैकेट प्रदान किये गये। नेहरू प्रतिमा स्थल पर यह रैली बाल सभा के रूप में परिवर्तित हुई, जहाँ बाल महोत्सव का रंगारंग शुभारंभ समारोह श्रीमती रीना जी खुराना एवं श्रीमती शोभा जी खन्ना के आतिथ्य में आयोजित किया गया। कार्यक्रम के पूर्व नेहरूजी की प्रतिमा पर समिति की ओर से भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के अध्यक्ष श्री कैलाश जी चौधरी एवं श्री रामलाल जी पाटीदार द्वारा माल्यार्पण किया गया।

बाल महोत्सव 2018 में प्राथमिक, माध्यमिक एवं उच्चतर माध्यमिक स्तर के विद्यार्थियों के लिये विभिन्न प्रतियोगिताओं का आयोजन किया गया। उच्चतर माध्यमिक स्तर पर चित्रकला, निबंध एवं वाद-विवाद, माध्यमिक स्तर पर समूह देशभक्ति गीत, चित्रकला, रंगोली एवं एकल नृत्य तथा प्राथमिक स्तर के बच्चों के लिये शुद्ध लेखन, सुन्दर लेखन, चित्रकला, समूह गान, एकल नृत्य एवं फैंसी ड्रेस प्रतियोगिताएं आयोजित की गयी। इन प्रतियोगिताओं में शहर के गणमान्य नागरिक एवं विषय विशेषज्ञ अतिथि व निर्णायक के रूप में सहभागी





बने। बच्चों के मनोरंजन हेतु श्रीमती मिनी इलावा स्मृति बाल मेले का भव्य आयोजन छावनी परिषद उद्यान में किया गया, इस कार्यक्रम के अतिथि समाजसेवी श्री फिरोज जी इलावा व श्री चम्पालाल जी यादव थे। बाल मेले में शामिल हुये छात्रों को समिति की ओर से स्वाल्पाहार उपलब्ध कराया गया। मेले में बच्चों के लिये वामा क्लब एवं मारवाड़ी महिला मण्डल द्वारा विभिन्न खेल प्रतियोगिताएं आयोजित की गयीं एवं विजेता छात्रों को उनकी ओर से पुरस्कृत किया गया।

बाल महोत्सव का पुरस्कार वितरण एवं समापन समारोह छावनी परिषद महु की मुख्य अधिशासी अधिकारी श्रीमती मनीषा जी जाट, श्री जयदेव जी कर एवं श्री गुरमीत जी नारंग के आतिथ्य में श्री जयगोविन्द गोपीनाथ उच्चतर माध्यमिक विद्यालय के ऑडिटोरियम में सम्पन्न हुआ। समारोह में विद्यालय के प्राचार्य श्री जयसिंह जी पंवार एवं समिति अध्यक्ष श्री सुरेश खण्डेलवाल भी मंचासीन थे। इस अवसर पर बाल महोत्सव समिति की ओर से समाज एवं शिक्षा के क्षेत्र में अपनी सेवाएं देने वाली सेंट मेरीज उच्चतर माध्यमिक विद्यालय की प्राचार्या सिस्टर एल्सा का शॉल, श्रीफल एवं सम्मान पत्र द्वारा अभिनंदन किया गया। बाल महोत्सव के दौरान 15 प्रतियोगिताओं में 60 पुरस्कार, मेडल एवं प्रमाण पत्र प्रदान किये गये। महोत्सव के अंतर्गत आयोजित वाद – विवाद प्रतियोगिता में पक्ष व विपक्ष के विजेताओं को भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली की ओर से पुरस्कार प्रदान किये गये। इस वर्ष सर्वश्रेष्ठ प्रदर्शन पुरस्कार

Annual Status of Education Report Released

The 13th Annual Status of Education Report (ASER) for the year 2018 was released by PRATHAM, a leading NGO on January 15, 2019 which focuses on the basic abilities of children in rural districts between the age of 5-16 in terms of reading and arithmetic. The data for the report was collected from 596 rural districts across 28 states covering 3.5 lakh households and 5.5 lakh children in the age group of 3-16 years.

The report reveals that still there is a crisis in rural education though 97.2% of children in 6-14 age group enrolled in school and 95.9% of girls aged between 11-14 years enrolled as well.

Some of the revealing factors are:

- 56% of students in Class VIII cannot divide a three digit number with a single digit one

- 73% of students in Class VIII could read Class II level text (dropped from 84.8% in 2008)
- Nationally, one out of four children leave Class VIII without basic reading skills
- 72% students in Class V cannot do division at all
- Only a little more than half of all children enrolled in Class V can read a Class II level text
- 70% of Class III students are not able to do any subtraction
- Girls are behind boys in basic arithmetic knowledge. Only 44% of all girls could solve division problems compared to 50% of boys. However, girls do better in the states of Himachal Pradesh, Punjab, Kerala, Karnataka and Tamil Nadu



ऋषि वेली एकेडमी, धारनाका, महु को प्रदान किया गया। कार्यक्रम में शहर के गणमान्य नागरिक, शिक्षक एवं छात्र उपस्थित थे।

बाल महोत्सव समिति द्वारा महु के पूर्व विधायक एवं उद्योगपति तथा समाजसेवी श्री आर.सी. जाल साहब का जन्म दिन मनाया गया। इस अवसर पर बाल महोत्सव समिति की ओर से टाउन हॉल स्थित श्री आर.सी. जाल साहब की प्रतिमा पर भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के अध्यक्ष श्री कैलाश जी चौधरी एवं स्व. जाल साहब की पौत्री सुश्री पूर्णिमा सेठ द्वारा माल्यार्पण कर उन्हें नमन किया गया।

बाल महोत्सव 2018 को सफल बनाने में श्री विमलचंद जैन, श्री चम्पालाल यादव, श्री सदाशिव दुबे, श्री राधेश्याम बियाणी, श्री कमलेश मिश्रा, श्री उमेश खण्डेलवाल, श्री योगेश मूंदड़ा, सुश्री ऋतु त्रिवेदी, श्री विजय कुमार विजयवर्गीय, श्री मुकेश वर्मा, श्री मनीष गुप्ता, श्री राजेश पाटीदार, श्री रविशंकर दुबे, सुश्री पूर्णिमा सेठ, श्री विक्रमसिंह शेखावत, श्री शाकीर खान, एवं श्री दिनेश जादम का सक्रिय सहयोग प्राप्त हुआ।

सुरेश खण्डेलवाल
सचिव, आशा कला केन्द्र

Obituary

Justice Dharmadhikari, Chandrashekhar



former acting Chief Justice of Bombay High Court died on January 3, 2019 in Nagpur at the age of 91. He was the son of Dada Dharmadhikari, a great freedom fighter and seminal Gandhian thinker. Justice Dharmadhikari has devoted a major part of his life in interpreting and propagating Gandhian ideas in the context of our times. He made a sincere effort to imbibe Gandhian ideals in his own life and in public life by participating in major intellectual discourses, particularly in respect of women empowerment. He was heading a number of Gandhian institutions and recipient of many awards. He has written a number of books in Marathi, Hindi and English. He was conferred Padma Bhushan by the President of India in 2003.

On the invitation of Indian Adult Education Association Justice Chandrashekhar Dharmadhikari delivered Zakir Husain Memorial Lecture on August 29, 2014 at India International Centre, New Delhi on the topic "भारतीय राष्ट्रियता : वास्तविकता या आभास" (Indian Nationalism - a Reality or an Abstract).

Justice Chandrashekhar Dharmadhikari is survived by two sons - Justice Satyaranjan Dharmadhikari, Senior High Court Judge, Bombay and Shri Ashutosh Dharmadhikari, Senior Lawyer, and daughter Dr. Aruna Patil.

The management and members of the staff of Indian Adult Education Association convey their heartfelt condolences to the members of the bereaved family and pray for the departed soul to rest in peace.

Smt. Vimla Pant, w/o senior Advocate Shri Nutnesh Pant and mother of Yuva Congress Leader Shri Mrinal Pant died on January 4, 2019 at Mhow in the age of 79. She was suffering from



protracted illness for long. Smt. Pant served in Kendriya Vidyalaya as Post Graduate Teacher and a known Social Worker for many decades. She was the Secretary of B. Kishanlal Shivan Kala Kendra, Mhow, an organization devoted to vocational training programmes for long.

She was a Life Member of Indian Adult Education Association from 1983 and was also a member of the Council earlier.

We, in the Indian Adult Education Association pray for her eternal peace.

Dr. Mandakini Pant, Senior Research Fellow, International

Institute of Adult and Lifelong Education passed away on January 6, 2019 at 7:00 a.m. She was 63 years and was suffering from

Pancreatic Neuro-Endocrinal Cancer for the last six months. She is survived by her husband (a retired Civil Servant) and daughter. The family has donated the body to Organ Retrieval Banking Organization (ORBO).

Dr. Mandakini was a freelance researcher and had around 25 years of professional experience which included 7 years as a Lecturer and Head of the Department of Sociology in an affiliated college of SNDT Women's University, Mumbai and as a Reader in Research Centre for Women Studies in the same university and 10 years as an Educator and Coordinator of online distance education courses in Society for Participatory Research in Asia (PRIA), New Delhi. Her last assignment was with the International Institute of Adult and Lifelong Education. She had to her credit 27 publications on various themes like participatory research, empowerment, women's leadership, citizenship, governance and adult education.

She was a Life Member of Indian Adult Education Association from 2015.

We, in the Indian Adult Education Association (IAEA) and International Institute of Adult and Lifelong Education (IIALE) pray for her eternal peace.

साक्षरता निकेतन में पी.एफ.एम.एस. पर प्रशिक्षण कार्यशाला का आयोजन

जन शिक्षण संस्थान, कानपुर, लखनऊ (साक्षरता निकेतन) एवं लखनऊ (अमवा) द्वारा संयुक्त रूप से उत्तर प्रदेश एवं उत्तराखण्ड के जन शिक्षण संस्थानों के निदेशकगणों एवं लेखा लिपिकों के लिए (Stepwise

Procedure for Implementation of Public Financial Management System - PFMS)



सम्बंधित दो दिवसीय प्रशिक्षण कार्यशाला का आयोजन साक्षरता निकेतन के वेल्दी फिशर हॉल में दिनांक 10 व 11 जनवरी, 2019 को किया गया जिसका उद्घाटन श्री जी. पटनायक, आई.ए.एस.(से.नि.), अध्यक्ष, इण्डिया लिटरेसी बोर्ड एवं उत्तर प्रदेश जल निगम ने दीप

प्रज्वलित करके किया। इस अवसर पर श्री लोकेश कुमार, सचिव/निदेशक, इण्डिया लिटरेसी बोर्ड, साक्षरता निकेतन एवं श्री हेमन्त कुमार श्रीवास्तव, वरिष्ठ लेखाधिकारी, स्टेट प्रोजेक्ट मैनेजमेन्ट यूनिट (पी.एफ.एम.एस.) उ.प्र. विशिष्ट अतिथि के रूप में उपस्थित थे। कार्यशाला के संयोजक श्री राजेश कुमार बाजपेयी ने अतिथियों का स्वागत करते हुए कार्यशाला के उद्देश्य को रेखांकित किया। इसके अनुसार कौशल विकास एवं उद्यमिता मंत्रालय, भारत सरकार द्वारा जो भी अनुदान राशि जन शिक्षण संस्थानों को निर्गत की जायेगी वह PFMS के माध्यम से होगी तथा जन शिक्षण संस्थानों को भी भारत सरकार से प्राप्त होने वाले अनुदान को केवल PFMS System के द्वारा ही व्यय किया जा सकेगा। इसलिए सभी जन शिक्षण संस्थानों को PFMS System पर काम करना अनिवार्य होगा। प्रशिक्षण कार्यक्रम में स्टेट प्रोजेक्ट मैनेजमेन्ट यूनिट (PFMS) उत्तर प्रदेश की ओर से संदर्भ व्यक्ति के रूप में श्री सर्वेश कुमार, श्री अमन कुमार एवं श्री सचिन कुमार, ऑपरेशनल मैनेजर्स ने दोनो ही दिन PFMS Systems के सैद्धान्तिक एवं व्यावहारिक पक्ष पर सघन रूप से प्रशिक्षण दिया एवं उपस्थित प्रतिभागियों से उनके लैपटॉप पर व्यावहारिक कार्य भी कराया।

कार्यशाला का संचालन जन शिक्षण संस्थान, लखनऊ के निदेशक, श्री श्रीपति रस्तोगी द्वारा किया गया।

— श्रीपति रस्तोगी

Yoga and Meditation Training for Children



The Department of Life-Long Learning and Extension, Gandhigram Rural Institute (Deemed to be University) through its Creche and Children's Project organized a two day training programme on Yoga and Meditation on December 8-9, 2018 at Dhyana Vanam, Vellodu, Kombei in which 26 children studying 6th to 9th class participated. The Resource Persons were yoga teachers Shri P. Dakshinamurthi and Shri Malavan from Gandhigram Rural Institute.

By jointly lighting the lamp the programme was

inaugurated by Fr. Korke, Founder of Dhyana Vanam, Dr. B. S. Nagarajan, former Professor, Department of Lifelong Learning and Extension, Gandhigram Rural Institute, Dr. L. Raja, Professor and Principle Coordinator of Creche Project, Shri P. Dakshinamurthi and two children participating in the programme.

In the training programme the participants were given adequate knowledge and practice on pranayam, kapalabhati, nadi suddhi, sheetakari, bhramari and asanas which included vajrasan, shavasana, suhasana, ardhapadmasana, padmasana, surya namaskar, butterfly, dhanurasana, sasangaasan, sesubandhasana and chakrasana. The participants also had moral lessons and taught Korean dance by Fr. Sylvester of Dhyana Vanam. The entire training programme refreshed and rejuvenated the participants.

The training programme was coordinated by Dr. R. Kalpana with the assistance of Smt. M. Annamary Selvi, Smt. Pushpalatha and Smt. M. Umashanti.

Vishesa Gauravacharya Award Conferred on Dr. Sujit Kumar Paul

Dr. Sujit Kumar Paul, Associate Professor & Head, Department of Lifelong Learning and Extension, Visva-Bharati (A Central University) and also the Vice President of the Association for world Education has been awarded the Proficiency Proved Professional Honorary title of Vishesa Gauravacharya (Teacher

of Special Honour) by the South Asian Academy for Good Governance, Sri Lanka at Sri Lanka Foundation, Colombo in the presence of distinguished people from different parts of Sri Lanka and abroad.

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



Jail Inmates made Artificial Limbs



Long before jail used to be a place of punishment for people who do wrong things but today the jail is more of a reformation centre providing opportunities for the inmates to change themselves so that they are well integrated with

others once they are out of jail. The inmates receive education, skill training, employment, opportunities for leadership and lessons for self-improvement. In this direction Firozabad Jail administration also takes a number

of programmes for the welfare of its inmates. One such activity conducted was preparing artificial limbs in the jail by the inmates with the help of Department for Empowerment of Differently Abled rough which 10 prisoners (including one female) got artificial legs, hand and other supportive equipments. The beneficiaries received the materials from District Judge, District Magistrate, Senior Superintendent of Police and Chief Judicial Magistrate when they visited the jail for tri-monthly joint inspection on December 21, 2018.

IAEA President attended Annual Conference of Indian Association of Social Science Institutions



A three day Annual Conference of Indian Association of Social Science Institutions (IASSI) was jointly organized by the National Institute of Rural Development & Panchayati Raj (NIRD&PR) and the Centre for Economic and Social Studies (CESS), Hyderabad from January 11-13, 2019 at the National Institute which was attended by around 80 delegates from all over the country. The conference was inaugurated by Professor K.L. Krishan, Chairman, Madras Institute of Development Studies, Chennai. While Professor Yoginder K. Alagh, Chancellor, Central University of Gujarat and noted Economist as the conference President gave opening remarks, the special address was delivered by eminent personalities like Dr. W.R. Reddy, IAS, Director-General, NIRD&PR, Professor R. Radhakrishna, Chairman, IASSI and Chairman, CESS and Professor V. K. Ramachandran, Vice-Chairman, State Planning Board, Govt. of Kerala. Professor S. Galab, Director, CESS gave welcome address and Dr. R. Ramesh, Associate Professor, NIRD&PR gave vote of thanks. Dr. Gyanmudra, Professor & Head, Centre for Human Resource Development, NIRD&PR was the Local Organizing Secretary of the Conference.

The plenary session was chaired by Professor Sudipto Mundle, Emeritus Professor, National Institute of Public Finance and Policy and Member of 14th Finance Commission, Govt. of India and Keynote Addresses were delivered by Professor S.R. Hashim, Chairman, Institute for Human Development (IHD) Delhi, former Chairman of Union Public Service Commission and former Member-Secretary of Planning Commission on the topic "Seventy Years of Indian Economy; Growth and Challenges and Professor Surinder Singh Jodhka, Professor of Sociology, Centre for the Study of Social Systems, Jawaharlal Nehru University on the topic, "Social Change? Moving Beyond the Hegemonic Narratives".

Thereafter, Professor S. Mahendra Dev, Director and

Vice-Chancellor, Indira Gandhi Institute of Development Research, Mumbai delivered Professor V.S. Vyas Memorial Lecture on the topic "Agriculture and Rural Transformation for Inclusive Growth". This session was chaired by Professor D. Narasimha Reddy, Visiting

Professor, Institute for Human Development and former Professor of Economics, University of Hyderabad.

In another session special lectures were delivered by Dr. S.M. Vijayanand, IAS (Retd.), former Secretary, Government of Kerala and former DG, NIRD&PR on the topic "Panchayati Raj Institutions" and Dr. T. Vijaya Kumar, IAS (Retd.), Advisor (ZBNF), Co-Chairman, Rythu Sadhikara Samstha (RySS), a not-for-profit company fully-owned by the Government of Andhra Pradesh on the topic "Sustainable Agriculture Development". This session was chaired by Professor S.R. Husan. Parallel technical sessions were also held on different sub-themes related to Development and Changes.

Shri K.C. Choudhary, President and Smt. Kalpana Kaushik, Joint Director attended the conference and the meeting of Annual General Body of IASSI on behalf of Indian Adult Education Association.

– Kalpana Kaushik

"Language and literature constitute a crucial area for the school's success in dealing with cultural matters in a mature manner. It is in the language class that children learn the skills required for critical analysis and coherent discussion. Literature offers the opportunity to relate to social and cultural history and its contemporary manifestation in a contemplative manner. Unfortunately, both language and literature, along with other subjects belonging to the humanities, are getting marginalized in the current social environment. Neither parents nor school authorities seem to recognize the importance of humanities and the social sciences."

– Prof. Krishna Kumar
former Director, NCERT

श्री नटनागर शोध संस्थान द्वारा तीन दिवसीय राष्ट्रीय संगोष्ठी का आयोजन



श्री नटनागर शोध संस्थान, सीतामऊ द्वारा "भारत पर विदेशी आक्रमण और उनका प्रतिरोध" विषय पर आधारित एक त्रिदिवसीय राष्ट्रीय संगोष्ठी का आयोजन किया गया। दिनांक 26 से 28 दिसंबर 2018 को संस्थान परिसर में आयोजित इस संगोष्ठी में उद्घाटन एवं समापन सहित कुल आठ सत्रों में विषय विशेषज्ञों ने अपने बहुमूल्य विचार प्रस्तुत किये। उद्घाटन सत्र की अध्यक्षता इण्डियन काउंसिल ऑफ वर्ल्ड अफेयर्स, नई दिल्ली के महानिदेशक डा.टी.सी.ए. राघवन ने की जिसमें देवी अहिल्या विश्वविद्यालय, इन्दौर के कुलाधिपति डा. नरेन्द्र कुमार धाकड़, भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष एवं इण्टरनेशनल इस्टीमेट ऑफ एडल्ट एण्ड लाईफलांग एजुकेशन, नई दिल्ली के कुलाधिपति डा. कैलाशचन्द्र चौधरी, भारतीय जनता पार्टी के प्रदेश महामंत्री श्री बंशीलालजी गुर्जर तथा डीन ऑफ स्टूडेंट्स, इण्टर हॉल एडमिनिस्ट्रेशन, जवाहरलाल नेहरू विश्वविद्यालय, नई दिल्ली के प्रो. उमेश अशोक कदम ने व्यवसायिकता से दूर रहकर इतिहास लेखन, आधुनिक तकनीक (डिजिटाइजेशन) के माध्यम से अंतर्राष्ट्रीय स्तर तक पहुँच, आम जनता एवं राज्य के बीच सतत् और सक्रिय सरोकार न होने के कारण राष्ट्रीय सुरक्षा व्यवस्था की कमजोरी, भारतीय सांस्कृतिक परम्पराओं को बचाने तथा भारतीय इतिहास के पुनर्लेखन की आवश्यकता पर बल दिया।



उद्घाटन सत्र में देश के लब्ध प्रतिष्ठित इतिहासकार प्रो. के.एस. गुप्ता, पूर्व प्रोफेसर, मोहनलाल सुखाड़िया वि. वि. विद्यालय, उदयपुर को महाराजकुमार डा. रघुबीरसिंह राष्ट्रीय पुरस्कार के रूप में 51 हजार रुपये, प्रशस्ति पत्र, स्मृतिचिन्ह एवं शॉल श्रीफल से सम्मानित किया गया। इस अवसर पर संस्थान के सचिव तथा भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के उपाध्यक्ष डा. मनोहरसिंह राणावत ने संस्थान की गतिविधियों एवं उपलब्धियों की जानकारी दी। अतिथियों

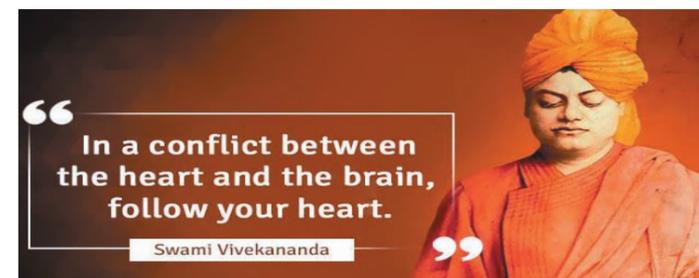
का स्वागत संस्थान के अध्यक्ष श्री पुरंजयसिंह राठौर एवं सत्र संचालन महाराजा गंगासिंह विश्वविद्यालय, बीकानेर (राजस्थान) के वुमन्स स्टडी सेन्टर की निदेशक, डा. मेघना शर्मा ने किया।

उद्घाटन के उपरांत अयोजित छः कार्यात्मक सत्रों की अध्यक्षता क्रमशः महाराजा गंगासिंह विश्वविद्यालय, बीकानेर (राजस्थान) के पूर्व प्रो. शिवकुमार भनोत, जयनारायण व्यास विश्वविद्यालय, जोधपुर के सेवानिवृत्त प्रो. एस.पी. व्यास, देवी अहिल्या विश्वविद्यालय, इन्दौर के प्रो. जे. सी. उपाध्याय, जवाहरलाल नेहरू विश्वविद्यालय, नई दिल्ली के सेवानिवृत्त प्रो. दिलबागसिंह, जम्मू यूनिवर्सिटी, जम्मू के प्रो. जीगर मोहम्मद तथा उदयपुर के प्रो. जे. के. ओझा ने की। इन सत्रों में म.प्र. के अलावा महाराष्ट्र, गुजरात, राजस्थान, छत्तीसगढ़, जम्मू कश्मीर, दिल्ली, हरियाणा, उड़ीसा, तेलंगाना आदि राज्यों से आये इतिहासकारों एवं शोधार्थियों द्वारा कुल 73 विद्वानों ने अपना नामांकन कराया जिसमें से 38 ने अपने शोध पत्र प्रस्तुत किये।

तीन दिनों तक चले इस संगोष्ठी का समापन समारोह दिनांक 28 दिसम्बर, 2018 को आयोजित हुआ जिसकी अध्यक्षता विक्रम विश्वविद्यालय के प्रोफेसर प्रशांत पुराणिक ने की। समापन समारोह में विचार व्यक्त करते हुए महाराजा गंगासिंह विश्वविद्यालय, के पूर्व प्रोफेसर डा. शिवकुमार भनोत, भोपाल के डा. सुरेश मिश्र, नागपुर यूनिवर्सिटी, नागपुर की प्रो. संगीता मेश्राम तथा श्री नटनागर शोध संस्थान के अध्यक्ष पुरंजयसिंह ने इस संगोष्ठी के सफल आयोजन के लिए संस्थान सहित सभी प्रतिभागियों को साधुवाद दिया और यह आशा व्यक्त की कि भारतीय इतिहास पुनर्लेखन की दिशा में हो रहे प्रयासों को इससे बल मिलेगा।

समापन समारोह के अंत में संस्थान के सचिव डा. मनोहरसिंह राणावत ने सभी अतिथियों, गणमान्य नागरिकों एवं पत्रकारों का आभार व्यक्त किया।

— डॉ. एम. एस. राणावत



Workshop on Technical Writing Skills organized by Centre of Continuing and Adult Education and Extension, Aligarh Muslim University

The Centre of Continuing and Adult Education and Extension, Aligarh Muslim University in collaboration with English Language Teachers Association of India, Aligarh Chapter organized a workshop on Technical Writing Skills on January 18, 2019 under Action Research Project. The workshop was inaugurated by Professor M. Hanif Beg, Pro-Vice Chancellor and the welcome address was given by Professor Mohammed Gulrez, Director, Centre of Continuing and Adult Education and Extension. Dr. Muneer Aram Kuzhiyan, Assistant Professor, Department of English and Joint Secretary, English Language Teachers Association of India, Aligarh Chapter gave introductory speech in which he spoke at length about the activities of the Association and how it benefits the students and stakeholders of the university.

Dr. Aysha Munira Rasheed, Deputy Director, Centre of Continuing and Adult Education and Extension spoke on the objectives of the project while Dr. Shameem Akhtar, Assistant Professor, Centre of Continuing and Adult Education and Extension proposed vote of thanks.

- Prof. Mohammed Gulrez

Md. Akram Khan Conferred with Saraswat Samman

Md. Akram Khan, Jail Superintendent, Firozabad Central Jail takes a lot of interest in educating the jail inmates wherever he is posted. His interest in literacy programme started when he was associated with Nehru Yuva Kendra long before and continues till date. The literacy programmes are organized in collaboration/coordination with Zilla Saksharta Samiti and educational programmes through National Institute of Open Schooling. To recognize his services he has been recently conferred 'Saraswat Samman' for the year 2018 under Bedam Warsi-Nisar Simavi Alankaran category by "Etawa Hindi Seva Nidhi", a Trust established by late Justice Prem Shanker Gupta with the objective of enriching Hindi language and literature.

The award was handed over to him in a solemn function by the Hon'ble Governor of Uttarakhand, Smt. Baby Rani Maurya. The function was presided over by Shri Govind Mathur, Hon'ble Chief Justice of Allahabad High Court. Other guests present on the occasion were Shri Hridaya Narayan Dixit, Speaker, Uttar Pradesh Legislative Assembly, Shri Sudhir Agrawal, Justice, Allahabad High Court and Shri Ram Shankar Katheria, Chairman, National Commission for Schedule Castes, Government of India.



ARPIT and LEAP Launched as part of Faculty Development Programme

The Union Ministry of Human Resource Development launched an online professional development programme through Annual Refresher Programme in Teaching (ARPIT) in which 15 lakh faculty members working in higher education institutions will be trained by using the Massive Open Online Course platform SWAYAM.

Another programme launched is Leadership for Academicians Programme (LEAP) which will be implemented through 15 top institutions like IITs, Tata Institute of Social Sciences (TISS), University of Delhi (DU), Jawaharlal Nehru University (JNU) and Indian Institute of Science Education and Research (IISERs) which also includes a week's training in a foreign campus like Harvard University, USA, Oxford University, UK, Purdue University, USA and Nanyang Technological University, Singapore, etc. LEAP is a three week programme (two weeks domestic and one week foreign training) for second level academic functionaries in public funded higher education institutions. The objective of this programme is to prepare second tier academic heads that are likely to assume leadership roles in future. The programme would provide senior faculty with high academic credentials, required leadership and managerial skills including problem solving, stress management, team building, conflict management, communication skills, understanding and coping with the complexity and challenges of governance in higher education institutions, financial and general administration.

SHIKSHA Initiative – Second Advisory Committee meeting held



SHIKSHA Initiative, an educational programme implemented by Shiv Nadar Foundation is doing well in the selected rural areas of Uttar Pradesh. In order to give more perfection to the programme, an Advisory Committee has been constituted with the members drawn from the field of adult and lifelong education and the internal staff incharge of the programme. In this direction the second meeting of the Advisory Committee was held on January 15, 2019 at Sector-126, SEZ Tower 1, 4th Floor EBR-1. Shri Robin Sarkar, Project

Director was in the Chair. Others attended were Dr. V.Mohankumar (IAEA), Prof. Rajesh (Delhi University), Smt. Kusum Vir (former Director, DAE), Smt. Archana Dwivedi (NIRANTAR Trust), Shri Vijay Anand Verma, Smt. Preeti Sharma,

Shri Anuj Goswami, Ms. Sandhya Singh, Ms. Bhawana Sharma, Shri Prateek Gupta (all working for SHIKSHA Initiative) and Shri Deepak Madan and Ms. Parul Arora (both for HCL Technologies).

PPTs prepared as per lesson plans were screened on which discussion took place with regard to methodology, technical input and presentation. Suggestions/opinion given were noted.

Feedback received from Adult Education Instructors with regard to challenges and gaps and new content, philosophy and approach were also discussed. A number of suggestions emerged.

Surat Municipal Corporation runs Special Schools for Migrants

The Municipal Corporation of Surat is running over 120 special schools to cater to the educational needs of city's workforce in languages other than Gujarati which encouraged the migrants to bring their families to settle in the city. The medium of instruction includes Hindi, Marathi, Urdu, Oriya and Telugu. As per the Newspaper report over 66,000 students have been enrolled in the non-Gujarati medium schools and the number is increasing every year in this city which is known as a hub for textiles and diamonds.

Cities with large migrant population can take a leaf out of Surat model.

Kerala's Efforts to make the provisions of Indian Constitution easy to understand by all

In order to make the provisions of Indian Constitution easy to understand by all, Kerala State Literacy Mission Authority and the State Assembly jointly launching Constitution Literacy Programme and this will be implemented in all the wards in the state. For this a Constitution Literacy Book has been prepared under the guidance of Justice Antony Dominic, Chairman, Human Rights Commission, Justice K.K. Dinesan, Lokayukta Ombudsman and Justice V.K. Mohanan, Chairman, Police Complaints Authority with the contents like preamble, fundamental rights, articles that are related to these rights and fundamental duties of a citizen that can be easily understood by the common man as it communicates through illustrations, questionnaires, posers and short notes.

As part of the preparatory work, Preraks are given initial training in Kochi who in turn will train around 60,000 secondary/higher secondary qualified persons to take classes in all the wards in the state with 15 participants in each class. According to Dr. P.S. Sreekala, Director of the Kerala State Literacy Mission Authority over one lakh Resource Persons, including Preraks, equivalency course learners and Instructors will impart classes to over 50 lakh people in the state as part of the mission.

JSS Ahmednagar observed Birth Anniversery of Savitribai Phule



The Jan Shikshan Sansthan, Ahmednagar observed the birth anniversary of the great social reformer Savitribai Phule on January 3, 2019 in Pemraj Sarda College, Ahmednagar. Dr. Amereja Rekhi, Principal presided over the function. Around 140 persons attended the function. Prof. Shashikant Shinde delivered a special lecture on the life, work and sacrifice made by Savitribai for the society.

Shri Balasaheb Pawar, Director, Jan Shikshan Sansthan who spoke on the occasion said that Savitribai advocated equality and equity in society so that the socially backward get their share for decent living.

- Balasaheb Pawar

National Seminar-cum-Workshop on Research Methodology



A two day National Seminar-cum-Workshop on Research Methodology with special reference to Teachers' Education was held at St. Mary's College Bachelor of Education & Higher Studies, D.El.Ed., Ranaghat, Nadia district, West Bengal on January 19-20, 2019 which was attended by around 270 college students, 14 Research Scholars and 36 Academics from different institutions. St. Mary's Group of Institutions is known for quality education which started its journey in 2002 for the cause of education and community development in Ranaghat Sub-division and the adjacent areas.

The inaugural session of the seminar held at B.Ed Seminar Hall was presided over by Professor Prasenjit Deb, Head, Department of Lifelong Learning & Extension, University of Kalyani and the welcome address was given by Shri Susanta Pal, Director of St. Mary's Group of Institutions. While the Keynote Address was given by Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi, Shri Alok Kumar Joadar, Principal, St. Mary's English School also addressed the gathering. At the end Dr. Ram Murat Varma, Principal, St. Mary's B.Ed. College gave vote of thanks.

The inaugural session was followed by three technical sessions out of which two were on 19th January itself and one on 20th January. The first technical session was devoted to evaluation and research, the second one was on Method of Research and Formulation of Hypothesis and the third one was on Sampling and Tools of Data Collection. All the three sessions were taken by Dr. V. Mohankumar by using Power Point Presentation.



In each presentation the participants raised a number of pertinent questions and points for clarification which was duly given by the resource persons. At the end the organizers got the feedback from the participants that the presentations were useful and such seminars should be organized in future also for academic improvement.

In the afternoon of 20th four concurrent sessions were held in which around 50 participants presented seminar papers. These sessions were chaired by Professor Partha Sarathi De, Department of Sociology, University of Kalyani, Shri Bibek Santra, Eminent Artist and Dr. V. Mohankumar. Shri Susanta Pal, Director, St. Mary's Group of Institutions informed that around 20 best written papers will be selected, edited and published as a book with ISBN.

The National Seminar-cum-Workshop was concluded with a speech delivered by Professor Prasenjit Deb and distribution of certificates to all the participants.

Santosh Kumar Kappu awarded Doctorate Degree

Shri Santosh Kumar Kappu has been awarded Doctorate Degree by the University of Delhi for the topic of the thesis "Skill Enhancement of Un-Organized Sector Labours through Adult Education in NCR". He did his research under the able guidance of Prof. Rajesh, Department of Adult, Continuing Education and Extension.

Shri Kappu is the Life Member of Indian Adult Education Association.



"The wealth of an unlearned person is worse than the poverty of a learned person"

- Thiruvalluvar
A great Tamil Saint

Academic Discussion with the Students and Scholars at University of Kalyani



The Department of Lifelong Learning & Extension, University of Kalyani organized an academic meet with Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi for the present and past students and

research scholars in the Seminar Hall of the Department on January 21, 2019. Around 29 participants attended. The meeting started with the introductory address by Professor Prasenjit Deb, Head, Department of Lifelong Learning & Extension who detailed the journey of the department, its achievements, academic excellence and how over the time it has turned out to be a recognized centre for vocational training. Thereafter, the floor was kept open for Dr. V. Mohankumar to have discussion with the participants which included the importance of

lifelong learning for the non-literate and less literate people of India, need to the importance of self-employment so that one can be an employment provider rather than employment seeker and value education for the present generation to grow a known society for respect, restraint, forthcoming, helpful and concern for the country. For self-employment and value education the Power Point Presentations were used.

During the discussion the participants raised a number of points for clarification which was answered then and there.

Key Stakeholders oriented on Drug users

The Transgender Resource Center of the Department of Adult, Continuing Education and Extension, University of Delhi organized an orientation programme on December 21, 2018 for the key stakeholders on the issue of drug using women in the conference room of university's International



Guest House which was attended by 30 participants including a transgender person. The objective of this programme was to sensitize the stakeholders aware of the issues relating to drug using women. The Resource Persons were Shri Santosh Kumar, Chief Functionary Officer, Ganga Social Foundation and Shri Kunal Kishore, Associate Director, Drug Use and Harm Reduction, India HIV/AIDS Alliance.

Shri Kunal Kishore while sharing his experience of working for the drug using women said that no proper data is available regarding how many women are addicted to drugs though such women are mostly excluded from the community and uncared by the family, friends, neighbours and the fellow workers in the work place. Unfortunately, addiction makes such women vulnerable and many times exposed to illegal activities including thieving, cheating and sex for money to buy drugs. They are

to understand the problem and try to tackle the situation by helping the women to reach the rehabilitation centre (Nasha Mukti Kendra) so that they get proper treatment.

Shri Kunal Kishore also said that in spite of many rehabilitation centers available not all drug using women are helped to reach the centre simply because of lack of awareness and stigma. The simple conclusion people come to is that addicted women are bad characters. This thinking needs to be changed so that women who suffer out of using drugs are rehabilitated and brought back to mainstream to lead a decent life.

The programme started with the welcome address by Prof. Rajesh who also introduced the subject for discussion.

- Akanksha Singh
M.Phil Student

Global Honour for Indian Higher Education Institutions

Twenty Five Indian Higher Education Institutions figure in the 2019 ranking of the top 200 in 43 Emerging Economic Countries according to the data released by London based Times Higher Education (THE), a global organization that produces data, analysis and expertise on higher education. The 2019 ranking comprises nearly 450 universities from 43 countries across four continents.

The Indian Institute of Science is in the highest spot for India in 14th rank followed by Indian Institute of Technology, Bombay in 27th, Indian Institute of Technology, Roorkee at 35th, Indian Institute of Technology, Indore at 61st, JSS Academy of Higher Education and Research at 64th and Savitribai Phule Pune University at 93rd. It is reported that in this year's table India's institutions performed well in teaching. However, they are significantly behind the global average in terms of international outlook. Strengthening this will further elevate the nation's global reputation for higher education, encourage important research collaborations and help attract international students.

Following is the ranking of 25 Indian universities which have come in the top 200:

Institution Name	2019 Ranking
Indian Institute of Science	14
Indian Institute of Technology Bombay	27
Indian Institute of Technology Roorkee	35
Indian Institute of Technology Kanpur	46
Indian Institute of Technology Kharagpur	55
Indian Institute of Technology Indore	61
JSS Academy of Higher Education and Research	64
Indian Institute of Technology Delhi	66
Indian Institute of Technology Madras	75
Savitribai Phule Pune University	93
Indian Institute of Science Education and Research, Pune	109
Tezpur University	116
University of Delhi	130
Jadavpur University	130
Banaras Hindu University	134
Indian Institute of Technology Hyderabad	139
Indian Institute of Technology Guwahati	140
Amrita University	141
Panjab University	150
Indian Institute of Technology Bhubaneswar	153
National Institute of Technology Rourkela	171
Indian Institute of Technology (Indian School of Mines) Dhanbad	172
Aligarh Muslim University	180
Jamia Millia Islamia	187
Sri Venkateswara University	198

Source: Times Higher Education (THE)

New Addition of Books in IAEA Library

Recently IAEA Library received books as donation, one from Shri Niranjana Pant, husband of Dr. Mandakini Pant, Senior Research Fellow, International Institute of Adult and Lifelong Education who died on January 6, 2019 and from Professor P. Adinarayana Reddy, Director, Department of Adult and Continuing Education, SV University, Tirupati who retired on January 31, 2019. The list of books is given below:

From Professor P. Adinarayana Reddy

1. Determinants of Adult Education: Instructor Effectiveness, Uppal Publishing House, New Delhi. 1992-ISBN-81-85565-16-3
2. Total Literacy Campaign: Problems and Prospects, Anmol Publications Pvt. Ltd. New Delhi, 2004-ISBN No.-81-7648393-1
3. Total Literacy Campaign for Out of, APH Publishing Corporation, New Delhi, 2003-ISBN No.-81-261-1806-7
4. Sports Promotion in India, Discovery Publications Pvt. Ltd., New Delhi, 2005-ISBN No. 81-7141927-5
5. Welfare and Education of the Poor, Anmol Publications Pvt. Ltd. New Delhi, 2005 - ISBN No. 81-261-2254-4
6. Health Consciousness among Women, - P. Adinarayana Reddy & K. Hemalata – Uppal Publishing House, New Delhi, 2003 – ISBN No.-81-7658021-X
7. Current Trends in Adult Education, - P. Adinarayana Reddy, D. Uma Devi- Sarup & Sons, New Delhi, 2006 – ISBN No.-81-7625-619-6
8. Continuing Education Programmes, - P. Adinarayana Reddy, D. Uma Devi – Aravali International Book Publications, New Delhi, 2005 – ISBN No. 81-8150-038-5
9. Women and Work Participation: Status and Training Opportunities – P. Adinarayana Reddy, BSMD Raju & R.B. Satyavathi – Sonali Publications, New Delhi, 2011- ISBN No.- 978-81-8411-300-6
10. Vocational Education and Training: Youth and Development- Sarup Book Publishers Pvt. Ltd, New Delhi, 2014, ISBN No.- 978-81-7625-954-5
11. Vocational Education and Training: Strategies – Sarup Book Publishers Pvt. Ltd, New Delhi, 2014, ISBN No. 978-81-7625-953-8
12. Vocational Education and Training: A Tool for Empowerment- Sarup Book Publishers Pvt. Ltd, New Delhi, 2014, ISBN No.-978-81-7625-954-3
13. Facets of Professionalization among Adult Education Teachers: Eurasian Perspectives- Sarup Book Publishers Pvt. Ltd, New Delhi, 2014, ISBN No.-978-93-5208-002-1
14. Inclusive Growth of Tribal Women, Sarup Book Publishers Pvt. Ltd, New Delhi, 2014, ISBN No.-978-81-7625-952-1
15. Employability of the Students: Role of Career Oriented Courses: Sarup Book Publishers Pvt. Ltd, New Delhi, 2015, ISBN No.-978-93-5208-011-3
16. Welfare and Education of the Poor: Anmol Publication Pvt. Ltd, New Delhi, 2005, ISBN No.- 81-261-2254-4
17. Paradigm Shift in Employability: Role of Career Oriented Courses: Sarup Book Publishers Pvt. Ltd, New Delhi, 2007, ISBN No. -978-81-7054-587-3

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From Shri Niranjana Pant

1. Citizen Leadership edited by Vikas Jha and others published by PRIA, Delhi.
2. Community Development: A Critical Approach by Margaret Ledwith published by Rawat Publications, Delhi.
3. Development field work 2nd edition: A Practical Guide by Regina Scheyvens published by Sage publications, Delhi.
4. Feminist Dilemmas in Qualitative Research: Public Knowledge and Private Edwards by Jane Ribbens and Rosalind Edwards published by Sage Publications, New Delhi.
5. Gender on the Agenda: A Training Manual published by PRIA, Delhi.
6. How to design a training course: A Guide to Participatory Curriculum Development by Peter Taylor published by Viva Books Pvt. Ltd., Delhi.
7. Lifelong learning in the South: Critical Issue and Opportunities for Adult Education by Rosa Maria Torres published by Sida, Swedish International development Cooperation Agency, Sweden.
8. Participatory Research: Revisiting the Roots edited by Rajesh Tandon published by Mosaic Books, Delhi.
9. Rights, Resources and the Politics of Accountability edited by Peter Newell and Joanna Wheeler published by Zed books, London.
10. Shaping Policy: Do NGOs matter? Lessons from India by Azeez Mehdi Khan published by PRIA, Delhi.
11. Sociological Theory: Interpretation and Explanation by Narender Kumar Singhi published by Rawat Publications, Delhi.
12. Springs of Participation: Creating and Evolving Methods for Participatory Development edited by Karen Brock and Jethro Pettit published by Intermediate Technology Publications Ltd., UK.
13. Strengthening Community University Research Partnerships: Global Perspectives edited by Budd Hall and others published by the University of Victoria, Canada.
14. Sustainable Learning for Women's Empowerment: Ways Forward in Micro-Finance edited by Linda Mayoux published by Samskriti, New Delhi.
15. The Politics of Poverty: A Tale of the Living Dead in Bolangir forwarded by Robert Chambers published by Books for Change, Bangalore.
16. Voices of The Poor: Crying out for Change by Deepa Narayan published by Oxford University Press.

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Indian Adult Education Association

Friends of Senior Citizens: An Innovative Pilot Programme of IIALE



The International Institute of Adult and Lifelong Education (IIALE) proposes to initiate a pilot programme to provide physical, mental and psychological support to Delhi based senior citizens by utilizing the services of doctoral students of University of Delhi on voluntary basis. In order to discuss different aspects of the programme, a meeting was convened at Indian Adult Education Association (IAEA) on January 29, 2019 which was attended by Professor S.Y. Shah, Director, IIALE, Professor N.K. Ambasht, former Chairman, National Institute of Open Schooling, Professor V.K. Dixit, Head of the Department of Adult, Continuing Education & Extension and Dean, Faculty of Social Sciences, University of Delhi, Smt. Nishat Farooq, Vice-President, IAEA and Shri B.Sanjay, Research Officer, IAEA.

Professor Shah while initiating the discussion said that Delhi being a Mega City a large number of senior citizens live alone without much support or care from their relatives, friends, neighbours and even by their own children who live either separately far away from their parents in Delhi itself or out of country. In that situation they are not only under constant threat from the thieves/antisocial elements and even from their own domestic servants but also feel lonely for not able to share their feelings/concerns to others. Many times they lose their life without attention/care received in time. In that case, trained volunteers may be of great

help to them to go to hospital, accompany them to draw money from the bank, to make shopping, attend cultural programmes/social functions, and even visit their relatives or spending time to listen to them.

The members attending appreciated the initiative taken by IIALE and suggested the following:

1. The programme may be on a pilot basis in collaboration with the Department of Adult, Continuing Education & Extension of University of Delhi.
2. Doctoral students duly recommended by their Supervisors alone can be considered for selection as volunteers.
3. The programme can be named as FRIENDS OF SENIOR CITIZENS.
4. Initially around ten Volunteers can be selected through interview and given one day orientation at IIALE by experts from HelpAge India, an organization voices the concerns of elders to help them live a more dignified life and other organizations which work in similar area including Resident Welfare Associations.
5. Curriculum contents of the orientation programme of volunteers can be developed in consultation with the experts.
6. An App may be designed to provide the details of the volunteers, their contact numbers with photos.
7. Each volunteer can devote a maximum of eight hours (one full working day or two half days) per month with the senior citizen to who he/she is attached.
8. Senior citizen can be requested to pay conveyance allowance and honorarium to his Volunteer for the services provided.
9. A notice inviting volunteers can be prepared and circulated among the doctoral students of the Department of Adult, Continuing Education & Extension, University of Delhi in February 2019 and

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volunteers are orientated latest by March 2019 so that the programme is launched in April 2019.

10. IIALE can liaise with different Resident Welfare Associations who may be requested to monitor the services of the Volunteers while the Volunteers will keep a diary of recording the services rendered by them.

11. After implementing the programme on Pilot basis, IIALE can think of a certificate course with suitable course content and duration formulated with the support of experts/subject specialists in the area of Geriatric care. The certificate can be given jointly by IIALE and the Department of Adult, Continuing Education & Extension, University of Delhi.

12. Modalities of giving credits, if needed, for the services rendered by Volunteers (Doctoral Students) can be worked out by the department itself.

As a follow-up Professor S.Y. Shah, Professor N. K. Ambasht, Dr. V. Mohankumar and Smt. Kalpana Kaushik visited Senior Citizens' Welfare Association, a registered organization located at Vasant Kunj, New Delhi on February 11, 2019 to discuss with the President of the Association Smt. Janak Taneja and other Office Bearers apart from personally seeing the activities undertaken by them for the benefit of the senior citizens.

The Association is functioning from B-XI, Community Centre, Vasant Kunj which has been allotted to them by Delhi Development Authority free of cost. Some of the activities/support services conducted/organized by them include indoor and outdoor games, physiotherapy, library & reading room, conducted tour to places of interest, including foreign travel, cultural programmes,



writers workshop, kirtans, kavi sammelan, birthday celebrations, health club, counseling, etc. According to the interest of the persons they participate in the scheduled activities. The Association also runs a play school and pre-school for the children of socially and economically backward sections of the society residing in the neighbouring areas. After pre-school the children are facilitated to get admitted in the nearby private school for which the fee is paid by the Association itself through sponsors. The Association is managed by the funds generated internally through donations and also by renting out the community centre for functions.

When Professor Shah and Professor Ambasht briefed the President of the Association about the proposal to train the research scholars as a pool of volunteers to help the senior citizens, she welcomed the idea and even expressed her desire to place the matter before the Executive Committee so that suggestions of the members are taken into consideration while formulating the training curriculum of the volunteers and to put the proposal in practice. She also said that she will be too willing to participate in the training programme as a resource person to share her views and experience with the trainees.

अंतरराष्ट्रीय सम्मेलन में डॉ. राणावत का सम्मान

दिनांक 1 से 3 फरवरी 2019 को पटियाला स्थित पंजाबी यूनिवर्सिटी के इतिहास विभाग में छठे अंतरराष्ट्रीय साउथ एशियन हिस्ट्री कॉन्फ्रेंस का आयोजन किया गया जिसमें भारत के विभिन्न राज्यों सहित बांग्लादेश, नेपाल, आस्ट्रेलिया, जर्मनी आदि देशों के विद्वान व इतिहासकारों ने भाग लिया। "मैपिंग दी मार्जिनलाइस्ड इन साउथ एशिया विथ स्पेशल रेफरेंस टू दी लेगेन्सी ऑफ गुरु नानक देव" विषय पर आयोजित इस सम्मेलन के दसवें सत्र की अध्यक्षता श्री नटनागर शोध संस्थान के निदेशक व इतिहासकार डॉ. मनोहर सिंह राणावत ने की। अपने अध्यक्षीय संबोधन में उन्होंने कहा कि त्याग और राष्ट्रप्रेम से प्रेरित महाराणा प्रताप ने भारतीय इतिहास में अपना अभूतपूर्व योगदान दिया है। उन्होंने सती प्रथा पर भी नई जानकारी प्रस्तुत की तथा भारतीय सांस्कृतिक परंपराओं को बचाने एवं भारतीय इतिहास के पुनर्लेखन की आवश्यकता पर



भी अपने विचार रखे।

सम्मेलन के समापन समारोह में डॉ. राणावत को इतिहास के क्षेत्र में उनके उत्कृष्ट अवदान के लिए प्रशस्ति-पत्र, शाल एवं श्रीफल प्रदान कर सम्मानित किया गया।

Obituary

Shri Biswajit Mishra, Director, Jan Shikshan Sansthan, Angul, Odisha expired on January 24, 2019 at the age of 55 years. He was suffering from cancer for the last few months. He joined the Sansthan as Director in the year 2001 and continued in the same post till the end. He was a good planner, administrator, articulate and had the quality of maintaining high level of public relations due to which he was having a large number of officials as friends and the Sansthan earned a good name in the field of skill development. He is survived by his wife Smt. Prangya Mishra and two daughters.

Shri Biswajit was the Life Member of Indian Adult Education Association from 2001. The management and staff of Indian Adult Education Association pray for his soul to rest in eternal peace.

Prof. K.D. Gangrade, former Pro-Vice Chancellor, University of Delhi expired on February 5, 2019 at the age of 92 years. He not only taught in the University of Delhi but also in the University of Manchester and Tata Institute of Social Sciences apart from serving in United Nations and WHO in various capacities. He was a distinguished academician who has written a number of books and articles on social issues, international peace and harmony. A true Gandhian both in his thoughts and life served as the Vice Chairman of Gandhi Smriti and Darshan Samiti. For his outstanding contribution to academic activities the University of Delhi conferred "Distinguished Services Award for Retired Teachers" on May 1, 2017.

Prof. Gangrade was the Life Member of Indian Adult Education Association since 2001. We, in the Indian Adult Education Association pray for his soul to rest in eternal peace.

Professor Vandana Chakrabarti retired from SNDT University

Professor Vandana Chakrabarti, Director, Department of Lifelong Learning and Extension, SNDT Women's University, Mumbai retired from service on January 31, 2019 after serving 34 years in the academic field out of which 26 years in SNDT alone. In between she was also the Pro Vice Chancellor from 2011 to May 2016. She was instrumental in initiating Master's Programme in Non-Formal Education and Development to provide professional manpower in the area of adult education and initiated a number of community based courses and training programmes apart from network with other departments, colleges and NGOs to strengthen adult education programmes. The department got NLM-UNESCO Award in the year 2002 in appreciation of the excellent work done in the field of continuing education.

She is the recipient of Tagore Literacy Award 2018. This award is instituted by Indian Adult Education Association and given to individuals/institutions for their outstanding contribution towards promotion and development of women literacy.

Panel Discussion on Inclusive Growth for Transgender Persons



On behalf of the Transgender Resource Centre, Department of Adult, Continuing Education and Extension, University of Delhi, a panel discussion was held on February 15, 2019 with the objective of spreading gender sensitization among students to make them realize their obligations towards this marginalized and excluded section of the society. The panelists were Professor Rajesh and Transgender Person Amrita Sarkar, Senior

Programme Officer-Gender and Sexuality, Solidarity and Action against HIV Infection in India (SAATHII) and coordinated by Dr. Aslam (who has recently completed his Ph.D on third gender) and Ms. Akanksha Singh (doing M.Phil on third gender). The panelists in their presentation said that in spite of various initiatives taken by the government, the transgender persons are still victims of atrocities and discrimination in the society. Hence, time has come that they are well educated and occupy good positions to show that they are second to none. After a great deal of interaction by the participants with the panelists a few recommendations have emerged like - (a) sensitization

programmes needed for teachers, students and non-teaching staff both at schools, colleges and universities, (b) orientation to Gurus and transgender opinion leaders towards about the importance of education and social inclusion, (c) sensitize persons working in voluntary organizations, (d) open sessions for the transgender persons both in campus and community during admission time, (e) organize certificate courses on various vocational skills primarily for transgender persons and finally (f) develop linkages with Government of NCT Delhi, NACO, DSACS and the Ministry of Socioal Justice and Empowerment, Government of India to bring in programmes for their benefit.

- Akanksha Singh

New Guideline for JSS Released by Minister



[from L-R] Bhawani Rao, Manish Kumar, Juthika Patankar, Dharmendra Pradhan, Vinita Agrawal, Rajesh Agrawal

Shri Dharmendra Pradhan, Union Minister of Skill Development and Entrepreneurship launched new guideline to operate Jan Shikshan Sansthan in a function held at New Delhi on January 24, 2019 at AICTE Auditorium which was attended by Chairpersons and Directors of the Sansthan. The guideline issued is to operate these institutions with greater emphasis on comprehensive reforms in skills for the benefit of the poor, less educated and persons with low or no skills to enable them engaged profitably either in the area of self-employment or wage employment.

In his speech the Minister said that emergence of the

rural industry as an important growth engine for the economy makes it an imperative for us to stress on skilling our youth in remote districts of the country. JSSs can play an important role in bridging information asymmetry between skill training and market opportunities thereby giving an impetus to the creation of a workforce equipped in technology-driven skills, including in areas like health & wellness, tourism, e-commerce, retail and trade.

Ms. Juthika Patankar, Additional Secretary, Ministry of Skill Development and Entrepreneurship in her address said that a skilled society is an essential precondition for achieving social and economic advancement for any country and hence, the newly energized JSS form a unique position for themselves and their convergence under Skill India will help to bring a mindset shift amongst the rural youth to make vocational education and technical training as a preferred career choice.

On this occasion others present were Shri Rajesh Agrawal, Joint Secretary, Ministry of Skill Development and Entrepreneurship, Ms. Vinita Agrawal, Senior Economic Advisor, Ministry of Skill Development and Entrepreneurship, Dr. Manish Kumar, MD and CEO, National Skill Development Corporation and Ms. Bhawani Rao, Director, Ammachi Labs.

जेएसएस अखिल भारतीय सम्मेलन में हस्तशिल्प एवं उत्पादों का प्रदर्शन



रस्तोगी ने विभिन्न हस्तशिल्प एवं उत्पाद यथा लखनऊ की चिकनकारी, वाराणसी की कारीगरी, प्रतापगढ़ के आँवला उत्पाद, मिर्जापुर – भदोही के कालीन, आगरा

दिनांक 24 जनवरी 2019 को नई दिल्ली में जन शिक्षण संस्थानों के अखिल भारतीय सम्मेलन में संस्थानों के लाभार्थियों द्वारा निर्मित हस्तशिल्प एवं उत्पादों की एक "कृति – प्रदर्शनी" भी आयोजित की गयी जिसमें सभी राज्यों के संस्थानों ने अपने विशिष्ट हस्तशिल्प एवं उत्पादों का प्रदर्शन किया। इस अवसर पर जन शिक्षण संस्थान लखनऊ के निदेशक श्री श्रीपति

का पेठा, उन्नाव का जरीवर्क, श्रावस्ती की गेहूँ के डंठल से बनी स्वर्णिम कलाकृतियों के बारे में तथा जेएसएस सरगुजा के निदेशक श्री एम. सिद्धकी ने जनजातीय कलाकृतियों यथा काष्ठ कला, गोदना आर्ट, टेरा कोटा, बांस शिल्प, आसनी आदि के बारे में केन्द्रीय कौशल विकास एवं उद्यमिता मंत्री श्री धर्मेन्द्र प्रधान को जानकारी प्रदान की।

Students from the College of Social Work visited IAEA



Fifty students who are in fourth semester of Master of Social Work (MSW) from JSS Aurangabad's Vijendra Kabra College of Social Work, Aurangabad as part of study tour visited Agra, Delhi and Amritsar in the first week of February 2019. They were accompanied by Dr. Satish Surana, Principal and Dr. Laxmi Pisre, Assistant Professor. During their stay in Delhi they visited Indian Adult Education Association on February 6, 2019 and were addressed by Shri K.C.Choudhary, President, Indian Adult



Education Association and Chancellor, International Institute of Adult and Lifelong Education. While welcoming them Shri Choudhary congratulated the students for choosing the field of social work as a subject of study which will provide them ample employment opportunities in multifarious fields. He also advised them that in case if they proceed further to do research in social science they must choose such a topic, the outcome of which is of great use to the community and society to change their lives. He also appealed to them that wherever they are after completing their study they should be supporters of adult

and lifelong education so that the country marches forward in achieving the Sustainable Development Goal 4 by 2030.

Dr. V.Mohankumar, Director, Indian Adult Education Association made a brief presentation about the Association and its journey for the cause of non-formal, adult and lifelong education in the last 79 years. During the interaction with the students he explained in detail about the difference between adult literacy and adult education.

Dr. Satish Surana in the beginning gave a brief address about his connection with the field



of adult education and skill development and how he has benefited from Indian Adult Education Association to improve his knowledge in the relevant field.



Smt. Kalpana Kaushik, Joint Director, Indian Adult Education Association also had a brief interaction with the students. At the end the students visited library in the basement.

IAEA Official Postings

As per the Office Order issued by the General Secretary, Indian Adult Education Association vide dated January 24, 2019 the following promotions have been done effective from January 1, 2019:

Smt. Kalpana Kaushik, Deputy Director promoted as Joint Director



Shri M.L.Sharma, Assistant Director promoted as Deputy Director.



Smt. Neha Gupta, Junior Librarian-Cum-Documentation Assistant promoted as Librarian-Cum-Documentation Officer.



Professor Adinarayana Reddy given Farewell on his Retirement

Professor P. Adinarayana Reddy, Director, Department of Adult and Continuing Education, S.V. University & Vice Principal, SV University College of Arts superannuated on January 31, 2019 after putting in 37 years of active service in various capacities such as Project Officer, Assistant Director, Director, Principal of Institute of Advanced Studies in Education, Chief of SVU Employment Bureau and Registrar in Dravidian University, Kuppam. During his service period he has maintained an excellent academic record of producing more than 60 books, publishing around 130 research papers and organizing a large number of conferences and seminars apart from visiting UK, Sri Lanka, Denmark, Germany, Vietnam, Indonesia, Switzerland, France, Latvia and Thailand for academic interaction with the faculty of the University Departments of Adult Education. For the meritorious service rendered in the field of adult education he has received Sardar Patel Literacy Award, Fellow of International Institute of Adult & Lifelong Education, Best Teacher

Award of Sri Venkateswara University and Best Teacher Award of Govt. of Andhra Pradesh.

As a mark of respect and



affection the members of the faculty and students of the department organized a farewell function on January 31, 2019 which was presided over by Professor B. Syam Mohan David Raju, Head of the Department. Dr. Gorakhnath N. Kamble, former Director In-charge, Department of Adult, Continuing Education and Extension, Shivaji University, Kolhapur was the Chief Guest. Others present were Professor

Uma Mohan, formerly of SK University, Anantapur, Professor Vidyasagar Reddy, SK University, Dr. Venkat Rao, Central University,

Nagaland apart from many faculty members from the other departments of the university. Professor K. Sudharani while presenting the citation highlighted all the work done by Professor Adinarayana Reddy for the development of the department and his character of taking all into confidence before taking any major decision. All those who spoke on the occasion also recalled their pleasant memories

of association with him both in the personal career and in personal life.

A day before his superannuation, i.e. on January



30, 2019 Professor Adinarayana Reddy gave thanks giving party to teaching faculty of all the departments, non-teaching staff, friends and students. While Professor Uma Mohan presided over the function, Shri K.C. Choudhary,

President, Indian Adult Education Association & Chancellor, International Institute of Adult and Lifelong Education was the Chief Guest. Others present were Professor VLN Reddy who taught Professor Adinarayana Reddy, Professor K. Parthasarathy, formerly of Bharathidasan University, Professor Muthumanickam, formerly of Madurai Kamaraj University, Dr. K. Devan from Pondicherry University and Smt. Kalpana Kaushik, Joint Director, Indian Adult Education Association. Dr. Reddy in his brief address shared his experience as a university teacher and how he proposes to spend his retired life devoting more time to undertake community services in his native village.



He also honoured all those whom he has kept in high esteem to show his respect and kindness towards them.

जिला कारागार, फिरोजाबाद



जिला कारागार फिरोजाबाद में आयोजित तीन दिवसीय जेल दिवस समारोह दिनांक 11 फरवरी 2019 को संपन्न हुआ। इस तीन दिवसीय समारोह के दौरान जेल बंदियों के लिए दौड़, खो-खो, रस्साकशी जैसे खेल-कूद तथा नशा मुक्ति विषय पर निबन्ध, कविता लेखन तथा चित्रकला आदि प्रतियोगिताएं आयोजित की गयी। इन सभी प्रतियोगिताओं में काराबंदियों ने बढ़-चढ़ कर भाग लिया। समापन अवसर पर आयोजित पुरस्कार वितरण समारोह में नेहरू युवा केन्द्र फिरोजाबाद की ओर से राज्य

प्रशिक्षक श्री योगेश शर्मा द्वारा सभी सफल प्रतिभागियों को पुरस्कृत किया गया। इस वर्ष माध्यमिक शिक्षा परिषद, उत्तर प्रदेश द्वारा 9 काराबंदियों ने माध्यमिक परीक्षा दी जिसमें 8 फिरोजाबाद तथा एक मथुरा जिला कारागार से था। वहीं इण्टरमीडिएट की परीक्षा कुल 5 काराबंदियों ने दी



आयोजित हाईस्कूल एवं इण्टरमीडिएट की परीक्षाओं का एक केन्द्र जिला कारागार फिरोजाबाद भी था। यहां से कुल

सेवानिवृत्त हुए श्री श्रीपति रस्तोगी



जन शिक्षण संस्थान, लखनऊ के निदेशक श्री श्रीपति रस्तोगी ने विभिन्न पदों एवं दायित्वों पर रहते हुए लगभग 37 वर्षों तक साक्षरता निकेतन को अपनी बेहतरीन सेवाएं प्रदान की। दिनांक 31 जनवरी 2019 को वे निदेशक, जन शिक्षण संस्थान, लखनऊ के पद से सेवानिवृत्त हो गये। साक्षरता निकेतन के कबीर थियेटर में आयोजित उनकी विदाई समारोह में इण्डिया लिटरेसी बोर्ड के अध्यक्ष श्री जी.पटनायक ने उन्हें उनकी कुशल सेवाओं के लिये सम्मानित किया। समारोह में श्री लोकेश कुमार, सचिव, इण्डिया लिटरेसी बोर्ड, श्री आर.के. बाजपेयी, निदेशक, जन शिक्षण संस्थान, कानपुर सहित इण्डिया लिटरेसी बोर्ड की सभी इकाईयों यथा, साक्षरता निकेतन, राज्य संसाधन केन्द्र, वेल्दी फिशर चिल्ड्रेन्स एकेडमी एवं जन शिक्षण संस्थान, लखनऊ के समस्त कार्यकर्ता एवं शिक्षक-शिक्षिकायें भी उपस्थित रहे।

Seminar on Disability Inclusion



The Department of Community Education and Disability Studies, Panjab University, Chandigarh in association with State Legal Services Authority (SLSA), UT Chandigarh, Chandigarh Commission for Protection of Child Rights (CCPCR), ARUSHI-Bhopal and Yuvsatta (Youth and Peace) - an NGO organized a one day seminar on March 7, 2019 with the title "Gen Next Disability Inclusion" to take Chandigarh towards disable friendly. The seminar was held in Rajiv Gandhi Bhawan in the university campus. The Chief Guest of the inaugural session was Justice A. B. Chaudhari of Punjab and Haryana High Court while Professor Raj Kumar, Vice Chancellor, Panjab University was presiding over. Others present were Bibi Harjinder Kaur, Chairperson, CCPCR, Shri Amrinder Sharma, Secretary, SLSA and Shri Pramod Sharma, Founder Coordinator, Yuvsatta.

To begin with Dr. Dazy Zarabi, Chairperson, Department of Community Education and Disability Studies, Panjab University introduced the theme of the seminar and also how her department is imparting knowledge to the future teacher educators on disability and special education for the disabled children.

Professor Raj Kumar in his address emphasized the need to make the university campus accessible and disable friendly in a phased manner with optimum utilization of available resources and participation of all.

Justice A.B. Chaudhari in his address said that barriers to increase the participation of disabled people need to be identified and removed which may possibly require changes in laws, policies, institutions and environments. He said that there is an urgent need to invest in specific programmes and services for people with disabilities by adopting a national disability strategy and plan of action in which the concerned agencies should involve people with disabilities also. He also insisted the importance of creating awareness among people working in sectors like education, health care, law enforcement and the media to ensure non-discrimination and participation.

Dr. B.S. Chavan, Director Principal, Government Medical College and Hospital (Sector-32) who spoke on the occasion called upon the people to come forward to make Chandigarh a city of disable friendly with adequate infrastructure. He also shared some of the initiatives taken by his department in the area of rehabilitation of disabled persons.

Shri Pramod Sharma in his address said that we have been talking about diversity and inclusion of disabled persons for long but now there found to be a shift to a broader definition that welcomes people with disabilities. However, there is ample evidence that shows stigma and discrimination against differently abled persons combined with the lack of data making them hard to reach which compounds their problems.

At the end Dr. Monika Munjal, Chairperson, Centre for Social Work, Panjab University gave vote of thanks.

The inaugural session was followed by the first plenary session which was chaired by Shri Mahavir Singh, Member Secretary, State Legal Services Authority and the Resource Person was Smt. Abha Negi, Chairperson & Founder of Global Forum for Empowerment, New Delhi. In her presentation she shared a lot of information about the barriers which prevent free mobility

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for the disabled persons due to faulty planning of infrastructure in the cities and towns and unfriendly public transport facilities. She said that the lack of knowledge among the architects and engineers while designing and constructing buildings and roads almost made them dangerous for the physically handicapped to move around freely. Though some action has been taken in the recent past addressing the problems, India has to go a long way to achieve the desired goals in comparison to many of the foreign countries. At the end of the session Shri Mahavir Singh in his brief address said that there is not a single disable friendly ATM, public park or market in Chandigarh though, we claim it is one of the best planned cities of India.

The second plenary session after lunch break was presided over by Bibi Harjinder Kaur, Chairperson, CCPCR and lecture-cum-demonstration was made by Shri Anil Mudgal, founder of ARUSHI and Dr. Rohit Trivedi who is visually impaired. Both of them have made this session lively with their content ridden narrations and demonstration of how the visually impaired can be taken care of/guided in day-to-day life. A number of students have been involved in the demonstration process which gave a new vision for perfection. In this session Dr. V.Mohankumar, Director, Indian Adult Education Association, New Delhi also shared his personal life experience of taking care of physically handicapped child. At the end Bibi Harjinder Kaur in her brief interaction appreciated the lecture demonstration of the Resource Persons and insisted on the inclusiveness of disabled persons in all the development activities so that they are part and parcel of the advancement of the country.

The last session was devoted to group work in which the students were divided in four groups with specific sub-topics for discussion. The outcome of the group work was presented in general session by the representatives of all the four groups. This session was presided over by Dr. V.Mohankumar and Smt. Jyoti Gaiwad, former Director, State Resource Centre, Pune. In her address Smt. Jyoti appreciated Panjab University to introduce disability studies as an academic stream which will enable well qualified persons as teacher educators who can support the disabled children in the educational institutions. Dr. V.Mohankumar in his brief interaction said that awareness among the people is the need of the hour as without their support the efforts taken by the planners and implementers will be a failure. He also said that awareness among the disabled persons also is equally important to avail the services provided by the government under various schemes for their advancement.

The seminar ended with a resolution that acknowledges inclusive education as a human right, encourage a system-wide approach, promote meaningful data collection to reach the invisible, implementation is what really counts and inclusive education not a challenge but an opportunity.

The entire programme was compered by Dr. Navleen Kaur, Professor, Department of Community Education and Disability Studies, Panjab University.

- Dr. Dazy Zarabi

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Indian Adult Education Association

IIALE and University of Ljubljana, Slovenia Signed an Agreement for Academic Cooperation



An agreement was signed on March 19, 2019 between the University of Ljubljana Faculty of Arts (Slovenia) (Professor Roman Kuhar, Dean) and the International Institute of Adult and Lifelong Education, New Delhi (Professor, S.Y. Shah, Director) with the intension of promoting cooperation between both the institutions together to achieve academic, scientific and cultural activities in areas of mutual interest. As per the agreement the two parties commit to collaborate in the domain of research and teaching at graduation and post-graduation levels, to promote the teachers' exchange in the areas of teaching, research, advice or sharing experiences, to define programmes aiming to realize studies and projects of mutual interest, encouraging the creation of joint working teams, exchange of students interested in carrying out graduation or post-graduation studies as well as research works in order to obtain a degree and keep each other informed about the development of all

cooperation actions, sending documentation and transmitting the results of previous non-classified studies. This agreement is valid for five years.

With the execution of this agreement of cooperation IIALE is now having academic cooperation with six universities. The other five are Julius Maximilian University, Wurzburg, Germany, University of British Columbia, Vancouver, Canada, Helmut Schmidt University/University of the Federal Armed Forces, Hamburg, Germany, Aarhus University, Denmark and The Department of Special Education, Stockholm University, Sweden.

IGNOU July 2019 Session: Re-registration online portal for all Programmes

IGNOU has opened for July 2019 session re-registration online portal for all programmes via web link as given below:

<https://onlineadmission.ignou.ac.in/online/StudentReRegistrationForm.aspx>

The last date for submission of RR forms through online is May 31, 2019.

IGNOU Study Centre – 29049(P)

Meeting held to discuss Programmes to be undertaken by IAEA during 2019-20

Dr. M.S.Ranawat, President Incharge, Prof. S.Y. Shah, Smt. Nishat Farooq, Vice Presidents and Dr. Madan Singh, General Secretary met on March 18, 2019 in New Delhi to decide about the programmes to be undertaken by IAEA during 2019-20. After considerable discussion regarding



the current scenario of adult education in the country, they recommended more number of research and field based programmes as per the following:

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Editor: Dr. Madan Singh

1. Research studies and publications

Case studies of seven selected institutions which have done a lot of work in the field of adult education will be done. They are Literacy House, Gujarat Vidyapeeth, Rajasthan Vidyapeeth, Gandhigram Rural Institute, Bengal Social Service League, Andhra Mahila Sabha and Bharat Gyan Vigyan Samiti.

2. Study on State Resource Centres and collection of resource materials

SRCs, as the academic and technical support institutions have played an important role in the field of adult education during the last three decades and more and also have produced a large number of teaching-learning materials which are valuable for future researchers. Hence, IAEA will give assignments to selected people to prepare write-ups with regard to their contribution and digitize the materials for use by the scholars.

3. Field programmes in the slums of Delhi

Will undertake awareness programmes in the field focusing on pollution, nutrition, mother and childcare and legal issues. The Interns who come to IAEA for practical training during September/October will visit these programmes and prepare report with regard to the impact. Also eye camps will be organized and spectacles provided based on the recommendations of the doctors

4. Foundation Day of IAEA and Birth Centenary Lecture of Dr. SC Dutta

A national seminar on "Revitalizing Adult Education" will be organized on the occasion of the Foundation Day of IAEA on December 2, 2019 at IIC, New Delhi along with an oration lecture to mark the birth centenary of

Dr. SC Dutta, former President of IAEA which falls on December 9th.

5. Lifelong Learning Programmes for Senior Citizens

Will explore the possibility of setting-up a lifelong learning centre for senior citizens for which a group of volunteers will be trained.

For this purpose a brainstorming session will be held at IAEA on the second Saturday in the month of April 2019.

6. Frequency of publication – Indian Journal of Adult Education, Proudh Shiksha and IAEA Newsletter.

Indian Journal of Adult Education and Proudh Shiksha published by IAEA as quarterly will be converted into bi-yearly

Both the journals will be published as peer reviewed one. The peer review will be done by selected language/subject specialists for which the list will be expanded by adding few more names. The reviewers will be paid a token amount of Rs 500/- as honorarium. The cover page of the journals will carry the note of declaration that it is peer reviewed.

Newsletter will be continued to be published as monthly with each issue not more than 8 pages.



The programmes hence recommended were subsequently discussed in the staff meeting on March 20, 2019 by the President Incharge and General Secretary to ensure proper planning and implementation.

International Women's Day

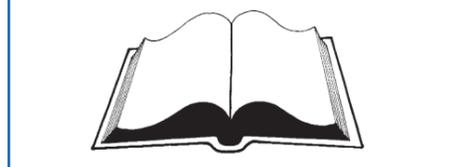
The International Women's Day 2019 was celebrated all over the world with all gaiety and glamour. The theme of this day for 2019 was "**Balance for Better**", meaning encouraging everyone to share responsibility through collective action for driving a gender-balanced world.

If we see the chronology of the celebration, the National Women's Day was observed in United States on February 28, 1909. The Socialist Party of America designated this day in honour of 1908 Garment Workers' strike in New York, where women protested against working conditions. However, on March 19, 1911 as a result of the Copenhagen initiative

International Women's Day was observed for the first time in Austria, Denmark, Germany and Switzerland where more than one million women and men attended rallies demanding right to vote, hold public office, women's rights to work, to vocational training and an end to discrimination on the job. But in **1975 during International Women's year the United Nations began celebrating International Women's Day on March 8th.**

For overall development of human community all over the world the United Nations brought eight Millennium Development Goals (MDGs) which were implemented by all the member countries of UN from

Documents



Unicef. **An Unfair Start: Inequality in Children's Education in Rich Countries.** Unicef, 2018; 56p.

The report *An Unfair Start: Inequality in Children's Education in Rich Countries* highlights educational inequalities in 41 of the world's richest countries, all of which are members of the Organization for Economic Co-operation and Development (OECD) and/or the European Union (EU). Using the most recent data available, it examines inequalities across childhood – from access to preschool to expectations of post-secondary education – and explores in depth the relationships between educational inequality and factors such as parents' occupations, migration background, child's gender and school characteristics.

UNFPA. **Humanitarian Action 2019 Overview.** UNFPA; 2019: 22p.

The UNFPA Humanitarian Action Overview for 2019 showcases global priority needs for women, girls and young people affected by crisis. It also highlights UNFPA's 2018 achievements and its priorities in humanitarian work.

Today's crises are becoming more widespread, complex and protracted, and they continue to take a disproportionate toll on women and girls. In 2019, nearly 132 million people need humanitarian aid and protection. Out of these, UNFPA estimates that 35 million women, girls and young people will require life-saving sexual and reproductive health services, and interventions to prevent gender-based violence and respond to the needs of survivors. To meet these staggering needs, UNFPA in 2019 requires an estimated \$536 million. The need for the work of UNFPA and its partners continues to grow – in places such as Bangladesh, Iraq, South Sudan, Syria and neighboring countries, and Yemen. But this year also brings new areas of concern, such as displacement in northern South America, conflict and instability in Cameroon and the Central African Republic. In 2018, UNFPA reached over 15 million women, girls and young people affected by crises worldwide.

Ministry of Statistics and Programme Implementation. **Children in India 2018: A Statistical Appraisal.** Social Statics Division, Central Statistics Office, Ministry of Statistics and Programme Implementation. 147p.

The publication '*Children in India 2018 – A Statistical Appraisal*', presents and analyses the statistics on the conditions of children on broad indicators such as child survival, child development and child protection, etc. covering demographic particulars such as status of child nutrition, health and education, children at work and in situations of crime, etc. The publication also provides useful information on Constitutional and legal provisions for children and important child oriented policies and programmes.

World Bank. **The changing nature of work: World Development Report 2019.** The World Bank; 2019: 151p.

The World Development Report (WDR) 2019: *The Changing Nature of Work* studies how the nature of work is changing as a result of advances in technology today. Fears that robots will take away jobs from people have dominated the discussion over the future of work, but the World Development Report 2019 finds that on balance this appears to be unfounded. Work is constantly reshaped by technological progress. Firms adopt new ways of production, markets expand, and societies evolve. Overall, technology brings opportunity, paving the way to create new jobs, increase productivity, and deliver effective public services. Firms can grow rapidly thanks to digital transformation, expanding their boundaries and reshaping traditional production patterns. The rise of the digital platform firm means that technological effects reach more people faster than ever before. Technology is changing the skills that employers seek. Workers need to be better at complex problem-solving, teamwork and adaptability. Digital technology is also changing how people work and the terms on which they work. Even in advanced economies, short-term work, often found through online platforms, is posing similar challenges to those faced by the world's informal workers. The Report analyzes these changes and considers how governments can best respond. Investing in human capital must be a priority for governments in order for workers to build the skills in demand in the labor market. In addition, governments need to enhance social protection and extend it to all people in society, irrespective of the terms on which they work. To fund these investments in human capital and social protection, the Report offers some suggestions as to how governments can mobilize additional revenues by increasing the tax base.

Compiled by **Neha Gupta**
Librarian-cum-
Documentation Officer

‘फागुनी बयार’

नील, पीत, हरित रंग हुलसित हिलोर संग होली के ढोल बाजें फागुनी बयार में	पिचकारी तेज धार रंग की बौछार डार नाज़-नखरे छोड़ चली प्रिय को मलने गुलाल	मेघा भिगोए गए रात ही समूच धरा आनन्द विभोर हुई चूनर छिटकाए हरा	सागर तरंग लहर झूम-झूम दौड़ रही इठलाती, बल खाती तट को भिगो रही	कौन मित्र, कौन शत्रु डालें गलबैय्याँ साथ भाँग पात्र लिए हाथ नाच रहे गाएँ फाग	छोड़ सभी काज आज बिसर गई लोक-लाज बीच राह पकड़ लई गोरी कलाई आज
कोयल की कूक मधुर मुदित मन उमंग आज	मन के गलियारों में धूम खूब मची आज	टेसू के फूल खिले होली के रंग राज	अम्बर भी हुआ लाल भीगीं सब गलियाँ आज	मलयित फुहार में मधुर लागे प्रीत राग	साजे है रंग-अंग साजन का साथ आज

— कुसुम वीर

VISITORS

Ms. Mamta Mishra



Ms. Mamta Mishra, formerly of World Literacy Canada visited IAEA/IAALE on February 22, 2019 for an informal discussion with Professor S.Y.Shah, Director, IIALE and Professor N.K. Ambasht, former Chairman, National Institute of Open Schooling regarding literacy programme in India. Dr. V.Mohankumar, Director and Smt. Kalpana Kaushik, Joint Director, IAEA were also present.

Professor Ramprasad Sengupta



Professor Ramprasad Sengupta, former Professor of Economics & Dean, School of Social Sciences, Jawaharlal Nehru University, New Delhi and former Advisor, Planning Commission, Govt. of India visited IAEA/IAALE on March 13,

2019. He was received by Professor S.Y.Shah, Director, IIALE, Dr.V.Mohankumar, Director and Smt. Kalpana Kaushik, Joint Director, IAEA. During the discussion he was sharing his experience and thoughts about adult education in India and his own personal experience of administering the unit of adult education in the university as an additional charge. He also raised a number of points for clarification to know more about the recent trend regarding literacy and adult education.

Dr. Priti Sachdev



Dr. Priti Sachdev, President, Reading Association of India during her visit to Delhi called on Prof. S.Y.Shah, Director, IIALE on March 15, 2019 to discuss future programmes which included the one at Mumbai in the month of August and another one in September at New Delhi. Smt. Kalpana Kaushik, Joint Director, IAEA was also present in the meeting.

MA (Rural Development) Students from NB University



Students pursuing MA Rural Development in the Department of Lifelong Learning and Extension, University of North Bengal, Siliguri as part of their study visit came to Indian Adult Education Association on March 19, 2019. They were conducted by Shri M.U.Alam, Head of the Department and Dr. Ratna Sarkar, Assistant Professor. They were received by Dr. M.S.Ranawat, President Incharge, Dr. Madan Singh, General Secretary, Dr.V.Mohankumar, Director and Smt. Kalpana Kaushik, Joint Director, IAEA. To enable the students to understand more about the history of IAEA, a small presentation was made by using PPT. They also visited the Library.

2000 to 2015. Goal 3 was to “Promote gender equality and empower women”. As per the UN MDGs Report 2015, the achievements made under Goal 3 were (i) many more girls are now in school compared to 15 years ago. The developing reasons as a whole have achieved the target to eliminate gender disparity in primary, secondary and tertiary education (ii) in Southern Asia, only 74 girls were in primary school for every 100 boys in 1990. Today 103 girls are enrolled for every 100 boys (iii) women now make up 41% of paid workers outside the agricultural sector, an increase from 35% in 1990 (iv) between 1991 and 2015, the proportion of women in vulnerable employment as a share of total female employment has declined 13%. In contrast, vulnerable employment among men fell by 9% (v) women have gained ground in parliamentary representation in nearly 90% of the 174 countries with data over the past 20 years. The average proportion of women in parliament has nearly doubled during the same period. Yet still only one in five Members is women.

In the meantime, UN has brought the 2030 Agenda

for 17 Sustainable Development Goals (SDGs) which are being implemented by the member countries of the UN from 2016. Goal 5 categorically states “Achieve gender equality and empower all women and girls”.

As per the recently released report of NITI Aayog, following is the observation with regard to progress made in the implementation of Goal 5:

- To measure India’s performance towards Gender Equality, six national level indicators have been identified, which capture four out of the nine SDG targets for 2030 outlined under this Goal. These indicators have been selected based on availability of data at the national level and to ensure comparability across States and Union Territories (UTs).
- The SDG Index Score for the Goal of Gender Equality ranges between 24 and 50 for States and between 27 and 58 for UTs. Kerala and Sikkim among the States, and Andaman and Nicobar Islands, and Chandigarh among the UTs are in the Performers category (with Index score greater than/equal to 50 and less than 65). Barring these, none of the States/UTs have achieved an Index Score above 50.

Observance of International Women’s Day

Department of Community Education and Disability Studies, Panjab University

International Women’s Day was observed by the Department of Community Education and Disability Studies on March 8, 2019 in which research scholars doing Ph.D, students pursuing Post Graduate Degree in Community Education and Development and students of B.Ed Special Education (Learning Disability)



participated in large number. On this occasion different competitions were held like Slogan Writing, Poster Making and quiz. The winners received prizes from Professor Kulwinder Singh, Department of Education and Community Services, Punjabi University, Patiala.

Thereafter, Dr. Dazy Zarabi, Chairperson, Department of Community Education and Disability Studies gave a brief welcome address and introduced the invited speakers - Professor Kulwinder Singh, Dr. V. Mohankumar, Director, Indian Adult Education Association, New Delhi and Dr. Jayanti Dutta, Deputy Director, Human Resource Development, Panjab University, Chandigarh. Dr. V. Mohankumar spoke on

the theme “Think Equal, Build Smart, Innovate for change”. He said that the theme will focus on innovative ways in which we can advance Gender Equality and Empowerment of women, particularly in the areas of social protection system, access to public services and sustainable infrastructure. Prof. Kulwinder Singh in his address focused more on the achievements of ambitious Sustainable Development Goals which require transformative shifts, integrated approaches and new solutions, particularly when it comes to advancing gender equality and empowerment of all women and girls. Dr. Jayanti Dutta focused on the reflection of progress made to call for changes and to celebrate acts of courage and determination by ordinary women who have played an extraordinary role in the history for their countries in general and communities in particular.

Centre for Social Work, Panjab University

On the invitation of Dr. Monika Munjal, Chairperson, Centre for Social Work, Panjab University Dr. V.Mohankumar, Director, IAEA participated in the International Women’s Day programme organized by the Centre and addressed the students and research scholars on the importance of education for empowering women. He said that as per 2011 Census the literacy gap between male and female was 16.3

percent and due to all round efforts taken by the government in the education sectors (elementary, secondary and tertiary education) there may be the possibility of reducing the gender gap of education in 2021 Census. But, we cannot be satisfied with the percentage of literacy achieved but should be worried more about the absolute number of illiterates. Along with the formal education, there should be a robust adult education programme which should provide not only basic literacy to the illiterates but also assured continuing education to retain the literacy skills gained and equivalency programmes for further education through Open Distance Learning Mode.

State Resource Centre, Hyderabad

State Resource Centre, Hyderabad, Telangana observed the "International Women's Day" on 8th March which was attended by the members of the staff,



Resource Persons and invited guests. Dr. Bandi Sayanna, Director, State Resource Centre spoke on various issues confronting

the empowerment of women and the urgent need to bring equity and equality between men and women. He also said that with all government measures and vigilance still feticide and infanticide prevail in India which needs to be totally eliminated.

साक्षरता निकेतन द्वारा संगोष्ठी का आयोजन

अंतर्राष्ट्रीय महिला दिवस के अवसर पर इण्डिया लिटरेसी बोर्ड एवं जन शिक्षण संस्थान, लखनऊ द्वारा संयुक्त रूप से साक्षरता निकेतन स्थित कबीर थियेटर में एक संगोष्ठी का आयोजन किया गया जिसकी अध्यक्षता श्री जी.



पटनायक, आई.ए.एस.(से.नि.) अध्यक्ष, इण्डिया लिटरेसी बोर्ड ने की। संगोष्ठी में मुख्य अतिथि के रूप में उपस्थित शिक्षाविद् डॉ. सुनीता गांधी ने महिला सशक्तीकरण के विविध पहलुओं पर अपने विचार व्यक्त करते हुए जन शिक्षण संस्थान के विभिन्न कौशल विकास केन्द्रों पर आयोजित प्रतियोगिताओं के विजयी प्रतिभागियों को पुरस्कृत किया। श्री लोकेश कुमार, निदेशक, साक्षरता निकेतन तथा जन शिक्षण संस्थान के निदेशक श्री श्रीपति रस्तोगी ने भी अपने विचार व्यक्त किये। इस अवसर पर जन शिक्षण संस्थान की एक पूर्व लाभार्थी श्रीमती अमिता पटेल को "सफल महिला उद्यमी सम्मान" से सम्मानित भी किया गया।

समूचे कार्यक्रम का संचालन श्री अनिल कुमार मिश्रा द्वारा किया गया। कार्यक्रम को सफल बनाने में श्री आई.पी.गुप्ता, श्री शकील अहमद, श्री आर.के. श्रीवास्तव आदि ने अपना सक्रिय योगदान दिया।

जिला कारागार, फिरोजाबाद

अंतर्राष्ट्रीय महिला दिवस के अवसर पर जिला कारागार फिरोजाबाद में कारागार की महिला बैरक में एक विचार गोष्ठी एवं निरूद्ध महिलाओं के लिये दन्त चिकित्सा शिविर का आयोजन किया गया जिसका शुभारम्भ जेल अधीक्षक मो. अकरम खॉन ने किया। शिविर में शहर की प्रख्यात महिला दंत चिकित्सक डा. श्रीमती दीपाली एवं डा. श्रीमती अभिलाषा द्वारा निरूद्ध सभी महिलाओं का दंत परीक्षण किया गया। इस अवसर पर स्काउट गाइड कमीशनर श्रीमती विनीता चौधरी द्वारा महिलाओं को आत्मरक्षा एवं प्राथमिक चिकित्सा आदि से सम्बन्धित स्काउट टिप्स की जानकारी भी दी गयी। कार्यक्रम में समाजसेवी श्री सतेन्द्र जैन उर्फ सौली, जेलर श्री लाल प्रताप सिंह, उपजेलर श्री विजय पाण्डेय, श्री विपिन दीक्षित, श्री जगदीश मिश्र एवं हेडवार्डन श्री सतीश दीक्षित भी उपस्थित रहे।



Jan Shikshan Sansthan, Buldana

Jan Shikshan Sansthan, Buldana organized the International Women's day with the theme "Empowering Women". On this occasion the participants were addressed by Shri Arun Deshmukh, Programme Officer, Shri Sandip Thakare, a representative of Agriculture Department, Ms. Sunandatai Shimbire, a well known social worker of the district on different programmes available for women and each one of them appealed to women for availing the programmes and get benefit out of it. Selected participants also shared their personal experience in life which was not only interesting but also educative to others. Shri Rahul Solanke, Director, Jan Shikshan Sansthan, Buldana gave a brief on the role of JSS in empowering women through vocational skill development programmes and also proposed vote of thanks at the end.



Vishwa Yuvak Kendra, New Delhi

The Vishwa Yuvak Kendra (VYK) is one of the pioneering NGOs in India actively involved in empowering youth. This Kendra was established by the Indian Youth Centres Trust on August 10, 1961 with the vision to develop youth empowerment work in the country on scientific lines and to provide training on continuous basis in youth development aimed towards nation building. As youth development is the core of VYK's activities, it encourages greater gender equality for the sustainable development of the nation.

As part of International Women's Day Vishwa Yuvak Kendra organized a programme on March 8, 2019 with the objective of sensitizing people to strive for gender equality in the society which was attended by more than 300 persons representing NGOs, VOs, CBOs, Faculties and Students from several states.



The Chief Guest on the occasion was Ms. Lalitha S A (Vice President, SPID) and the Guest of Honour was Ms. Jyotsna Roy (Development Practitioner & Gender Rights Advocate). Dr. Vasanthi Raman

(Dy. Director, CWDS) was the Keynote Speaker. Others who addressed were Shri Rajneesh Singh (Author, Founder & Managing Partner, SimplyHR), Dr. G K Arora (Principal, B R Ambedkar College, DU), Dr. Mamta Sharma (Principal, Aditi Mahavidyala, DU), Dr. Alka Agarwal (Director, Mewar University), Dr. Aparna Khanna (Faculty, Lady Irwin College, DU) and Ms. Soniya Choudhary (CHHANV Foundation).

On this occasion a panel discussions was also held. Renowned Poet Shri Gajendra Singh Solanki along with Ms. Sonal Dahiya, Ms. Sumedha Sharma and Shri Upendra Pandey mesmerized the audience with their poetic articulation during Kavi Sammelan.

Smt. Kalpana Kaushik, Joint Director represented Indian Adult Education Association in this programme.

Shamim Suryavanshi has been awarded Doctorate

Ms. Shamim Suryavanshi has been awarded Doctorate Degree by the University of Mumbai for the thesis submitted by her on the topic **Pre-service Teacher Education for Secondary School Teachers in Indian University and Chinese University- A Comparative Study**. The thesis is a result of prolonged engagement with the field through visits, participation in various forums, personal interviews of different stakeholders in India and China along with extensive documentary analysis. The scholar was guided by Dr. Vandana Maheshwari and Smt. Kapila Khandvala. Ms. Shamim Suryavanshi is the Life Member of Indian Adult Education Association



Springdales Schools made it to World Book of Records

For more than four decades the Springdales Schools (Dhaura Kuan and Pusa Road branches) organize environment programmes at the institution's farm in Chattarpur to equip the students with knowledge, skills and understanding of environmental issues. Recently The World Book of Records recognized Springdales Schools for mobilizing around 1500 students to participate in the event 'Hamara Paryavaran - an Environment Science Festival' to create awareness regarding a sustainable future.

The certificate of commendation was presented to Smt. Rajni Kumar, Chairperson, Springdales Educational Society by Dr. Sonia Rawat, President, World Book of Records in a function attended by large number of guests. Others present on the occasion were Dr. Saumitra Rawat, Chairman, HOD, Department of Surgical, Gastro and Liver Transplant, Sir Ganga Ram Hospital, Dr. Jyoti Bose, Director, Springdales Schools and Smt. Ameeta Mulla Wattal, Principal, Springdales, Pusa Road.



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

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Sd/-
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Botcha, Rambabu. **Social Work Education in India: Retrospect and Prospect.** Delhi, Shipra; 2019: 167p.

This book gives a glimpse of eight decades of social work education and training in India. The educators, practitioners and institutions offering social work through open and distance learning were covered under the study. The book tells about the past, present and forecast the future of social work education. It also tells about the status of social work education in terms of strengths, weaknesses, opportunities and challenges.

P. Satyanarayana. **Skill Development in India: Aspirations and achievements.** Delhi, Shipra; 2018: 190p.

'Skill' and 'Knowledge' are the driving forces of economic growth and social development for any country. Skill India is an initiative of Indian Government, launched to empower the youth with skill sets which make them more employable and productive in their work environments. Skill India brings a lot of advantages and opportunities for young Indians. The skill ecosystem is seeing some great reforms and policy interventions and is strengthening and regains the country's workforce. National Policies on Skill Development aim at creating a workforce empowered with improved skills, knowledge and internationally reorganized qualification to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labour Market. They aim at increase in productivity of workforce both in the organized and the unorganized sectors, seeking increased participation of youth, women, and marginalised sections, and to coordinate efforts of various sectors and reform the present systems. The success of a nation depends on the success of its youth and skill India is certain to bring a lot of advantage and opportunities for the young Indians.

Sanjay Kumar ed. **Youth in India: Aspirations, Attitudes, Anxieties.** Routledge, 2019: 180 p.

This book discovers the attitudes, anxieties and aspirations of India's burgeoning young population in a globalised world. Drawing upon time-series survey data of the Indian youth aged between 15 and 34 years across 19 Indian states, it provides key insights into a range of themes along with an overview of the changing trends and patterns of their behaviour. The volume examines the job preferences of the Indian youth, their career priorities and opinions on reservations in employment and education sectors. It

measures their degree of political participation and studies their attitude regarding political issues. It looks at aspects relating to their social and cultural contexts, preferences and practices, including lifestyle choices, consumption habits and social customs such as marriage, as they negotiate between tradition and modernity. Further, it discusses the anxieties and insecurities that the youth face, their mental health and their experiences of social discrimination. The essays here offer an understanding of a critical demographic and shed light on the challenges and opportunities that the Indian youth confront today.

Spary, Carole. **Gender, Development, and the State in India.** Routledge, 258 p.

This book explores the relationship between the state, development policy, and gender (in)equality in India. It discusses the formation of state policy on gender and development in India in the post-1990 period through three key organising concepts of institutions, discourse, and agency. The book tells particularly whether the international policy language of gender mainstreaming has been adopted by the Indian state, and if so, to what extent and with what results. The book examines how these issues play out at multiple levels of governance – at both the national and the sub-national (state) level in federal India. This comparative aspect is particularly important in the context of increasing autonomy in development policymaking in India in the 1990s, different development policy approaches and outcomes among states, and the emerging importance of sub-national state development policies and programmes for women in this period.

The book tells that the state is a heterogeneous, internally differentiated collection of institutions, which offers complex and varying opportunities and consequences for feminists engaging the state. Demonstrating that the Indian empirical case is illuminating for studies of the gendered politics of development, and international debates on gender mainstreaming, the book highlights the politics of negotiating gender equality strategies in the contemporary context of neo-liberal development and brings together complex issues of modernity, identity politics, federalism, and equality within the broader context of the world's largest democracy.

Compiled by **Neha Gupta**
 Librarian-cum-
 Documentation Officer

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Indian Adult Education Association

Workshop Organised for PG Students of AE

The IGNOU Study Centre (29049 P) of International Institute of Adult and Lifelong Education (IIALE) organized a 12 day workshop for the first year students of MA (Adult Education) and Post Graduate Diploma in Adult Education from April 12-23, 2019. In all 24 students participated in the workshop out of which 15 were from IGNOU Study Centre – Delhi 2 and 9 from Study Centre, Delhi 1. The workshop covered all the important topics of study in the first year and also provided an opportunity for the students to share their experience and get clarification for the points which they are not able to understand well. As it was organized in between community based practical work and institution based practical work, the students could present their reports in the general sessions which was discussed and comments/observations conveyed.



The subjects were covered in 40 sessions by 14 Resource Persons - Dr. M.V.Lakshmi Reddy, Dr. Madan Singh, Dr. V. Mohankumar, Prof. Rajesh, Dr. Elizabeth Kuruvilla, Smt. Nishat Farooq, Dr. Ajay Kumar, Dr. Vivek Nagpal, Dr. Vandana Sisodia, Dr. Sayantan Mandal, Shri B. Sanjay, Shri Deepak Goswami, Shri Nitish Anand and Smt. Neha Gupta. At the end of each day the students evaluated the session(s) and the Resource Person(s).

The entire programme was planned and organised by Smt. Kalpana Kaushik, Programme Incharge, Study Centre 29049(P)

IGNOU Convocation held on April 3rd

While the main function of the 32nd Convocation of Indira Gandhi National Open University (IGNOU) was held on April 3, 2019 at the university campus in which Shri M. Venkaiah Naidu, the Hon'ble Vice President of India was the Chief Guest who delivered the convocation address, 53 IGNOU Regional Centres also organized convocations in their respective places. The Convocation in New Delhi organised by Regional Centres, Delhi-1 Delhi-2 Delhi-3 and Noida was held at Manekshaw Centre in which the Guest of Honour was Prof. Avinash Chandra Pandey, Director,

Inter-University Accelerator Centre. In this Convocation the Regional Centre, Delhi-2 has the distinction of having the highest number of successful candidates in the Country (21,315) who have been awarded Degrees, Diplomas and Certificates under various programmes. The main programme held in the university campus was properly synchronized at Manekshaw Centre also through relay transmissions from IGNOU Headquarters.

The Convocation programme started with the welcome address by Prof. Nageshwar Rao, Vice-Chancellor of the



quality assurance. CBCS also provides IGNOU students the scope of mobility both within and outside the university.

The Hon'ble Vice President of India in his address appreciated the university's efforts of 'democratization of education' and 'reaching the unreached' to make knowledge acquisition accessible to a large number of learners all over the country who otherwise not able to pursue their higher education in the regular system. He also said that learning does not end with the acquisition of a degree but an ongoing process and one need to upgrade the knowledge on a daily basis to meet the challenges of today's highly competitive world. He further said that to make India a knowledge and innovation hub there is an urgent need to overhaul the higher education system to cater to the fast changing requirements of the 21st century in different sectors by re-writing the syllabi with more stress on learning-by-doing.

In Manekshaw Centre the Regional Directors of Delhi NCR read out their reports which was followed by presentation of Gold medals to the rank holders for their exemplary performance in various programmes of their study. The convocation at Manekshaw Centre ended with the address given by Prof. Avinash Chandra Pandey.

Smt. Kalpana Kaushik, Programme Incharge, IGNOU Study Centre 29049(P) which comes under Regional Centre, Delhi - 2 was present in the function at Manekshaw Centre.

University. in his address he highlighted the Choice Based Credit System(CBCS) adopted by the University which is in tune with the fundamental ideals of the University to reach the unreached and provide flexibility, innovation, inclusiveness, regular upgradation of knowledge and

National Seminar on Gender and Disability



Releasing Souvenir [From L-R] Dazy Zarabi, Rajinder Kaur, Jitender Grover, Kuldeep Singh, B.S. Chavan, Anuradha Sharma

after a brief welcome address and introductory speech by Dr. Dazy Zarabi, Chairperson of the Department, Smt. Rajinder Kaur, Deputy Director, Adult Education Department, Chandigarh Administration and Member, Chandigarh Commission for Protection of Child Rights (CCPCR) spoke on how disabled people are denied many times their rights even by their own parents, relatives, spouse and children. Thereafter, Dr. Jitender Grover, Dean, Faculty of Education, Panjab University delivered the presidential address. He said that lack of proper infrastructure make disabled people seek the help of others which affects their self-esteem. Hence, it is the prime responsibility of both the government and civil society to plan the infrastructure more suitable for easy mobility of disabled people so that they lead a normal life like others without depending much on the help from outside.

Dr. Kuldeep Singh, Principal, Panjab University

The Department of Community Education and Disability Studies, Panjab University, Chandigarh organized a national seminar on "Gender and Disability" at Rajiv Gandhi College Bhawan Training Hall on March 27, 2019. In the inaugural session

Course Completion Certification Distributed to Successful Candidates



The Department of History, Janki Devi Memorial College, Karol bagh, New Delhi conducts a three month certificate course of Travel and Tourism in collaboration with the Department of Adult, Continuing Education and Extension, University of Delhi. The main objective of organizing this vocational course is to develop professional approach to hospitality and tourism industry. On April 18, 2019 a function was organized at the Seminar Hall of JDM College to distribute certificates for the students who have successfully undergone the course which was presided over by Dr. Swati Pal, Principal of JDM College. In her short speech she said that such professional courses are organized based on the skill needs of the sector and also for employment generation.

Prof. Rajesh, Department of Adult, Continuing Education and Extension, University of Delhi who was present on the occasion spoke in detail on the national and international issues relating to tourism industry which is growing fast as its earning is in USD. This sector also is fast expanding and emerging as an important one in medical services.

Dr. Smita Mitra, Course Coordinator and Teacher-Incharge, Department of History gave a detailed account of the course contents and the areas of field visit. In his address Shri Rahul Yadav, Assistant professor, Department of Adult, Continuing Education and Extension, University of Delhi focused on enhancing communication skills,

improvement in personality, attitude towards work, self-management, adaptability, enhancing technological skills and soft skills.

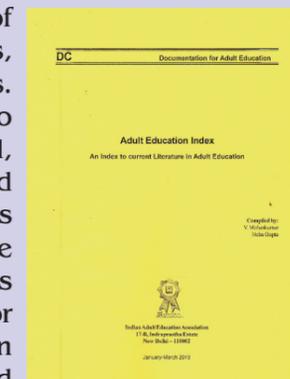
At the end Dr. Shiv Paanche proposed vote of thanks.

– Rahul Yadav

Adult Education Index for January-March 2019 Prepared

Index is the record of citations of articles, books and documents. The index will guide to the right periodical, specific date, volume and issue, and page numbers of the article. The objective of this Index is to put all information or articles published in various national and international Journals at one place to disseminate information to the scholars and other functionaries in the field of adult education.

The purpose of this index is to make readers aware of the existence of documents/books/articles on various topics relating to adult education.



Visitor

Ms. Idrisa Hassan Qadri



Ms. Idrisa Hassan Qadri, Teacher (Higher Secondary) in Government Girls Higher Secondary Institute, Kothibagh, Srinagar called on the Director, IAEA on April 8, 2019 on the advice of Prof. G.M. Malik, former Head, Department of Education, the University of Kashmir to know more about Indian Adult Education Association and its role in promoting/supporting adult and lifelong education in the country. She has the intention of doing research in the field of education.

Martha Farrell Awards Presented



The Martha Farrell awards are given every year to select most promising individual and best organization working for gender equality in memory of Dr. Martha Farrell, Director, Participatory Research in Asia (PRIA) who was killed in a terrorist attack in Kabul, Afghanistan on May 13, 2015. The award carries prize money of Rs. 1.50 lakh each, plaque and citation.

This year the function to present the awards was held in the Auditorium of UNESCO Cluster Office, Chanakyapuri, New Delhi on March 27, 2019. Under the category of most promising individual Ms. Manu Gulati, a school teacher working with the Government of National Capital Territory, Delhi for her commitment to bring gender parity in education. As a mentor teacher she evolves and implements gender-synchronized teaching approaches



in schools for the past 13 years which help to identify and address the unique barriers that keep girls out of school. She received the award from Mr. Eric Falt, Director and UNESCO Representative to Bhutan, India, Maldives and Sri Lanka.



Mahila Jan Adhikar Samiti (MJAS), Ajmer, Rajasthan, an organization fighting violence against women got the award under the category best organization for gender equality. This organization is working in 20 villages of 4 blocks in Ajmer district, one block each in

Tonk and Bhilwara districts covering the population of around 20,000. The focus area of the organization is empowering adolescent girls so that they are not forced to marry in their early childhood. The award was presented jointly by Smt. Lalita Ramdas, a well known social worker and adult educationist and Admiral L. Ramdas, former Navel Chief.

As part of the programme a panel discussion was held in which



selected youths shared their role/experience of ending gender inequalities and a musical performance by a group "Manzil Mystics".

The Indian Adult Education Association was represented in the function by Dr. V. Mohankumar, Director and Smt. Kalpana Kaushik, Joint Director.

मतदाता जागरूकता कार्यशाला का आयोजन



दिनांक 10 अप्रैल 2019 को जन शिक्षण संस्थान, लखनऊ एवं राज्य संसाधन केन्द्र, उत्तर प्रदेश द्वारा संयुक्तरूप से एक मतदाता जागरूकता प्रशिक्षण कार्यशाला का आयोजन किया गया। साक्षरता निकेतन परिसर स्थित

डॉ. वेल्दी फिशर हाल में आयोजित इस कार्यशाला में 40 से अधिक संदर्भ व्यक्तियों ने भाग लिया जिन्हें लोकतंत्र के संरक्षण एवं संवर्धन तथा संवैधानिक अधिकार एवं राष्ट्रीय निर्णय प्रक्रिया में मतदान के महत्व जैसे विषयों पर स्वयं को जागरूक रखते हुए आम जनता को जागरूक बनाये जाने के लिए मतदाता जागरूकता शिविर जैसे कार्यक्रमों को संचालित करने हेतु प्रशिक्षित करने का सफल प्रयास किया गया। इस अवसर पर संस्थान के निदेशक श्री श्रीपती रस्तोगी तथा प्रशासनिक अधिकारी श्री दिनेश सिंह ने प्रतिभागियों को संबोधित कर उन्हें शत-प्रतिशत मतदान के महत्व को रेखांकित किया। प्रशिक्षण के आयोजन में श्री अनिल मिश्रा, क्षेत्र कार्यक्रम समन्वयक एवं श्री इन्द्र प्रकाश गुप्ता, कार्यालय कार्यक्रम समन्वयक ने महत्वपूर्ण योगदान दिया।

Constituent College, Nihal Singh Wala, Moga spoke on the status of women in India and how the Indian society and the social practices a stumbling block in getting them empowered. On this occasion Dr. B.S Chavan, Director Principal, GMCH, Sector- 32, Chandigarh who is actively associated in setting-up homes for the disabled and homeless girls/women across Chandigarh (Aavas and Aashreya) also spoke and presented a report on the initiatives taken by the Government Rehabilitation Institute for Intellectual Disabilities (GRIID).

After the inaugural session a panel discussion was held on Sociological, Economic, Political, Policy and Legal Perspectives of Gender and Disability. The panelists were Dr. S. K. Prasad, Deputy Chief Commissioner, Office of the Chief Commissioner for persons with disabilities, New Delhi (spoke on empowering persons with disabilities as laid down in UN Convention on Rights of Persons with Disabilities adopted by UN General Assembly on December 13, 2006), Dr. Priti Arun, Joint Director, GRIID (spoke on women with mental health related disability and

consequences of experiencing discrimination), Prof. Raj Kumari Gupta, Department of Education (highlighted on the gender gaps in the PWD Act 2016), Prof. Sangita Bhalla, University Institute of Legal Studies (questioned the regulatory, monitoring and grievance redressal mechanism of RPWDA which define "intelligibly" the nature and boundaries of the concepts and how to sort "accurately" these women into categories and identify the "appropriate" channels and remedies to uphold their reproductive rights) and Dr. Ameer Sultana, Assistant Professor, Department-cum-Centre for Women's Studies & Development, Panjab University (discussed various aspects of gender and disability).

In all 60 papers were presented in different parallel sessions by teachers and scholars from Panjab University, other universities and organizations. These papers after proper editing will be brought out as a book.

The entire programme was compered by Prof. Navleen Kaur.

- Dr. Dazy Zarabi

Transgender Resource Centre of University of Delhi



The Transgender Resource Centre located in the Department of Adult, Continuing Education and Extension, University of Delhi in a meeting held on April 23, 2019 took a number of decisions to help/facilitate transgender persons join in various courses offered by the University so that they are brought into mainstream. This meeting was presided over by Prof. Rajesh and attended by research scholars, students of MA Lifelong Education and Amrita Sarkar (Transgender Lady) from SATHII, an organization working for transgender people. In the beginning Prof. Rajesh gave a brief about the work done by the centre during the academic year of 2018 to facilitate transgender persons to pursue higher education and the success of which he wanted to continue in 2019 also. Thereafter, in the open

session the participants gave a lot of suggestions out of which the following have been unanimously recommended for action:

- Constitution of an Advisory Committee to guide Transgender Resource Centre.
- Approaching Central Board of Secondary Education (CBSE) to pursue the recent judgement of the High Court regarding change of original names to given names in the certificate(s) of transgender persons to enable them pursue higher education without any difficulties/hurdles.
- Preparation of suitable posters containing all relevant information regarding online admission in universities to help transgender persons apart from establishing a Help Desk to provide on the spot information.
- Organizing a meeting with "Hijra Gurus" to persuade them to motivate transgender persons to join higher education institutions for further studies.
- Reaching out colleagues for transgender sensitization programme.
- Reaching out transgender community through Delhi State AIDS Control Society.
- Reaching the unreached, through social networking.

- Akanksha Singh
M.Phil Scholar

UIL Internship Programme

The UNESCO Institute for Lifelong Learning is one of six educational institutes of UNESCO. It is a non-profit international research, training, information, documentation and publishing centre on literacy, non-formal education, adult and lifelong learning. Wikipedia

Address: Feldbrunnenstraße 58, 20148 Hamburg, Germany

UIL Internship Programme

Internships at the UNESCO Institute for Lifelong Learning (UIL) offer graduate students a unique opportunity to broaden their knowledge of lifelong learning. They are designed to enable participants to develop valuable insights into the work of UNESCO as a whole and find future work with international organizations active in the fields of adult and continuing education, literacy, and non-formal basic education.

As a UIL intern, you will discover more about:

- Implementing education and lifelong learning through local governments and the work of the UNESCO Global Network of Learning Cities
- Recognition, validation and accreditation of informal and non-formal learning from a global perspective
- Adult learning and education, and the International Conference on Adult Education (CONFINTEA)
- Literacy and foundational skills, including action research
- Effective literacy and numeracy practices from a global perspective
- Family literacy, including intergenerational approaches to literacy teaching and learning
- Community-based learning
- Library and information sciences
- Public relations and online publishing
- Publication and information management

In addition to discovering more about UIL's mandate, programmes and main objectives, the internship programme also offers participants a chance to augment their academic knowledge with relevant work assignments that can help them prepare for their future career. Participants also enjoy a unique opportunity to work in a multicultural and research-oriented environment.

UIL offers two types of internships:

- **General internship:** this is the primary UIL internship initiative, the goal of which is to support and learn from UIL experts

General Internship

The general internship caters to those who are interested in all aspects of lifelong learning. UIL is on the lookout for people who are willing to commit to one of its activities.

Eligibility requirements

To apply for a UIL general internship, the candidate should demonstrate the following:

Age

The applicant must be 20 years old or over.

Academic qualifications

To be considered for the UIL internship programme, applicants must be enrolled in a graduate or post-graduate degree programme in a university or equivalent institution at the time of application.

Applicants pursuing their studies in countries where higher education is not divided into undergraduate and graduate stages must have completed at least three years of full-time studies in a university or equivalent institution towards the completion of a degree at the time of application.

Language skills

Applicants must be proficient in written and spoken English (additional knowledge of French or Spanish is considered an asset).

Other skills and competencies

Applicants must be able to adapt to an international working environment and work effectively with people from different backgrounds.

They must have strong interpersonal and communication skills, and be able to work effectively in a team.

Duration

UIL accepts applications on a rolling basis. The duration of internships ranges from three months for voluntary internships to a maximum of six months for mandatory internships.

Financial aspects

UIL does not remunerate interns. There is no compensation, financial or otherwise, for internship. Arrangements and costs incurred for travel, visas, accommodation and living expenses are the responsibility of interns or their sponsoring institution(s).

Interns are responsible for making their visa arrangements as required. UIL may provide a letter confirming the intern's assignment with the Institute on request.

UIL accepts no responsibility for the health

insurance of the intern or for costs arising for accidents and illness incurred during a volunteer assignment. Interns are fully responsible for arranging, prior to the internship assignment and at their own expense, health insurance covering the period of assignment at UIL. Expenses in relation to health insurance will not be covered by UNESCO, and must be borne by the volunteer. UIL provides limited work-place insurance coverage against risk of injury, illness, permanent disability or accidental death incurred during the period of the intern assignment, and which may be attributable to the execution of the assignment.

How to apply

Candidates should apply for an internship at UIL through UNESCO StageWeb (<http://stageweb.unesco.org>), the online tool for the management of the internship programme. You will find all relevant information there. Applicants to internships must complete the application form on StageWeb, including their preferred dates of internship and area of work, and information on their current studies. Guidelines for completing the application can be found at: http://en.unesco.org/system/files/internship_userguide_en_0.pdf.

Application for internships must be submitted at least one month before the proposed starting date.

Polite notice

We ask you to appreciate that UIL cannot accept all internship applications. Selection depends primarily on matching applicants' profiles and preferences with current activities and demands, but also on the available capacity. Please note that we do not respond to each and every candidate.

If selected, UIL will contact you directly. A short teleconference interview may be arranged to validate

applicants' competences and exchange information about the internship programme objectives and tasks.

For further information, please contact uil-internship@unesco.org.

- **Sponsored traineeship programme:** a highly focused programme with predefined objectives

The sponsored traineeship programme is designed for students, researchers and young professionals who are sponsored by universities, research centres and private-sector institutions, non-governmental organizations and international organizations that are not part of the United Nations' common system.

The UNESCO Institute for Lifelong Learning (UIL) Internship Programme has collaborative arrangements with the following institutions and programmes:

- International Educational Development Program, Graduate School of Education, University of Pennsylvania, and International Literacy Institute, University of Pennsylvania, USA
- Graduate School of Education and Human Development, George Washington University, Washington DC, USA
- Certificate Intercultural Competence, University of Hamburg, Germany.
- Erasmus+ Masters in Education Policies for Global Development (GLOBED).
- Erasmus Mundus International Master in Adult Education for Social Change (IMAESC)

Please apply through your university if an agreement exists with UIL.

Please feel free to contact us (uil-internship@unesco.org) in case your institution (not listed above) wants to sponsor your traineeship programme.

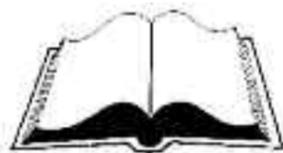
काराबंदियों ने दी सम्तुल्यता परीक्षा

इस वर्ष दिनांक 26 मार्च 2019 को संपन्न हुए सम्तुल्यता परीक्षा में जिला कारागार फिरोजाबाद से कुल 36 बंदियों, जिनमें 31 पुरुष तथा 5 महिला बंदियों ने भाग लिया। साथ ही साथ बेसिक शिक्षा परिषद की ओर से आयोजित कक्षा आठ की परीक्षा में भी कई योग्य काराबंदियों ने भाग लिया। ज्ञात है कि उच्च प्राथमिक विद्यालय ग्राम तोड़का फिरोजाबाद में पूर्व में कक्षा 8 के लिये 49 बंदियों का पंजीकरण कराया गया था, जिसमें से 13 बंदियों के रिहा हो जाने के उपरांत शेष बचे कुल 36 बंदियों में से सभी ने परीक्षा दी।

— मो. अकरम खॉन

जेल अधीक्षक, जिला कारागार फिरोजाबाद





International Labour Organization. **ILO Global Estimates on International Migrant Workers – Results and Methodology**. International Labour Organization, 2018; 78p.

This report draws the current state of labour migration and the key characteristics of migrant workers in the world. If the right policies are in place, labour migration can help countries respond to shifts in labour supply and demand, stimulate innovation and sustainable development, and transfer and update skills. However, a lack of international standards regarding concepts, definitions and methodologies for measuring labour migration data still needs to be addressed.

This report gives global and regional estimates, broken down by income group, gender and age. It also describes the data, sources and methodology used, as well as the corresponding limitations.

S. Irudaya Rajan (ed.). **India Migration Report 2019: Diaspora in Europe**. Routledge; 2018; 376 p.

India Migration Report 2019 examines the issues of identity related to integration in European societies. It examines the different nature of social, economic and political engagements of the Indian dispersal with their host societies in Europe.

This volume:

- assesses the historical trends in migration to Europe, mobility paths and transnational networks of skilled Indian migrants, as well as recent tendencies in movements of migrants;

- explores the roles of Indian migrants in transforming host societies with their skills and capabilities;

- highlights their contribution towards the development of their homeland through knowledge transfer, philanthropy, capital flows, remittances and investment;

- takes stock of the impact of recent events, especially Brexit and anti-immigrant positioning of some political parties;

UNFPA. **From Commitment to Action on Sexual and Reproductive Health and Rights: Lessons from the Second Cycle of the Universal Periodic Review**. UNFPA; 2019; 42p.

The report assesses the successes, challenges and opportunities that the second cycle of the Universal Periodic Review (UPR) has offered for advancing and strengthening accountability on sexual and reproductive health and rights. It looks at the extent to which recommendations from the second cycle (2012–16) of the UPR have addressed sexual and reproductive health and rights (SRHR), and what issues within

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this field have received the most attention and which the least. It also looks at the type of recommendations that have been made in this area, and how Member States, UN Agencies and civil society actors have reported on SRHR issues, as well as differences across geographical regions. The report also assesses the extent to which SRHR recommendations from the first cycle have been implemented. The report finds that there is continuing and increasing engagement by Member States on SRHR issues, which reinforces the mechanism as an important tool in upholding and strengthening accountability for SRHR.

Unesco. **Recommendations on Assessment Tools for Monitoring Digital Literacy within UNESCO's Digital Literacy Global Framework**. Unesco; 2019; 23p.

This report summarizes a desk research project that aims to advise the UNESCO Institute for Statistics (UIS) in designing an instrument for the assessment of digital literacy skills in the context of collecting data on Sustainable Development Goal (SDG) Indicator 4.4.2:

- Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills

Currently, there are no standardised instruments for monitoring the SDG digital literacy indicator in accordance with UNESCO's Digital Literacy Global Framework. This report draws on an analysis of alternative methodological approaches and existing instruments for assessing digital literacy skills to recommend a suitable solution to measuring a minimum of digital literacy skills.

Some of the recommendations highlighted in the report include:

- Eurostat's Digital Skills Indicator survey is the easiest tool to adapt to meet minimum needs in assessing digital literacy.

- The EU's DigComp assessment undertaken in Estonia offers the widest coverage of competences covered in the Global Framework, with automatically scored items and both self-reporting and knowledge-based tests.

- The PIX test (pix.fr) is the best existing, open-source platform that can be adapted to assess competencies covered in the Framework.

- The Digital Competence Wheel in Denmark provides the most user-friendly, visually-attractive interface, but it is based on self-reporting only.

Compiled by **Neha Gupta**
Librarian-cum-
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Indian Adult Education Association

IAEA is organizing a National Seminar in collaboration with Saurashtra University, Rajkot, Gujarat

The Indian Adult Education Association is organizing a one day seminar on June 29, 2019 at Rajkot, Gujarat in collaboration with Saurashtra University. The main theme of the seminar is "Skilling India: Achievement & Future Prospect". The papers will be presented by students, research scholars and faculty members on the sub-themes which include Skilling India and its impact on Employment Growth & Reducing Skill Gap, Recognition to Prior Learning: Implementation and Outcome, Women Empowerment through Skill Development, Skill Development and Inclusive Growth, Improving Social Indicators through Skill Development, Education Reforms for the furtherance of Skilling India and Skilling India: An Impetus for Lifelong Learning.

On this occasion the State level Conference of Gujarat State Adult Education Council will also be held.

Friends of Senior Citizens – A Pilot Programme



The International Institute of Adult and Lifelong Education is planning to launch a few programmes for the senior citizens as part of lifelong education. In this regard the first brainstorming was done on January 29, 2019 with selected people who are keen to extend active support for such an effort. As a follow-up of the first meeting, the second meeting was held on April 29, 2019 at IAEA in which Shri K.C.Choudhary, Prof.S.Y.Shah, Smt. Nishat Farooq, Prof. V.K. Dixit, Prof. Rajesh, Dr. V.Mohankumar and

Smt. Kalpana Kaushik participated. The discussion went round on some of the issues like (i) whether IAEA/IAALE can start a senior citizens paid residential home with all facilities, or (ii) day care for the senior citizens who can spend time in the day time and use all the facilities available for them, or (iii) creating a pool of trained volunteers who can help senior citizens on demand/request and get paid some amount as honorarium for the service rendered. The discussion also included whether the student volunteers can be only from the Department of Adult, Continuing Education and Extension or it can be extended to students of other departments also based on their interest to serve the deserved section of the society.

As the discussion was inconclusive, the participants decided to meet again to give some shape to the programme focusing the welfare of the senior citizens.

व्यावसायिक पाठ्यक्रम की प्रायोगिक परीक्षा आयोजित



राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान द्वारा 'पुस्तकालय विज्ञान में प्रमाण पत्र कोर्स' शीर्षक व्यावसायिक पाठ्यक्रम का संचालन किया जाता है जिसका एक अध्ययन केन्द्र भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली भी है। इस केन्द्र से अब तक 16 बैचों के छात्र सफलता पूर्वक उत्तीर्ण हो चुके हैं। 17वें बैच के लिए नामांकित कुल 12 विद्यार्थियों ने विगत 14 मई 2019 को अमर

ज्योति स्कूल कडकडंडूमा, विकास मार्ग, दिल्ली 110 092 में आयोजित लिखित परीक्षा में भाग लिया। गत 20 मई 2019 को उक्त विद्यार्थियों के लिए प्रायोगिक परीक्षा भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के कार्यालय में आयोजित की गई जिसमें 9 छात्रों ने भाग लिया। यह परीक्षा श्री मुरारीलाल शर्मा और श्री जय भगवान द्वारा ली गई जिसकी आर्वाॅर्ड सीट राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान नोएडा में जमा करा दी गई। संघ इन सभी विद्यार्थियों के उज्ज्वल भविष्य की कामना करता है।

— जय भगवान

फिरोजाबाद कारागार में प्रमाण पत्र वितरण कार्यक्रम



माध्यमिक कक्षा के 8, आठवी के 36, बीपीपी के 5 तथा इण्टरमीडिएट एवं इग्नू बी.पी.पी (साक्षरता) के 137 काराबंदी शामिल थे। इस अवसर पर कार्यक्रम की मुख्य अतिथि श्रीमती नेहा जैन तथा जिले के मुख्य विकास अधिकारी/प्रभारी जिलाधिकारी ने सभी सफल परीक्षार्थियों को शुभकामनाएं दी और यह आशा व्यक्त की कि जेल से जाने के बाद ये सभी लोग सम्मानपूर्ण जीवन जीने का प्रयास करेंगे। कार्यक्रम का संचालन राज्य प्रशिक्षक श्री योगेश शर्मा तथा धन्यवाद ज्ञापन जेलर श्री एल.पी. सिंह ने किया।

दिनांक 13 मई 2019 को जिला कारागार फिरोजाबाद में एक प्रमाण पत्र वितरण कार्यक्रम का आयोजन किया गया जिसमें कुल 196 काराबंदियों को प्रमाण पत्र प्रदान किये गये। इनमें इण्टरमीडिएट के 2, हाईस्कूल के 8, पूर्व

— मो. अकरम खॉन
जेल अधीक्षक

New Arrivals in IAEA Library

The following books have been recently purchased for IAEA Library and are available for reading and reference:

1. Prasad, Shweta. Women in India: Trials and Triumphs. Delhi, Viva: 190p.
2. Thomas, Desmond. The PHD Writing Handbook. Palgrave: 227p.

3. Olson, Matthew H. and Hergenbahn, BR. An Introduction to Theories of Learning. Routledge, 463p.
4. Government of India. India: 2019. Ministry of Information and Broadcasting: 750p.
5. Biswal, Tapan. Governance and Citizenship. Delhi, Viva: 464p.

Delhi Schools' Literacy Project - Presentation of Annual Awards



The Annual Certificate and Award giving function of Delhi Schools' Literacy Project was organized by Springdales Education Society on April 26, 2019 in the Hall of Friendship and Peace, Springdales School, Dhaula Kuan. Shri Amit Kataria, IAS, Land and Development Officer, Ministry of Urban Development, Govt. of India was the Chief Guest. The programme started with the welcome address by Dr. Jyoti Bose, Principal, Springdales School, Dhaula Kuan and lighting of the ceremonial lamp by the Chief Guest. Children from Dev Samaj Modern School, Sukhdev Vihar, Manav Sthali School, New Rajinder Nagar, St. Thomas School, Mandir Marg, Sachdeva Public School, Pitampura, Springdales School, Pusa Road, Gyan Mandir Public School, Naraina Vihar, New Era Public School, Maya Puri presented cultural programmes.

The Chief Guest Shri Amit Kataria



presented awards and certificates to the winners of different competitions organized by various schools who are part of DSLP. Some schools also got awards for their best performance which included Bhatnagar International School, Vasant Kunj (Sufia Ajmali Trophy for making the largest number of literates), Manavsthal School, New Rajinder Nagar (Henry Selz Foundation Trophy for making the second largest literates), Springdales School, Dhaula Kuan (Unicef Trophy for the school showing maximum participation), GTB 3rd Centenary Public School, Mansarover Garden (Baldev and Kamala Bhatia Memorial Trophy for its work in the community), New Era Public School, Maya Puri (Rotary Club Trophy for the Best All Round Performance) and Evergreen Public School, Vasundhara Enclave (Satpal

Singh Memorial Trophy for new programmes and initiatives). The M.L.Kapoor Memorial Trophy for excellence for the student who has made the highest number of learners went to Ajay Bose of class XII from Manav Sthali School, New Rajinder Nagar for making 108 learners literate.

Thereafter, while addressing the gathering Shri Kataria said that the community at large should come together and work in alliance with the government to make India a cent percent literate country.

A Power Point Presentation was made on DSLP which traced the history and progress of one of the most important outreach programmes taken by the schools. Smt. Rajni Kumar, Founder and Honorary Advisor to the DSLP greeted one and all on this occasion and expressed her satisfaction for the sustenance of the movement to educate unlettered people for over thirty years.

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

Mainstreaming Transgender Persons – TRC Meeting with NACO Representatives

The Transgender Resource Centre of the Department of Adult, Continuing Education and Extension, University of Delhi



organized a meeting with the representatives of NACO & DSACS on May 5, 2019 to discuss about widening of the interventions by the centre in association with NACO and other government and non-government organizations working for transgender persons. The meeting was also attended by

Research Scholars, Faculty members and NGOs working in this field. At the end of the meeting it was resolved to take effective steps for:

- strengthening volunteer training for meaningful intervention and outreach programmes
- initiating helpline services for transgender persons
- coordinating with the Department of African Studies,

University of Delhi for targeted interventions of African Community studying in the University

- developing and conducting a certificate course on Leadership Development
- enhancing coordination with government and non-government organizations, and
- intervening in the area of health issues of transgender community.

- Dr. Rajesh

education. Many of the departments also could not take extension programmes in the form of projects so that students during the course and after could work in the same to gain experience and also contribute to the development of the society. Today most of these departments do only teaching and research like other departments and not linking the outcome of research findings for improving the quality of adult education programmes. It is high time that higher education learns the lesson from agriculture extension which brought research findings/innovations from lab to land for green revolution and dairy for white revolution or operation flood in this country.

Do you think that the DAE has played an effective role in promoting adult education?

Yes, it did a lot. The mandate of DAE is not an administrative office like other government departments but a technical one. Hence, the units DAE had was on the basis of subjects – Material Development, Training, Media, Monitoring, Jan Shikshan Sansthan, State Resource Centres, Publication, Research & Evaluation and of course Administration & Finance. Each unit was headed by subject specialists and assisted by Technical Assistants. There was a time State Directorates. State Resource Centres, Jan Shikshan Sansthan and NGOs look for guidance from this office. Over the period people slowly started killing this great organization and now it is only in name with empty rooms and few staff. DAE is the typical example of how the apathy of government not filling the posts in time ruins the organization. Can anyone reconstruct DAE and help bringing the old glory?

Do you think that there is a need for specialized adult education institution in India?

I do not think so. Already a number of institutions exist and they are not used properly. Hence, creating a new institution will be waste of money. It is an appropriate time for identification and consolidation of efforts so that the existing institutions and manpower are used in a unified manner so that duplication/wastage is avoided.

Do you think that the National Institute of Adult Education served some purpose? Then why it was closed by the government?

As an outsider I do not have much information about the work done by that organization. There was a general feeling that it was ill conceived and at a wrong time. It was told that the Institute will concentrate more on research and the outcome will be used to improve the quality of adult education programme. By then already a number of universities have established Departments of Adult, Continuing Education and Extension and their potential was not used properly. Hence, what was the necessity of opening another institution in the name of research.

Secondly, a rumor was also floated that after the

establishment of the Institute DAE will be wound-up. This aggravated the situation as a government office cannot be wound-up without solid reasons and also without cabinet approval. Somehow when senior officers in the Ministry retired/transferred and new ones took charge of the helm of affairs things started changing and finally the Institute was closed.

IAEA not only supported furthering the objectives of NLM but all the adult education programmes implemented in our country. IAEA is now 80 years old and right from inception it is working for adult education continuously. Dr. Zakir Husain was correct when he said in a meeting when he was the Vice President of India that the “history of IAEA is the history of adult education in India”. The independent India planned and implemented various adult education programmes in different Five Year Plans and every time IAEA supported them through meetings, seminars, conferences and publications for which it spent its own funds. Information dissemination is one of the most important tasks of the Association and it does it in a systematic manner through Life and Institutional members. IAEA is the only organization which recognizes the services of individuals and institutions for their contribution to adult education by conferring Nehru and Tagore Literacy awards and trying to improve the quality of research by organizing Research Scholars Colloquium. The well established library and documentation centre serves the adult educationists and research scholars for long.

What is the future of adult education in India?

Future is in the hands of the government (meaning the policy makers). One thing is very clear that school education cannot arrest the dropout completely as it happens because of socio-economic conditions, which is not in the hands of education department. They can only reduce the dropout rate by taking some measures. Hence, there should be a separate stream of education to cater to the needs of dropouts. Hence, adult education is equally important like that of other sectors of education. India is a signatory of UN Sustainable Development Goals and committed to provide sustainable education to one and all (SDG4). Unfortunately, after Saakshar Bharat Programme came to an end by March 2018 no adult education programme is implemented in the country. This will create a negative effect to the literacy front. The year 2021 is next Census and an excellent opportunity to show the world countries and UN the progress made by India to achieve an appreciable literacy rate. The Census data will also help the government to accelerate the adult education programme, if there is any gap in achieving the literacy rate as committed for SDG4 so that by 2030 India is in a prestigious place in the literacy sphere.

Thank you Dr. Mohankumar for sharing your valuable experiences in the field of adult education.

An Interview with Dr. V. Mohankumar



Dr. V. Mohankumar is the Director of Indian Adult Education Association (IAEA), New Delhi. He has rich experience of working in the field of urban community development in the beginning of his career and shifting to adult education by serving both in the state and national level. When he was selected as an officer in the Directorate of Adult Education (DAE), Govt. of India he came with a lot of field experience due to which he was given several important subjects which he handled dutifully in various posts. He also coordinated many important programmes/projects of the National Literacy Mission and served as Resource Person in a number of workshops and seminars. In IAEA he has undertaken several evaluation studies assigned by DAE/NLMA and other organizations, besides coordinating the organization of All India Adult Education Conference, a prestigious annual event besides editing Indian Journal of Adult Education and IAEA Newsletter. He has also several publications to his credit. During this interview taken by Professor S.Y.Shah, Dr. Mohankumar spoke in detail about his experiences in the field of adult education which may of great interest to future scholars.

Thank you Dr. Mohankumar for agreeing to share your experiences in the field of adult education. As I understand, you have been working in the field for over three decades. When and how did you enter the field of Adult Education?

Thank you Professor. I am in this field for the last 46 years. Soon after I completed my Post-Graduate Course in Social work in the year 1971, I got my first posting as Residents Welfare Officer in New Residents Welfare Trust, Chennai and allotted to one of the very big Tamil Nadu Slum Clearance Board areas called T P Chatram, Shenoy Nagar in December 1972. The role of the Welfare Officer was to educate people to adjust to the new situation and lead a healthy life as they were originally slum dwellers and now shifted to multi-storied buildings constructed by the Board.

For this purpose women and youth clubs were formed to act as pressure groups to disseminate the information regarding educational components like health, hygiene, sanitation, nutrition, environmental cleanliness, family welfare, mother and child care, etc. As I was quite new to Chennai and not too many people known to me in that mega city, I devoted a lot of time to work by organizing a large number of programmes in association with Rotary club, NGOs, nearby colleges and also government departments. As my working area was located in the Assembly Constituency of the Chairman of the Slum Clearance Board, I got full support from the officers and also the Chairman himself. Hence, I feel that adult education does not mean only literacy but also creating awareness on aspects which are of importance to an individual or community for better living.

What are some of the important assignments you have undertaken over the years?

As already said I started my career as a Residents Welfare Officer in 1972 and promoted as Assistant Executive Officer in the same organization in November 1976. Thereafter, I joined State Resource Centre for Non-formal Education, Chennai as Head of the Department of Training in 1977. Dr. Malcolm S. Adiseshiah, a veteran educationist and economist and Vice Chancellor of the University of Madras was the Chairman of the Resource Centre. My working experience in Resource Centre further sharpened my knowledge in the field of non-formal and adult education, especially in the areas of training and teaching-learning material development which really helped me to get selected by UPSC as Deputy Director in the Directorate of Adult Education, GOI in the year 1985. Thereafter, I spent the rest of my service period in Directorate itself as Joint Director in 1995, as Additional Director in 1999 and Director from January 24, 2005 to August 16, 2006.

What are some of the specific contributions you have made to the field of adult education?

As an Officer in the Central Directorate of Adult Education, I was dealing two important subjects, one Jan Shikshan Sansthan (earlier called Shramik Vidyapeeths) and the other Media, Advertising and Publicity. I was and is of the firm opinion that Jan Shikshan Sansthan are the best vocational training institutions as their programmes focus on non-literates/less educated people, cost effective, short duration, need based, less of theory and more of practical (meaning more opportunity for hands on) and above all benefit a large number of women. I mostly guided them to improve the quality of programmes, encouraged for wider coverage of beneficiaries and projected their achievements properly through Annual Reports. Another area I concentrated was organizing training programmes regularly for different functionaries working in these

institutions to enable them to perform their duties and responsibilities properly. The professional training organized for the Directors in collaboration with IIM, Bengaluru was appreciated by one and all. During my tenure curriculum for 36 vocational courses popularly conducted by the Sansthans were standardized and are used till date.

For Media, a full-fledged studio was developed and large number of media software produced in different languages through empanelled producers. To my knowledge at that particular point of time Directorate of Adult Education was the first government department deviated from the age old practice of producing media software only through DAVP. Of course, the credit was not entirely of me but also of the support given by the Director Generals of National Literacy Mission.

In State Resource Centre, Chennai I gained a lot of experience in the area of training. In fact, I got the name of a good trainer because of that exposure to the field. The adult education primer in Tamil titled 'VIVASAYA COOLY' (Agricultural Labourer) jointly prepared by me and Shri MJA Ranjinadoss, my associate was the first one used in the field for long. The same way we both jointly prepared a training manual for different functionaries which also was used by many organizations in Tamil Nadu.

You might have worked closely with several senior civil servants, specially Education Secretary and Director Generals of NLM. What are your impressions about their understanding of adult education and inputs?

I was fortunate to work under Shri L. Mishra, Shri Sudeep Banerjee, Shri Bhaskar Chatterjee, Shri Jagan Mathews and Smt. Vandana K. Jena who were Director General of National Literacy Mission at different times.

Shri L. Mishra as the first DG of NLM (from 19.8.1987 to 18.11.1992) gave his heart and soul to adult education and worked very hard to mainstream it through mission mode. The entire planning of National Literacy Mission was done during his tenure. In order to bring perfection to the programme he used to tour a lot and conduct discussion with the cross sections of the society from panchayat to national level. In fact, his planning process of the entire programme was so strong that other DGs could take forward without much problem. When he left the Ministry after completing his tenure, Shri Sudeep Benerjee took over. He was a calm and quite person but industrious in nature. During his short tenure of two years as DG, NLM (from 3.2.1993 to 16.5.1995) he also contributed a lot to improve the quality and content of the programme.

When Shri Bhaskar Chatterjee took over the responsibility he was quite different to that of the previous two DGs. The adult education programme under mission mode took off nicely under his leadership and during his five year tenure (17.5.1995 to 30.9.2000) he made the programme to the

forefront of the Education Sector. He was very social and never hesitated to meet and speak to anyone who will be of use for the success of the programme. He used to travel a lot and bring information regarding islands of success to motivate others. He had a strong conviction that unless people are informed about the programme it cannot attract enough number of people as learners and volunteers. Hence, large number of attractive Audio-Video programmes were produced and mounted extensively on the prime slots of Doordarshan and AIR. This made wider visibility of adult education and more number of districts started showing interest to take-up the programme. He was the one who introduced NLM-UNESCO Award for the best performing institutions from panchayat to state level and made the national level function of International Literacy Day an attractive cultural pegentary. He was also instrumental in the setting-up of the National Literacy Resource Centre at Lal Bahadur Shastri Academy of Administration, Mussoorie to enable budding IAS officers to understand the importance of literacy. The National Literacy Mission got Noma Literacy Prize by UNESCO in 1999 in appreciation of the teaching material produced with quality and content.

Thereafter, Shri Jagan Mathews assumed charge as DG, NLM (from 3.10.2000 to 3.6.2005) when Shri Jagan Mathews assumed charge as DG, NLM, adult education was in a peculiar problem. The Finance insisted that all the districts which completed TLC and PLP should settle their accounts first and apply for continuing education afresh. This process took a long time as many districts could not settle the accounts in view of advance money given to carryout different activities and not able to settle in time. The DG tried his level best to depute officers to the field to help the districts and bring back again the level of enthusiasm seen in the field of adult education earlier. Unfortunately, many districts struck-up with the problem for long with the result continuing education programme could not pick-up to the desired speed and level.

The problems existed during the period of Shri Jagan Mathews persisted during the period of Smt. Vandana K. Jena also. However, in view of her previous experience in the field of adult education as Director in the Ministry and the added advantage of working in the Ministry of Youth Affairs she took a lot of interest to revive the programme with new thoughts and efforts. She was sure that two institutions in the field of adult education, State Resource Centres and Jan Shikshan Sansthans have done a lot for adult education and they require much needed support. Hence, she gave a lot of encouragement to both these institutions which accelerated their performance in the field. She was the one who motivated the central Directorate of Adult Education to organize fairs in the name of "KRITI" to promote sale of products crafted by the

beneficiaries of Jan Shikshan Sansthans.

Just before leaving the Ministry on completion of her tenure (from 5.9.2005 to 15.12.2007) she drafted a programme for adult education in XI Five Year Plan which was very innovative. She titled the programme as "LEAP" which stands for "Lifelong Education and Awareness Programme". This was considered the most appropriate one as most of the districts in the country have completed basic literacy through Total Literacy Campaign and Post Literacy Programme and not all could take Continuing Education Programme. She was of the opinion that instead of conducting basic literacy programme again and again it may be appropriate that the neo-literates are given lifelong education not only to retain their newly acquired literacy skills but also to take it forward for the next stage of independent learning. Unfortunately, this could not find a place in XI Plan Document and instead new programme came in.

I wish to say here that I was privileged to work in the field of adult education when Shri Anil Bordia was the Union Education Secretary. Though, he was to manage a very big Ministry with different Bureaus and Divisions and also huge allocation of funds, he devoted a lot of time to adult education. His innovative thoughts always found a place in the programmes. I found in him that he was one who can convince anyone at any time.

Of the different DGs, whom do you think has shown great interest in the subject? Can you recollect specific contributions of different DGs?

As already explained each one was unique and all of them have contributed their might to the field of adult education. When history is written about adult education in India, they all will find a place in it.

How would you rate the leadership qualities of different DGs?

In general the leadership quality is rated according to their vision, innovative thoughts, support extended to their subordinates and stakeholders and above all encouragement given even for a small success. This I found in all the DGs, may be with a slight variation in degree.

During your service, you may have visited several institutions in India. Which are the institutions impressed you the most and what were the reasons?

It is very difficult to name each and every one of the institution. However, I can say that I have high regards for the Jan Shikshan Sansthans and State Resource Centres as they are excellent support organizations for adult education and skill development. While the sansthans organize cost effective vocational training programmes for hundreds and thousands of people with less and no education, resource centres have become the best training institutions and have expertise in literacy material development.

Other institutions which I have high regards for their contribution to the field of education/adult education are - Bengal Social Service League, Kolkata, Indian Institute of Education, Pune, Indian Adult Education Association, New Delhi, Literacy House, Lucknow, Andhra Mahila Sabha, Hyderabad, BGVS, JSS Mahavidyapeetha, Mysuru, Avinashilingam Education Trust, Coimbatore, RK Mission Lokashiksha Parishad, Narendrapur, All India Council for Mass Education and Development, Kolkata and Mata Amritanandamayi Institutions.

Can you recollect the names of some adult educators whom you may have met and who served the cause of adult education in the best possible manner?

I used to travel a lot to personally see the implementation of programme in the field and on return submit detailed tour reports which used to have all names. Sorry, now I cannot recollect the individual names. One thing I can confidently say is that during TLC period everyone was charged with enthusiasm and almost all those involved were contributing to the best of their ability.

Do you think that the government takes into consideration the views of civil society for improving adult education? If yes, please elaborate.

It depends much on the credibility of the persons and the organizations they represent and also the quality and content of the views expressed. I have seen Shri Satyen Maitra, Dr. Chitra Naik, Shri Mushtaq Ahmad, Prof. Ram Lal Parekh, Shri B. B. Mohanty, Dr. M.P. Parameswaran giving a lot of suggestions and senior officials meticulously noting and subsequently including in policies. You may also know that all suggestions given cannot find a place in policies but giving a patient hearing and bringing it in the minutes itself is recognition.

What is your view about the role of universities in promotion of adult education? Please give the names of universities and academicians who have made some significant contributions.

Unfortunately till date the expertise and rich experience available in the universities have not been fully explored and used for adult education. It may be because of some misunderstanding. When UGC included "Extension" as the third dimension of higher education along with "Teaching" and "Research" in 1977 the component of Extension was applicable to all the departments so that they can serve adequately the society with proper linkage. At the same time the University Departments of Adult, Continuing Education and Extension came into existence and people in higher education thought that this department will do the extension work on behalf of the entire university.

Again in the beginning many universities started the Department of Adult, Continuing Education and Extension which in course of time started losing steam as students passed out could not get employment in the field of adult



Erken, Arthur. **Unfinished Business: The Pursuit of Rights and Choices for all - State of World Population 2019**. New York, United Nations Population Fund; 2019: 180p.

Fifty years ago, it was hard for women to obtain contraception and relatively easy to die giving birth. Many women were unable to decide whom and when to marry, and when or whether to have children.

A worldwide movement to give women real choices in life culminated in the 1994 International Conference on Population and Development (ICPD), where a consensus was reached about the links between women's empowerment, sexual and reproductive health, and rights and sustainable development.

Since then, women have made enormous progress in exercising their reproductive rights. Activists, advocates, public health specialists and many others have pushed relentlessly for the transformations we see around us today.

Today, Much has been accomplished. But there is still more to be done before all women and girls are able to exercise their rights.

United Nations. **World youth report: Youth and the 2030 agenda for sustainable for sustainable development**. New York, United Nations; 2019: 252p.

The Report provides insight into the role of young people in the context of the implementation of the 2030 Agenda for Sustainable Development and related frameworks.

Advancing Youth Development

Far from being mere beneficiaries of the 2030 Agenda, young people have been active architects in its development and continue to be engaged in processes that support its implementation, follow-up and review. At the level of global policy, finance and measurement are major issues to be addressed as part of worldwide youth development efforts. At the national level, policy and programmatic responses to

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the Sustainable Development Goals have been slow and should be accelerated.

In education, 142 million youth of upper secondary age are out of school. In employment, 71 million young people are unemployed; and millions more are in precarious or informal work. Disparities within and between countries in education and employment among youth are stark, with gender, poverty, disability, and migrant/refugee status all being major elements of disadvantage. For instance, about 156 million youth in low- and middle-income countries are working poor (ILO), while almost 30 per cent of the poorest 12- to 14-year old have never attended school.

Evidence-based youth policies, tailored and adapted to national and local contexts, help ensure that youth development challenges are addressed. Key elements that help ensure an effective youth policy include providing political leadership and strategic vision; securing adequate budget and resource allocations; using timely and accurate data on the situation of young people; utilizing the knowledge, experience and expertise of young people in the design, implementation and evaluation of the youth policy; mainstreaming and integrating youth policies across sectors; taking into account the linkages and impacts of policy objectives; and developing a transparent monitoring and accountability framework.

The Report focuses on the areas of education and employment, underlining the realization of targets under these Goals as fundamental to overall youth development. Issues related to other Goals—including gender equality, good health, reducing inequality, combating poverty and hunger, and action on environmental issues and climate change—are also addressed within the scope of the Report.

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Indian Adult Education Association

Draft National Education Policy 2019 Consultation Meeting organized by IAEA to discuss Chapter-21: Adult Education



The Draft National Education Policy 2019 has been put on public domain in the first week of June 2019 inviting comments and suggestions before finalizing the same. The draft policy has four parts – School Education, Higher Education, Additional Key Focus Areas and Transforming Education with 23 chapters. Adult Education has been put under Additional Key Focus Areas as Chapter-21.

In order to formulate suggestions on the chapter "Adult Education" the Indian Adult Education Association organized a one day consultation meeting on June 13, 2019 at India International Centre (IIC), New Delhi which was attended by Dr. L. Mishra, Prof. C.J. Daswani, Dr. Anita Dighe, Dr. Varsha Das, Prof. Pramila Menon, Prof. Rajesh, Dr. Mridula Seth, Dr. R.K. Bhatt, Dr. Ajay Kumar, Dr. Shikha Kapur, Dr. M.V.Lakshmi Reddy, Dr. Anita

Priyadarshini, Dr. Sayantan Mandal, Dr. Sanjeev Roy, Dr. Bani Bora, Ms. Noopur, Ms. Arkja Kuthiala, Dr. V.Mohankumar, Smt. Kalpana Kaushik and Shri B. Sanjay.

The meeting started with an introductory note given by Prof. S.Y.Shah followed by a brief address by Shri K.C.Choudhary. Thereafter, in the general discussion the participants gave their frank opinion/suggestions on the draft policy which are consolidated and given below:

1. The participants appreciated for mentioning the Total Literacy Campaign

of NLM a successful programme. However, as they were also of the view that this approach was more suitable for imparting basic literacy and hence, it should have been followed by a robust continuing education programme to enable the neo-literates to move forward from guided learning to self-learning. In the absence of the same, TLC started losing its steam.

2. It is appreciable that AECs will be an integral part of school complexes which will provide the much needed infrastructure facilities for the programme. However, this is not the first time the policy statement on adult education states about the use of school buildings as the earlier programmes also visualized such an arrangement but never happened in practice. Hence, this time

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more efforts should be taken for proper integration.

It is also appreciable that the human resources available in the schools would be utilized. But there is a caution that already teachers are involved in many non-teaching activities and hence, how their services will be utilized for AE may be clearly mentioned.

3. The objective of adult education cannot be making the country 100% literacy as it can never happen because of many other reasons. Hence, it may be more appropriate to state that the gender gap will be reduced by 10% or even less from the present 16.3% as per 2011 census.

However, the 2021 census data will give more clarity about the achievement made by India in respect of female literacy in the last ten years, particularly in reducing the gender gap. Accordingly the programme needs to be accelerated to achieve the target by 2030.

4. Volunteer based programme along with one-on-one tutoring has been suggested in the policy. The volunteer based programme has been tested in India in the last many years and found at the end that sustaining such an arrangement is increasingly difficult as no one is ready to spare so much time continuously without any monetary benefit.

It is the desired opinion that adult education cannot be an adhoc programme when the objective is to make the non-literates continue their learning lifelong. Also for many reasons (personal, social and economic) students in schools dropout in between who need to be taken care of by the alternative system of education. Hence, adult education will be a continuous process.

One-on-one tutoring is more or less like 'each one teach one'. For a small number this method can be more effective. But for India the absolute number of illiterates in the age group 7 plus was 282.75 million as per 2011 census out of which male 102.75 million and female 180 million. Hence, the strategy should be to cover large number of illiterates in one go in the foundational literacy and numeracy programme.

5. Policy states that Central Institute of Adult Education (CIAE) will be established in NCERT which will be tasked to develop National Curriculum Framework for Adult Education. Unfortunately, the committee has failed to take note of the excellent role played by State Resource Centres as academic and technical

resource support organizations in the last 40 years and more, especially in the area of material development, training, evaluation and outreach activities. All the resource centres worked shoulder to shoulder with the State Directorates of Adult Education in implementing the programmes in the field.

While a large number of teaching-learning materials are still available in the State Resource Centres (which are approved by the committee of experts constituted at the national level), preparing fresh set of materials by CIAE will be a waste of time and money. The well trained human resources of SRCs will also become redundant if these institutions are not mainstreamed and assigned specific responsibilities.

It is a known fact that the District Resource Units located in DIETs long before with the specific responsibility of supporting AE programmes have miserably failed to do their assigned jobs and now the committee wants them to be involved in a big way in AE programmes. Hence, this matter may be looked afresh and State Resource Centres may be mainstreamed.

6. Though, there was no National Curriculum Framework for Adult Education like that of the one available for school education prepared by NCERT, the Directorate of Adult Education, Govt. of India has prepared an excellent guideline with regard to curriculum based on which the State Resource Centres have developed primers with a new approach called Improved Pace and Content of Learning (IPCL).

The guidelines specifically state the components to be included in the primer under two specific categories - core and locally relevant contents. The core contents include functionality (literacy & numeracy), awareness (legal & social issues) and national values (national integration, population education, women's equality and conservation of environment). The locally relevant contents' include the state and regions specific ones.

Hence, the guidelines prepared by Directorate of Adult Education, Govt. of India may also be taken into consideration.

7. Like the previous education policy, the present one also enumerates the importance of vocational skill development. Unfortunately, this component was not given serious consideration with the result it was not at all integrated in the AE programmes. Now the situation has changed

Dr. Anita Priyadrshini attends UNESCO Experts Meetings at UIL, Hamburg

Dr. Anita Priyadarshini, Associate Professor, Indira Gandhi National Open University, New Delhi was invited by UNESCO Institute for Lifelong Learning (UIL) for two Expert Meetings held from 27-29 May 2019 at Hamburg. The first meeting was on Estimating the cost of Achieving SDG 4.6 in GAL and E 9 countries. During the meeting, the experts discussed the costing model developed by UNESCO. India is also one of the 20 countries that form the Global Alliance for Literacy within the Lifelong Learning Framework (GAL).



The second Expert Meeting was to review the draft UNESCO strategy for Youth and Adult Literacy (2020-2025). The meeting was attended by experts from Africa, Arab States, Asia and Pacific, Latin America, Caribbean, Europe, North America, various international organizations and UNESCO. During the meeting, Dr. Priyadarshini also gave suggestions, based upon her vast experience in literacy and lifelong learning, to improve the strategy for achieving SDG 4.6 especially in low literacy countries.

Thereafter, she visited the Institute of Education, Julius Maximilian University, Wurzburg on June 2-3, 2019 and had discussion with Prof. Regina Egetenmeyer, Professor of Adult/Continuing Education about the research work being conducted in adult and lifelong learning.

Prof. Regina presented her the latest book on Winter School held in February 2017 at JMU.



'लकीरें'

गुजरे समय की
जो लकीरें रह गयीं
आज भी आकर
विगत की बन्द गठरी खोलकर
भाव विह्वल चेतना को
हैं जगा जातीं निरन्तर

साज़ झंकृत हैं प्रणय के
रागिनी बजती हृदय में

गुज़रता प्रति पल समय
ज्यों नीर सरिता बह रहा
परछाईं सुख-दुःख देखता
कद ज़िंदगी का घट रहा
एक नन्हीं कंकड़ी
बिखरा गयी साया तलक
नीर बहता ही गया
मिलन सागर संग में

उफ़नते जब ज़लजले
भू गर्भ को हैं चीरते
ले गए संग साथ अपने
जीवन्त सपने थे किन्हीं के
उनकी स्मृतियाँ आज भी
इतिहास के पृष्ठों से झाँकें

हस्तियाँ जो गर्व पूरित
आज मुखरित अध्ययनों में

गोधूलि पद थाप से
पड़ते जमीं पर जो निशान
कर तिरोहित ले चले
दिन के उजाले अपने साथ
उपहार लेकर चाँदनी का
सज-संवर आई थी रात
सिमट गयीं सब रश्मियाँ
सम्भ्या के आगोश में

कौन अछूता रह सका है
अतीत के गुरु गर्भ से
स्वप्न सुन्दर सज रहे
दो नयन की कोर से
भाव के उर दीप जलते
अंतर स्नेह अप्लाव से
उत्सर्ग हो जाते सभी
प्रेम के महा ज्वाल में

मन के कोने में दबी हैं
कई उम्मीदें आज भी
अनछुए पहलू बहुत हैं
प्रीत की मनुहार भी
उभर आयीं कई व्यथाएँ
हर डगर के मोड़ में

बादलों के बीच कौंधी
दामिनि ज्यों व्योम में

— कुसुम वीर

Education
Is Not The Learning
Of Facts But The Training
Of The Mind To Think
-Albert Einstein

Interactive Session on Challenges of English Language Learning in Schools

The State Resource Centre, Kerala in collaboration with Kerala State Branch of Indian Adult Education Association and Dr. K. Sivadasan Pillai Foundation organized an interactive session on May 25, 2019 in the Conference Hall of SRC on the topic "Challenges in English Language Learning in Schools". Smt. Reshmi Reghunath, HSST English, Govt. Girls Higher Secondary School, Manacaud, Thiruvananthapuram was the Resource Person who introduced the topic before the invited audience.

Smt. Reshmi, an English Teacher with long years of experience working in rural, urban and remote areas with a research bent of mind and analytical thinking helped a number of students to succeed in

competitive examinations. As a member of different academic committees, she has never missed an opportunity to bring to the notice of concerned persons the of difficulties faced by students in English language learning. According to her students who are average in studies, especially in government schools, need special attention in English Language learning as they lack the capacity to listen, read and interact. The higher teacher-student ratio also is a factor for the students not able to pick-up English learning as fast as possible. The bilingual teaching methodology adopted in rural schools cannot develop the language learning skills of the students. English being a global language, its standard of teaching and delivery must be ensured for better careers and

career promotions. Introduction of language games, assigning group activities, giving opportunity to prepare projects and reports can develop interest in students to learn the English language. She was of the opinion that parents in many cases are of no much help to the students as they themselves lack the knowledge of language skills. Hence, she has suggested that the challenges of English language learning can be taken by parent-teacher associations with little more seriously.

While the interactive session was moderated by Dr. A. Muraleedharan Thampi, Shri Harish Kumar welcomed all those present and Dr. N.B.Suresh Kumar, Director, State Resource Centre gave the concluding remarks.

काराबंदियों ने दी इग्नू की परीक्षा



जिला कारागार फिरोजाबाद स्थित इग्नू स्पेशल स्टडी सेन्टर के बैचलर ऑफ प्रीपेरेट्री प्रोग्राम (बीपीपी) कोर्स हेतु पंजीकृत कुल 288 बंदियों में से रिहाई के बाद शेष 246 बंदियों ने दिनांक 3 जून 2019 से प्रारम्भ हुई परीक्षाओं में भाग लिया। परीक्षार्थियों में कुल 171 पुरुष एवं 9 महिला बंदी शामिल थे। यह परीक्षा कारागार अधिकारियों की देख-रेख में आयोजित हुई जिसमें निरक्षक के रूप में श्री सी.एल. सिंह, श्री राकेश सिंह, श्रीमती सुधा व श्रीमती रजनी राठोर उपस्थित रहे। इस दौरान इग्नू से आए पर्यवेक्षक डा. एस.के. उपाध्याय ने भी दौरा किया।

— मो. अकरम खॉन

जेल अधीक्षक, जिला कारागार फिरोजाबाद

Announcement

It is to inform all the concerned that the Indian Journal of Adult Education (ISSN-0019-5006) now being published as quarterly will be converted to bi-annual with improved quality and content apart from thorough peer review. For the year 2019 the last quarterly issue was Vol. 80, No.2, April-June 2019. The next issue will be for July-December 2019. The change has been done by the management to meet the standards set for recognition of the journal in the approved list by UGC to count the score for career promotion and acknowledging the publication of articles of the research scholars.

It is also to inform that there is no change in the annual subscription of the journal (Rs.500/- for Indian subscribers and US\$ 60 for foreign subscribers).

Continued patronage and support is solicited from one and all.

The journal is online at <http://iaea-india.in>

as Jan Shikshan Sansthan funded earlier by MHRD are now under the control of M/o Skill Development and Entrepreneurship. It is not known how the inter-ministry coordination is going to be achieved so that the sansthans organize vocational skill development programmes for the beneficiaries of AE.

8. Training of volunteers and other AE functionaries is an area which needs special attention as the number of persons to be trained is huge.

As per 2011 census the absolute number of illiterates in the age group 15 plus was 257.60 million. In case, an AEC covers 20 learners per batch the total number of AE teachers or volunteers will be 12.9 million. Apart from this other functionaries at different levels (national, state, block and GP) also need to be trained. What is the infrastructure and human resources available to train such a huge number in CIAE or in the AE units of SCERTs/DIETs.

Training includes pre-service and in-service. Any failure or gap in conducting the training programme will directly affect the quality of AE programme. Hence, this needs to be addressed in a much more detailed manner.

9. Monitoring and evaluation are other two important areas which are not addressed sufficiently in the report. In case, the monitoring is online, what is the infrastructure to be placed at different levels with uninterrupted electricity supply.

10. Directorate of Adult Education, Govt. of India and State Directorates have played a significant role in the earlier AE programmes. The draft report is silent about their role in future.

11. The University Department of Adult, Continuing Education & Extension/Lifelong Education were established with the broad objective of ensuring the universities and colleges involve in extension/outreach activities. Unfortunately, they have become more teaching and research units like other departments with no or less concentration on extension activities. The original concept of universities/colleges involving in extension activities needs to be ensured and implemented in letter and spirit so that students studying in higher education institutions with public money return to society their might as services.

12. The National Institute of Open Schooling may be renamed as National Institute of Lifelong Learning as it also caters to the educational needs of the persons in the age group 15 plus. Additionally it is an organization with rich experience of conducting assessment tests for basic literacy in Saakshar Bharat programme, its own mandate of organizing continuing education (equivalency programme for 3rd, 5th, 7th, 10th standards) and vocational training. This arrangement will be of great help for AE.

IGNOU Term End Examination June 2019



The IGNOU Term End Examination for June 2019 was held from June 1 – 29, 2019. The International Institute of Adult and Lifelong Education, a study centre of IGNOU for Post Graduate Degree, Diploma and Certificate programmes of Adult Education was given the responsibility of conducting examination by allotting a centre. This time the examinations were conducted for 99 courses covering 1497 students both in the morning and evening batches.

International Research Conference to be held in Vancouver, Canada Indian Adult Education Association is a Partner Organization

The University of British Columbia, Vancouver, BC Canada is organizing a four day International Research Conference on Adult Education in Global Times from June 4-7, 2020. The primary host organization is Canadian Association for the Study of Adult Education and partnership organizations are Adult Education Research Conference (AERC), American Association for Adult and Continuing Education (AAACE), Adult Learning Australia (ALA), European Society for Research on the Education of Adults (ESREA), Indian Adult Education Association (IAEA), International Society for Comparative Adult Education (ISCAE) and Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA).

Only for the second time in North America researchers from eight international organizations will meet in Vancouver to share and discuss research in adult learning and education. AEGT 2020 is patterned after three successful previous events, the first in 1988 at Leeds University, the second in 1997 at Birkbeck College, University of London, and the third in 2000 at the University of British Columbia.

Anyone interested in the programme can submit a proposal on or before September 30, 2019 (Monday)

and attend this important event. The proposals can be in the form of papers (empirical research, model or theory development and theorizing from the literature), research round tables, panels, posters and symposia on any aspect of adult learning and education anywhere in the world.

Conference website: www.edst.educ.ubc.ca/AEGT2020.

Other important dates are:

December 15, 2019 - Decisions communicated by review coordinators to those who submitted proposals.
January 15, 2020 authors of accepted proposals confirm intent to participate in the conference.

March 1, 2020 – Registration opens

March 31, 2020 – Deadline for submitting papers and other summaries for the proceedings.

For questions about local arrangements the contact person is:

Thomas J. (Tom) Sork
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SHIKSHA Plus: Meeting held to discuss Effective Learner Assessment Tool



Dr. V.Mohankumar, Director, Indian Adult Education Association, Prof. Rajesh and Shri Nitish Anand, Ph.D. Scholar from the Department of Adult, Continuing Education and Extension, Shri Vijay Anand Verma, Adult Literacy Head, Shri Auj Goswami, Instructional Designer, Shri Piyush Kumar Tonk, Project Associate and Shri Sumit Raha, Content Coordinator from SHIKSHA Plus programme participated. In this the assessment papers already in use was reviewed, but also discussed about designing of questionnaire for baseline tool, assessment papers and end line tool apart from constitution of a Board of Examination

exclusively for SHIKSHA Plus programme by Shiv Nadar Foundation for certification to place the learners at different levels both in basic literacy and equivalency programme under continuing education.

The participants in this interactive session were of the opinion that the programme of SHIKSHA Plus can be showcased in the national and international conferences as islands of success.

The SHIKSHA Plus programme of Shiv Nadar Foundation conduct adult education programme with ICT based methodology to teach the fundamental skills of reading, writing and arithmetic to illiterate adults who have not attended the formal school system. In order to develop an effective learner assessment tool an interactive session was held in the Indian Adult Education Association on May 30, 2019 in which

Dr. K.Parthasarathy is the VC of TNOU, Chennai

Dr. K.Parthasarathy has been appointed as the Vice Chancellor of Tamil Nadu Open University, Chennai. He has assumed charge on June 3, 2019.

Dr. Parthasarathy is the former Senior Professor in the Department of Lifelong Learning and founder-Director of Institute for Entrepreneurship and Career Development (IECD), Bharathidasan University, Tiruchirappalli. Under his able guidance 17 students have got Ph.D and 10 M.Phil in the field of Adult and Continuing Education. As a researcher, he focused a lot on the area of adult learning and women empowerment. Additionally, he has to his credit 34 books and 72 research articles published in reputed

national and international journals.

Dr. K.Parthasarathy is the Life Member of Indian Adult Education Association since June 1984 and Tagore Literacy Award Winner in the year 2016.

The Indian Adult Education Association conveys hearty congratulations to

Dr. K.Parthasarathy and best wishes for all success in the new assignment.



DU Students on Block Placement at IAEA



As part of academic activity for the students pursuing Post-Graduate Degree in the Department of Social Work (famously called School of Social Work), University of Delhi, Block Placement is a must for a maximum period of 45 days. Normally Block Placement takes place on completion of the first year of the course (2 semesters).

Shri Govind and Ms. Aishwarya are doing Block Placement in Indian Adult Education Association from May 27, 2019. Both of them have taken the assignment to analyze two primers, 'Nai Kiran', developed by the State Resource Centre, Lucknow and 'Aakhar Saathi' developed by the State Resource Centre, Indore with regard to contents, presentation, style, printing, etc. in comparison to the guidelines developed by the Directorate of Adult Education, Govt. of India for material preparation. At the end of the placement they will submit a detailed report to the department.

IAEA President Bereaved

Smt. Suneeta Dubey, the daughter of Shri K.C.Choudhary, President, Indian Adult Education Association expired on June 16, 2019 at Mhow, Indore after a brief illness. She was 53 years and was serving as a teacher in government school. Smt. Suneeta was a Life Member of Indian Adult Education Association from December 1985 and was also an elected Member of the Council for many terms. She was pleasant in behavior and personally known to one and all in IAEA

family. Her untimely death is a great loss to the family members and relatives, especially to Shri K.C.Choudhary who was fond of her as the eldest child in the whole family.

Smt. Suneeta is survived by her husband Shri Dinesh Dubey, daughter Ms. Astha Dubey and son Shri Daksh Dubey.

The management and members of the staff of Indian Adult Education Association pray for the soul of Smt. Suneeta Dubey to rest in eternal peace.





Global Education Monitoring Report Team. **Beyond commitment show countries implement SDG 4.** Paris, Unesco, 2019: 58p.

This special report shows the different ways that countries have taken on the challenge of implementing (Sustainable Development Goal) SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) at the national level. It showcases good practices from countries that have reflected SDG 4 in their policies since 2015 and suggests a new framework for assessing the extent to which their policies match their 2030 commitments in the future.

The purposes of this publication are:

- Understand countries' perceptions of SDG 4 based on responses to a questionnaire prepared for this publication, which asked countries to report on their flagship SDG 4 policies
- Distil those perceptions into a framework of the types of national policies that are best aligned with SDG 4 and whose implementation should be monitored
- Communicate the framework succinctly and
- Provide a complementary input for the review of SDG 4 at the 2019 HLPF Provide an opportunity for countries to engage in dialogue on how they approach SDG 4.

An analysis of the questionnaires submitted by 72 governments shows that most countries refer to SDG 4 as a framework in which they place their education planning. A core recommendation is that countries should align their education plans and policies with their international commitments.

Unesco. **The Status of the Education Report for India 2019: Children with Disabilities.** New Delhi, Unesco; 2019: 150p.

The 2019 report highlights accomplishments and challenges with regards to the right to education of children with disabilities (CWDs). Based on extensive research of national and international documents of reference, it provides comprehensive and detailed information on the current state of education of CWDs and submits ten key recommendations.

United Nations. **World Population Prospects 2019: Highlights.** New York, Department of Economic and

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Published on July 26, 2019

Posting Date: 29-30th of every month in NDPSO

Social Affairs (UN), 2019: 46p.

The 2019 revision of the World Population Prospects presents population estimates from 1950 to the present for 235 countries or areas, underpinned by analyses of historical demographic trends. This assessment considers the results of 1,690 national population censuses conducted between 1950 and 2018, as well as information from vital registration systems and from 2,700 nationally representative sample surveys. The 2019 revision also presents population projections to the year 2100 that reflect a range of plausible outcomes at the global, regional and country levels.

India and Nigeria will host the two fastest growing populations over the next three decades, with India adding 273 million people and Nigeria 200 million by 2050 according to this report. The world's population is projected to increase by 2 billion people, from 7.7 billion now to 9.7 billion in 2050.

World Population Prospects 2019:

- Confirms that the world's population continues to grow, although at a slowing rate;
- Points to the challenges facing some countries and regions related to rapid population growth driven by high fertility;
- Notes that population size is decreasing in some countries due to sustained low fertility or emigration;
- Underscores the opportunities available to countries where a recent decline in fertility is creating demographic conditions favourable for accelerated economic growth;
- Highlights the unprecedented ageing of the world's population;
- Confirms the ongoing global increase in longevity and the narrowing gap between rich and poor countries, while also pointing to significant disparities in survival that persist across countries and regions;
- Describes how international migration has become an important determinant of population growth and change in some parts of the world.

Compiled by **Neha Gupta**
Librarian-cum-
Documentation Officer

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Indian Adult Education Association

IAEA and UGC-HRDC organized a National Seminar at Saurashtra University, Rajkot



India has already set a target to impart skill education and training to nearly 500 million citizens of it by the year 2022. The UN 2030 Agenda for Sustainable Development too has envisaged a major role to be played by the Lifelong learning component while addressing the issue of unemployment hovering over our head by means of motivating people of working age group to go for relevant skill acquisition irrespective of their age and time constraint and thereby enhancing the scope of employment for them. Point 4.7 of this agenda has proclaimed to 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 by the year 2030.

Keeping this in view a National Seminar on "Skilling India: Achievements & Prospects" was jointly organized by Indian Adult Education Association, New Delhi and UGC-Human Resource Development Centre (UGC-HRDC), Saurashtra University, Rajkot, Gujarat on June 29, 2019 in the seminar hall of UGC-HRDC which was attended by students, research scholars, academicians, faculty members of various departments of Saurashtra University and few other academic institutions from the nearby districts, Executive Committee members of IAEA and persons associated with Gujarat state branch of IAEA. The proceedings of the seminar were divided into two parts, one inaugural session and the other working session.

The Chief Guest of the inaugural session was Prof. Balvant Shantilal Jani, Hon'ble Chancellor, Dr. Harisingh Gour University (Central University), Sagar, Madhya Pradesh. Others present on the main



table were Shri K.C.Choudhary, President, Dr. M.S.Ranawat, President Incharge, Dr. Madan Singh, General Secretary, IAEA, Dr. Dhiren D. Pandya, Associated Professor and Deputy Director, UGC-HRDC, Dr. Mafatbhai Patel, President, Gujarat State Branch of IAEA, and Shri Rajesh Bhai Gondaliya, General Secretary, Gujarat State Youth Council.

The session started with the lighting of ceremonial lamp and welcome address by Shri Yashwant M.



Janani, a well known field functionary and EC member of IAEA who underlined the possible impact that this national seminar would be drawing in future for strengthening the movement surrounding

adult and lifelong education in the state of Gujarat.

Dr. Dhiren D. Pandya in his address outlined the perspective under which the



seminar was being conducted and said that operationalization of National Skill Qualification Framework (NSQF) and introduction of Recognition to Prior Learning (RPL) have equipped the learners looking for skill acquisition with a lot of inbuilt flexibility in terms of age, timeframe and place and hence academic fraternity may come forward and motivate people to get enabled with the skills of their choice.

Thereafter, Prof. Balvant Shantilal Jani delivered the Keynote address in which he recalled his close association with the veterans of adult education movement in the state and said that 'Shram Sanskriti' (work culture) has been considered as one of the profound essences of Indian tradition where people, generation after generation used to imbibe skills through hands on training while working at home. Quoting incidents from the life of Aaruni and Mahrshi Raman he said holistic engagement for the welfare of society at large while working for livelihood has been a regular practice in India. What we need is to connect our classrooms with hands on skill training so that our future citizens can acquire relevant skills for gainful employment and realizing the goal of self-reliance.

Dr. M.S.Ranawat in his address said that literacy and employable skills to all are the pre-requisites for creation of a knowledge society and hence,

University Departments of Lifelong Learning and Extension and other organizations in this field can collectively work with IAEA for achieving cent-percent literacy in least possible time.

At the end the vote of thanks was proposed by Dr. Madan Singh. In his address he said that while India has made a substantial increase in its literacy rate in the last few decades, still the women literacy is far from satisfactory and hence, special efforts need to be taken to accelerate the pace and bring gender disparity to 10% or even less.

The inaugural session was coordinated by Prof. J. M. Panara, former Principal, Smt. K.S.N Kansagara Mahila College and former NSS Coordinator, Saurashtra University.

After the inaugural session was over the working session started which was presided over by Dr. M.S.Ranawat and coordinated by Shri B.Sanjay, Research Officer, IAEA. In this session six papers were presented as per the following:

1. Ms. Deepti R Yadav, Research Scholar and Dr. Lokesh Jain, Professor, Centre for Studies in Rural Management, Gujarat Vidyapith, Rural Campus, Randheja, Gandhinagar, Gujarat on "A Search of Suitable Path of Skill Development Programmes for the Empowerment of Rural Women".
2. Dr. Sheetal Rawat, Shikshan Vidyashakha (IASE), Gujarat Vidyapith, Ahmadabad on "SEWA Bharat: Icon of Empowered Indian Women through Skill Development and Self-Reliance".
3. Shri Nilesh Priyadarshi, Research Scholar and Dr. Satish Patel, Assistant Professor and Guide, Centre for Studies in Rural Management (CSRM), Gujarat Vidyapith, Randheja, District, Gandhinagar on "Women Empowerment through Skill Development: A Case Study of Pabiben.com: Sustainable Rural Business Model".
4. Smt. Bhanuben Gajubhai Kumarakhandiya, Research Scholar and Dr. Sandhyaben B. Thaker, Director/Professor & Head, Department of Lifelong Learning and Extension, Gujarat Vidyapith,



लखनऊ तथा उमरिया में कौशल युवा संवाद कार्यक्रमों का आयोजन

जन शिक्षण संस्थान, लखनऊ

जन शिक्षण संस्थान, लखनऊ द्वारा विश्व युवा कौशल दिवस (15 जुलाई, 2019) के उपलक्ष्य में दिनांक 9

जुलाई, 2019 को विकास खण्ड गोसाईगंज के नगरीय क्षेत्र गोसाईगंज तथा ग्राम चांदसराय में दो कौशल युवा संवाद कार्यक्रमों का आयोजन किया गया जिसका उद्देश्य इन कार्यक्रमों से जुड़े युवा प्रशिक्षणार्थियों तथा प्रशिक्षकों के बीच संवाद स्थापित करते हुए उनके विचारों का संकलन करना था जिससे कि विविध कौशल विकास कार्यक्रमों को उतरोत्तर प्रभावी एवं गुणवत्तापूर्ण बनाया जा सके।

गोसाईगंज में यह कार्यक्रम इस विकास खण्ड के नगरीय क्षेत्र में संचालित सिलाई प्रशिक्षण केन्द्र पर जन शिक्षण संस्थान के निदेशक श्री श्रीपति रस्तोगी की अध्यक्षता में किया गया जिसमें गोसाईगंज के क्षेत्र प्रभारी श्री अनिलकुमार मिश्रा,



प्रशिक्षण कार्यक्रम में प्रतिभाग कर रही कुमारी चित्रांशी निगम, अल्पसंख्यक वर्ग की कुमारी अल्कमा, निशा एवं नाजिया बानो, कुमारी नैना सोनी एवं श्रीमती सुजाता सोनी ने अपने विचार व्यक्त किये।

दूसरा कार्यक्रम गोसाईगंज के ही

ग्राम-चांदसराय में आयोजित किया गया जिसमें श्री श्रीपति रस्तोगी मुख्य अतिथि थे। इस कार्यक्रम में प्रतिभागी श्रीमती सीमा, श्रीमती रीतू एवं कुमारी रेनु रावत ने अपने विचार व्यक्त किये। प्रतिभागियों ने निःशुल्क प्रशिक्षण का दायरा बढ़ाये जाने, पर्याप्त मात्रा में शिक्षण सामग्री उपलब्ध कराने, प्रतिभागियों को प्रोत्साहन राशि प्रदान करने, आदि पर बल दिया। कार्यक्रम को सफल बनाने में श्री इन्द्र प्रकाश गुप्ता, श्रीमती रंजिता चौरसिया एवं श्रीमती सुशीला कुमारी का महत्वपूर्ण योगदान रहा।

जन शिक्षण संस्थान उमरिया

उमरिया में यह कार्यक्रम दिनांक 8 जुलाई 2019 को जन शिक्षण संस्थान द्वारा संचालित



ब्यूटीकलचर एवं हेल्थ केयर प्रशिक्षण केन्द्र, खलेसर में आयोजित किया गया जिसमें संस्थान के निदेशक श्री राहलुदेव सिंह ने कौशल विकास कार्यक्रमों से जुड़ने के लिए अधिक से अधिक लोगों को प्रोत्साहित करने की महती आवश्यकता पर बल दिया ताकि समाज में ज्यादा से ज्यादा युवा प्रशिक्षण प्राप्त कर स्वयं को स्वावलंबी बनाने की दिशा में आगे बढ़ सकें। कार्यक्रम में संस्थान के कार्यक्रम अधिकारी श्री ईश्वरदीन राय, लिपिक मोहम्मद इरफान मंसूरी एवं श्री दुश्यंत सोनी, सहायक कार्यक्रम अधिकारी श्री नरेश प्रसाद यादव सहित सभी का सहयोग प्राप्त हुआ।

जिला कारागार, फिरोजाबाद में जागरूकता कार्यक्रम का आयोजन



कारागार में रहते हुए काराबंदी अपने समय का स्वयं के विकास के लिए बेहतर उपयोग कर सकें

इस दिशा में इग्नू द्वारा संचालित पाठ्यक्रमों की महत्वपूर्ण भूमिका रही है। दिनांक 6 जून 2019 को फिरोजाबाद कारागार के बंदियों को इग्नू द्वारा संचालित विविध पाठ्यक्रमों एवं तत्सम्बन्धित योग्यताओं के बारे में जानकारी प्रदान करने के लिए एक जागरूकता कार्यक्रम का आयोजन किया गया, जिसमें मुख्य वक्ता इग्नू के अलीगढ़ क्षेत्रीय केन्द्र से आए श्री राशिद मलिक फेसल रहे। उन्होंने बताया कि इग्नू द्वारा जिला कारागार फिरोजाबाद के बंदियों के लिये भोजन एवं पोषण,

मानवाधिकार, मार्गदर्शन तथा एच.आई.वी. में डिप्लोमा कोर्स ए, बी.ए. तथा एम.ए. करने की सुविधा उपलब्ध करायी गयी है जिसके लिए इग्नू बंदियों से कोई फीस नहीं लेता है। इस अवसर पर जेल अधीक्षक मो. अकरम खॉन ने कारागार में स्थापित इग्नू का स्पेशल स्टडी सेन्टर एवं अन्य सुविधाओं का बेहतर उपयोग करने के लिए काराबंदियों को प्रोत्साहित किया। कार्यक्रम में इग्नू सहायक श्री राकेश सिंह व चीफ हेड भोलाराम आदि भी उपस्थित रहे।

Visitor

Ms. Eleena George, Project Manager, TYCIA (turn your concern into action), New Delhi visited IAEA on June 27, 2019 to discuss with Prof.S.Y.Shah about literacy material as she conducts literacy class for the inmates of Tihar Jail. Others present were Dr. Madan Singh, Prof. Rajesh, Dr. V.Mohankumar and Dr. Bani Bora.



Millions of Children Drop Out of School due to Disability – Unesco Report

According to the **State of the Education Report for India 2019 Children with Disabilities** prepared by Tata Institute of Social Sciences, Mumbai and commissioned by Unesco New Delhi Office was released in a function held at Taj Palace Hotel, New Delhi on July 3, 2019. According to the report nearly three-fourth of five year old children and one-fourth of children between the age group 5-19 with disabilities are out of school. The report states that an

analysis of the current situation indicated that an estimated 7.8 million children aged under 19 live with disabilities in India and this proportion of the population is much lower than the international estimates leading to questions about the disability measures used in the Census.

The report also states that the number of children enrolled in school drops significantly with each successive level of schooling and that there are fewer girls with disabilities in schools than boys.

Also the proportion of children with disabilities who are out of school is much higher than the overall proportion of out of school children at the national level.

Hence, there is an urgent need for policy interventions for an inclusive and non-discriminatory education system for children with disabilities, particularly focusing on the education of girls with disabilities.

Dr.V.Mohankumar, Director, IAEA represented Indian Adult Education Association in the function at Taj Palace Hotel.

Ahmadabad on “Need of Skill Enhancement for Women Empowerment”.

5. Dr. Mayuri Farmer, Professor, CSRM, Gujarat Vidyapith, Rural Campus, Randheja, Gandhinagar, Gujarat on “Women Empowerment through Soft Skill Development (A Special Focus on Women Self-Help Groups)”.



6. Dr Bhartendu Purohit, Head of Department, Commerce, Late M. J. Kundalia Mahila Commerce College, Saurashtra University, Rajkot on “Skills: A Special Reference to Bridge the Gap”.



The presentations were followed by question-answer session and interventions by experts/subject specialists.

At the end Dr. M.S.Ranawat in his concluding remarks appreciated the paper presenters and said that such opportunities should be fully utilized by the scholars to improve their knowledge and bring more perfection in the topics chosen for presentation. He also thanked profusely the cooperation and support extended by UGC-HRDC, Saurashtra University, especially Dr. Kaladhar Arya, Professor: Director and his fellow colleagues in the Centre and Shri Yashwant M. Janani, Member, Executive Committee, IAEA and his associates for the successful conduct of the national seminar.

IAEA Executive Committee Met at Rajkot

The Executive Committee of Indian Adult Education Association met on June 29, 2019 at 5:00 p.m. in the Committee room of UGC: Human Resource Development Centre, Saurashtra University, Rajkot. Dr. M.S. Ranawat, President Incharge presided over the meeting which was attended by 11 members.

The committee apart from confirming the minutes of the previous meeting held on November 27, 2018, approved the Annual Report of the year 2018, report of programmes and activities conducted during the period November 1, 2018 to June 25, 2019, scrutinized the un-audited statement of accounts for the year 2018-19, conferred Life membership to 15 persons and two Institutional membership.

The committee also discussed in detail a proposal for creating the post of Chairman to take care of day-to-day administration of the Association including finance and decided to bring it before the General Body when it meets next for approval. It also condoled the death of six persons who were closely associated with the Association as life members or otherwise and observed silence in their memory.



Reading Week/Reading Month Observed in Memory of P.N. Panicker

Shri P.N. Panicker, a veteran social worker and educationist was the pioneer in establishing public libraries all over Kerala to encourage reading habits of all the sections of the society. He was one of the founding members of Kerala Grandhasala Sangham in which he was Secretary for long. A simple person in appearance with starched khadi dhoti, shirt and angavastra with high thinking moved around the state propagating importance of education, literacy and how libraries develop reading habits. The same Kerala Grandhasala Sangham is now



called Kerala State Library Council as the administrative unit of the state government.

Many veterans from academic and community development field associated with him in his work and helped in all his efforts to firmly put his plans on the ground and nurtured it also. In fact, the first primer in Malayalam prepared for the literacy movement in Kerala was by Shri K.Sivadasan Pillai, a teaching faculty working at that time in the Department of Education, University of Kerala.

Shri P.N. Panicker expired on June 19, 1995 at the age of 86 and he was given state funeral in recognition of

great work done by him. Apart from this the Government of Kerala declared his death anniversary in 1996 as Reading Week in which school children are encouraged to read at least one book, prepare gist of the main content(s) of the book for presentation before a group of audience. All the educational institutions, particularly schools are given freedom to plan and organize different competitions to help the students to develop the skill of oration and writing. Following the example of Government of Kerala, the Govt. of India also declared Shri Panicker’s Death Anniversary as Reading Month in 2018.

ILD 2019

The International Literacy Day is celebrated every year on September 8th by the member countries of UN. The International Literacy Day 2019 is 53rd in series as the first literacy day was celebrated in 1967 based on the decision of the 14th session of Unesco’s General Conference on October 26, 1966. The theme of the conference this year is ‘Literacy and Multilingualism’ as literacy challenges persist despite a lot of progress made in the last many years. Embracing linguistic diversity in education and literacy development is central to addressing these literacy challenges and also to achieve the Sustainable Development Goals.



Seminar on Adult Education and Social Work and Contribution of P.N.Panicker

As part of the Reading Week observed in memory of Shri P.N. Panicker, the veteran of library movement in Kerala and a great adult educationist, a seminar was jointly organized by the State Resource Centre, Thiruvananthapuram, Kerala State Branch of Indian Adult Education Association and K. Sivadasan Pillai Foundation on June 22, 2019 with the topic “Adult Education and Social Work”. While Dr. N.B. Suresh Kumar, Director, State Resource Centre delivered the commemoration address, Shri Murukkumpuzha C. Rajendran spoke on Adult Education and Social Work and the contribution made by Shri Panicker in that field.



Gujarat State Adult Education Council meeting held at Rajkot



The Gujarat State Adult Education Council (Gujarat State Branch of Indian Adult Education Association) meeting was held on June 29, 2019 in the Conference Hall of UGC-



HRDC, Saurashtra University, Rajkot which was presided over by Dr. Mafatbhai Patel. The Chief Guest was Shri K.C.Choudhary, President, Indian Adult Education Association,

New Delhi. Others present on the main table were Dr. M.S. Ranawat, President Incharge, Dr. Madan Singh, General Secretary, Indian Adult Education Association and Shri Parshotambhai K. Faldu, Managing Trustee, Field Marshal & Govani Girls Hostel, Rajkot. The meeting was attended by a large number of persons including Dr. Sandhyaben Thaker and Dr. Laxmanbhai D. Avaiya. Dr. V.Mohankumar, Director, Indian Adult Education Association, Smt. Kalpana Kaushik, Joint Director

and Shri M.L.Sharma, Deputy Director from IAEA New Delhi were also present.



The meeting started with the introductory address by Shri Yashwant M. Janani. He said that the Council in the last many years has done a lot of work in the field of adult education but still there is a long way to go as the state of Gujarat as per 2011 Census has 1.08 crore illiterates in the age group 15 and above out of which 72.39 lakh was female and 35.20 lakh male. The scenario of rural Gujarat in comparison to urban areas was still worse as the number of illiterate rural female was 53.49 lakh (urban areas 18.89 lakh) and male 25.66 lakh (urban areas 9.54). The next census is in 2021 and there may be a possibility that the number of illiterates may go up along with the increase in the total population. In the meantime, the draft National Education Policy 2019 has been put on public domain inviting suggestions and when the final policy document is accepted by the Govt. of India, we may be able to know the revised

adult education programme including targets and time duration for achievement. Hence, Gujarat State Adult Education Council may have to get ready to participate in the new programme so that Gujarat is made fully literate.

Shri K.C.Choudhary, President, Indian Adult Education Association in his address said that the Council worked in the last many years under the able leadership of Dr. Mafatbhai Patel and it is expected that the enthusiasm shown by the Council may continue in the years to come. It may be appropriate that the Office Bearers of the State Council may enroll new members and encourage youngsters to participate more in the nation building activities including literacy.

Dr. M.S. Ranawat, President Incharge, Indian Adult Education Association while addressing the Council members said that he is seeing a lot of enthusiasm in Gujarat Council which needs to be taken forward so that the target is achieved well in time. It may also be appropriate that NGOs/VAs are associated in the Council more in number so that they are also part of the efforts taken by the Council.

Dr. Madan Singh, General Secretary, Indian Adult Education Association appreciated the role played by the Council in propagating adult education in the state and expressed his confidence

that the Council will play a major role in future also.

Thereafter, Dr. Mafatbhai Patel thanked the members for all the support extended to him in the last many years in all the efforts taken by the Council to make Gujarat a literate state. He said that even after the achievements made, there is a scope for a lot of work to be done which the incoming council can take care. Then he proposed the name of Shri Yashwant M. Janani as the President of Gujarat State Adult Education Council who in-turn announced the following names for other posts:

Dr. Atulbhai Pathak (Surat) – Vice President

Dr. J.M. Panara (Rajkot) – Vice President

Dr. Sandhyaben Thaker (Ahmedabad) – General Secretary
Shri I.S. Saiyad (Rajkot) – Joint Secretary

Dr. Ghanshyambhai Patel (Surat) – Joint Secretary

At the end the participants also appreciated a lot for the leadership provided by Dr. Mafatbhai Patel as President and other members of the Council for their work in the field of adult education in Gujarat and the guidance provided by Indian Adult Education Association, particularly Shri K.C.Choudhary, President.

Shri J.M. Panara compered the entire programme.

– Yashwant M. Janani

Dr. Sujit Kumar Paul Promoted as Professor

Dr. Sujit Kumar Paul, Associate Professor, Department of Lifelong Learning and Extension, Institute of Rural Reconstruction, Visva-Bharati (A Central University and an Institution of National Importance) has been promoted as Professor w.e.f. 29.4.2016. Dr. Paul is a specialist in Rural Development and Management, Lifelong Learning and Continuing

Education, Tribal Studies, Women Empowerment and NGO Management. He is engaged in teaching and supervising Post Graduate Students of Rural Development and Management and Ph.D Students of Social Sciences since 2000 in Visva-Bharati.

Dr. Paul is the recipient of a number of awards for his

outstanding work which includes 'Bharat Shiksha Ratan' in 2015, 'Mother Teresa Sadbhawana Award' in 2016, 'Vishesa Gauravacharya (Teacher of Special Honour)' in 2018.

Dr. Paul is the Life Member of Indian Adult Education Association since 2001.



कुलपति प्रो. आशा शुक्ला का सम्मान



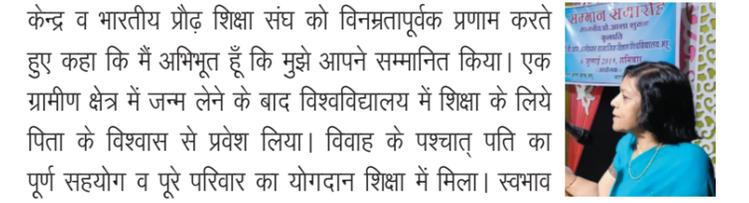
आशा कला केन्द्र एवं भारतीय प्रौढ़ शिक्षा संघ, महु द्वारा डॉ. बी.आर. अम्बेडकर सामाजिक विज्ञान विश्वविद्यालय, महु की कुलपति प्रो. आशा जी शुक्ला के सम्मान समारोह का आयोजन स्थानीय चोपड़ा वाटिका, महु में किया गया।

कार्यक्रम म.प्र. राज्य भाषा प्रचार समिति के मंत्री संचालक एवं भारतीय प्रौढ़ शिक्षा संघ के प्रदेश इकाई के अध्यक्ष श्री कैलाश चन्द्र पंत एवं भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश चौधरी के विशिष्ट आतिथ्य एवं ले.जनरल एम.जी. दातार की अध्यक्षता में सम्पन्न हुआ। अतिथिगण का स्वागत सम्मान समिति के संयोजक द्वय श्री चम्पालाल यादव एवं श्री राजेश चौधरी तथा श्री कमलेश मिश्रा द्वारा किया गया। अतिथि परिचय एवं स्वागत भाषण श्री मृणाल पंत ने दिया तथा अभिनंदन पत्र का वाचन सुश्री ऋतु त्रिवेदी ने किया। अतिथिगण द्वारा शॉल, श्रीफल, पुष्प गुच्छ एवं सम्मान पत्र से प्रो. आशा शुक्ला का सम्मान किया गया।

श्री कैलाश चौधरी ने अपने उद्बोधन में कहा कि डॉ. अम्बेडकर वि.वि. की कुलपति के द्वारा विश्वविद्यालय में सामाजिक सरोकारों पर कार्य किया जा रहा है। ग्रामीण विकास एवं महिला सशक्तीकरण पर आप कार्य करती आ रही हैं। जिन स्थानों पर आपने कार्य किया है, वहाँ आपने विभिन्न सामाजिक मुद्दों पर ही कार्य किया है। महु नगर में भी आप इसी प्रकार कार्य करेंगी यही आशा है। ऐसी विभूति का सम्मान कर हम अपने आपको गौरवान्वित महसूस कर रहे हैं। आशा कला केन्द्र महु नगर की पुरातन संस्था है एवं महिला उत्थान की दिशा में लगातार कार्य कर रही है। साथ ही प्रौढ़ शिक्षा के क्षेत्र में संघ कार्य कर रहा है। दोनों ही संस्थाएं सामाजिक कार्य करने के लिये विश्वविद्यालय के साथ मिलकर कार्य करने के लिये कृत संकल्पित हैं।

श्री पंत ने अपने उद्बोधन में कहा कि महु शहर अपने आप में कई विशेषतायें रखता है। अपने पुराने संबंधों को याद करते हुए उन्होंने कहा कि वे महु को कभी नहीं भूल पाये। मालवा की मिट्टी की विशेषता है कि पानी पड़ते ही चिपक जाती है और गर्मी में तड़क जाती है। वैसा ही स्वभाव मालवा के लोगों का भी है। स्नेह की बूंद के साथ ही आपके साथ जुड़ जाते हैं। महु शहर प्रतिभाओं का शहर है। ऐसी इस शहर की विशेषता है कि अपने में सभी को समाहित कर लेता है। जब किसी संस्था का नेतृत्व कुशल व्यक्ति करता है तो उस संस्था की विश्वव्यापी पहचान बन जाती है। ऐसा ही कार्य माननीय आशा जी द्वारा किया जायेगा। जब आपने कार्यभार संभाला तब विश्वास हो गया कि विश्वविद्यालय पूरे विश्व में महु का नाम रोशन करेगा। आपके व्यक्तित्व में दृढ़ता है तथा पक्षपात रहित कार्यप्रणाली का लाभ विश्वविद्यालय को मिलेगा। महु के बौद्धिक विकास में भी आपका योगदान रहेगा।

प्रो. शुक्ला जी ने अपने प्रत्युत्तर में शहर के प्रबुद्ध नागरिकों एवं आशा कला



केन्द्र व भारतीय प्रौढ़ शिक्षा संघ को विनम्रतापूर्वक प्रणाम करते हुए कहा कि मैं अभिभूत हूँ कि मुझे आपने सम्मानित किया। एक ग्रामीण क्षेत्र में जन्म लेने के बाद विश्वविद्यालय में शिक्षा के लिये पिता के विश्वास से प्रवेश लिया। विवाह के पश्चात् पति का पूर्ण सहयोग व पूरे परिवार का योगदान शिक्षा में मिला। स्वभाव व संस्कार संघर्ष करने हेतु प्रेरित करते हैं। कार्यभार ग्रहण करने के पूर्व समस्याओं के बारे में पता चला, इसके बावजूद समस्याओं का निराकरण करने का प्रयत्न कर रही हूँ। नये पाठ्यक्रम प्रारंभ किये जो सामाजिक उद्देश्य पूर्ण करेंगे। वंचित, शोषित वर्गों के लिये कार्य करने हेतु 12 गांव समग्र विकास के लिये गोद लिये गये हैं। आंगनवाड़ी के साथ बाल विकास पर कार्य, वैश्विक महिला नीति पर कार्य, मिलिट्री के साथ उनके लिये कार्य करने को विश्वविद्यालय इच्छुक है। शिक्षा के क्षेत्र में नवाचार के लिये महु का सहयोग चाहिये। हम चाहते हैं कि आशा कला केन्द्र व भारतीय प्रौढ़ शिक्षा संघ के साथ अम्बेडकर विश्वविद्यालय मिलकर किसी प्रोजेक्ट पर कार्य करे।

ले. जनरल दातार ने अपने अध्यक्षीय उद्बोधन में कहा कि योग्यता के आधार पर आपको कुलपति के रूप में चुना गया। आशा जी ने यह चुनौती स्वीकार की इसके लिये बधाई। समाज की स्थिरता के लिये विश्वविद्यालय का महत्वपूर्ण योगदान रहेगा, जो कार्य इन्होंने करने का सोचा है, उसमें सभी का योगदान उन्हें मिलेगा। डिफेन्स के लिये जो प्लान तैयार किया है, उसमें हम पूरा सहयोग करने की कोशिश करेंगे। उनका सम्मान समाज का सम्मान है।

कार्यक्रम का संचालन सुश्री ऋतु त्रिवेदी ने किया एवं अंत में आभार श्री सुरेश खण्डेवाल ने व्यक्त किया।

कार्यक्रम में आशा कला केन्द्र एवं भारतीय प्रौढ़ शिक्षा संघ के प्रतिनिधिगण, अतिथिगण एवं शहर के गणमान्य व बुद्धिजीवी नागरिक भी बड़ी संख्या में उपस्थित थे।

– राजेश चौधरी

सहायक निदेशक, भा.प्रौ.शि.सं, महु

‘भीड़ में कहीं खो गए’

चाहतों के दौर में गुजरे कई मंजर यहाँ दिल ढूँढता जिनको रहा वे भीड़ में कहीं खो गए	कौन जाने किस डगर पर हाथ कोई थाम ले बस इसी एक आस में स्वप्न उर पलते रहे	झाड़ियाँ थी कुछ कँटीली पैर नशतर चुम गए नोचते, छाले थे छिलते दर्द सहते ही गए
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कब न जाने, कुछ ज़रा सी फाँस मन में चुभ गयीं नजदीकियाँ घटती गयीं और, फासले बढ़ते गए	ज़िन्दगी आसां न थी पथ मिले बीहड़ भरे हर राह थी संघर्षमय हम जूझते ही रह गए	ख्वाहिशों के जंगलों में कुछ ढूँढते फिरते रहे ज़िदगी की शाम आई और, अकेले रह गए
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सोचते कुछ और थे कर रहे कुछ और हैं ज़िदगी की कश्मकश में उलझे हुए से रह गए	बिजलियाँ चमकीं बहुत थीं स्याह रातों में, मगर गलियाँ कई अनजान थीं हम ठोकरें खाते गए	– कुसुम वीर
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Documents

Economic and Social Commission for Asia and the Pacific (ESCAP). **Asia-Pacific Countries with Special Needs Development Report 2019: Structural transformation and its role in reducing poverty.** Bangkok, United Nations, 2019: 98p.

This Asia-Pacific Countries with Special Needs Development Report 2019 highlights the role of structural transformation in reducing poverty in the Asia-Pacific least developed countries, landlocked developing countries and small island developing States, collectively referred to as “countries with special needs”.

While the countries with special needs in Asia and the Pacific have made considerable development gains in recent decades, two in five people still live on incomes below \$3.20 a day, which is the standard poverty line for lower-middle income countries. Poverty is high in many countries as real wages remain low. In part, this is because a transition to services has bypassed the relatively higher-productive, employment-generating dynamism of the manufacturing sector in many countries. Also, little progress has taken place in within-sector upgrading in the agriculture sector, failing to facilitate value added activities in rural areas.

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Increasing productive employment is therefore critical to increase real wages and thus facilitate reduction in levels of poverty. Indeed, realizing the socioeconomic-related aspects of the Sustainable Development Goals is dependent on the ability of countries with special needs to provide decent employment through structural transformation. This Report: Structural transformation and its role in reducing poverty examines the link between structural transformation and poverty reduction and puts forward relevant policy considerations to align structural transformation and poverty reduction, highlighting the importance of targeted industrial policies and rural development.

Compiled by **Neha Gupta**
 Librarian-cum- Documentation Officer

National Educational Policy – 2019: Workshop on Quality of Education



The Indian Institute of Public Administration (IIPA), UP Branch organized a one day workshop on “Quality of Education in the context of National Education Policy 2019” at Jawahar Bhawan, Lucknow on July 27, 2019 which was chaired by Shri R.C. Tripathi, former Secretary General, Rajya Sabha. Around 30 invited guests attended the programme which included Shri P.C. Sharma, former Principal Secretary, Deptt. of Education, UP, Shri G. Pattanaik, Chairman, India Literacy Board, Dr. Y.S. Bhadauria, Educationist, Shri S.C. Chandola, former Joint Director, Panchayati Raj, UP, Dr. S.N. Tripathi, Consultant, Higher Education, UP and Dr. Madan

Singh, General Secretary, Indian Adult Education Association (IAEA), New Delhi.

Shri V.N. Garg, Honorary Secretary, IIPA, UP Branch welcomed the participants and also told about the objectives of organizing the workshop. He said that the outcome of the workshop will be duly communicated to the committee which drafted the education policy for consideration.

Shri R.C. Tripathi in his brief address said that ‘Quality of Education’ is the need of the hour and the Govt. of India should ensure that quality education is provided so that the challenges of the modern era are faced by one and all boldly and successfully. In the open session the participants gave a number of suggestions and recommendations for the improvement of the education policy.

Dr. Madan Singh shared the outcome of the Consultation Meeting organized by IAEA at India International Centre on June 13, 2019 at New Delhi and underlined the need for imparting vocational skill oriented programmes for the youth to enable them competitive in the employment market. He also stressed the importance of effective training, quality teaching-learning material and good infrastructure to improve the quality of education.

- **Dr. Madan Singh**

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Indian Adult Education Association



A meeting was held in IAEA on July 24, 2019 at 11:30 a.m. to have further discussion on planning the programmes for Senior Citizens. Shri K.C. Choudhary, President, IAEA Chaired the meeting while Dr. Manohar Singh Ranawat, President Incharge was the Co-chair. Others present were Prof. S.Y. Shah, Prof. N.K. Ambasht, Dr. Madan Singh, Prof. V.K. Dixit, Prof. Rajesh, Smt. Nishat Farooq, Shri Suresh Khandelwal, Dr. V. Mohankumar and Smt. Kalpana Kaushik.

Prof. S.Y. Shah, while initiating the discussion said that any programme proposed for senior citizens should be planned after detailed discussion followed by meticulous planning taking into consideration all the important issues like safety, individual interest, easily reachable and arrangements for food and refreshments, on payment or otherwise. If the planning is for residential accommodation, then the concentration should be on room arrangements, nursing assistance, medical care, immediate emergency response, etc. All these involve

investment of money and IAEA/IIALE has to take a firm decision regarding quantum of payment as fee for the services rendered. Thereafter, people present in the meeting while sharing their views, endorsed all the points given by Prof. Shah. They told that while planning the programme by IAEA/IIALE of its own, they can also look into the possibility of availing the programmes of the government departments

for the welfare of senior citizens so that financial commitments can be minimized.

“Population explosion causes new challenges for coming generations, central and state governments should launch measures to deal with it.”

- Prime Minister in his Independence Day speech on August 15, 2019

पुस्तकालय विज्ञान के विद्यार्थियों का परीक्षाफल घोषित



निकू
प्रथम स्थान
(83.33%)



मधुर
प्रथम स्थान
(83.33%)



शिवानी
द्वितीय स्थान
(79%)



समीम अहमद
तृतीय स्थान
(72%)

भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली से संचालित राष्ट्रीय मुक्त विद्यालयययी शिक्षा संस्थान के स्टडी सेंटर से इस वर्ष पुस्तकालय विज्ञान प्रमाण पत्र कोर्स के 17वें बैच के 12 विद्यार्थियों ने अप्रैल-मई 2019 की परीक्षा में भाग लिया जिनमें से कुल 11 शिक्षार्थी उत्तीर्ण हुए। गत वर्ष की भांति

इस वर्ष भी लड़कियों का रिजल्ट लड़कों की तुलना में बेहतर रहा। कुल 83.33 प्रतिशत अंकों के साथ सुश्री निकू तथा श्री मधुर सिंह ने प्रथम स्थान प्राप्त किया। द्वितीय स्थान सुश्री शिवानी (79%) और तृतीय स्थान श्री समीम अहमद (72%) का रहा। अन्य 7 विद्यार्थियों श्री गौरव डावला

(67.66%), श्री नासिर हुसैन (68%), श्री अखिल बिष्ट (63.00%), श्री अनिल कुमार (67.66%), सुश्री अन्जू (60.66%) तथा सुश्री फर्रा नाज (62%) अंक हासिल करने में सफल रहे। संघ इनके उज्ज्वल भविष्य की कामना करता है।

— जय भगवान
ए.वी.आई. कॉर्डिनेटर

उच्च शिक्षा सुधार एवं संभावनाएं विषय पर सेमिनार



भारतीय प्रौढ़ शिक्षा संघ की मध्य क्षेत्र इकाई द्वारा इंदौर में 'उच्च शिक्षा सुधार एवं संभावनाएं' विषय पर दिनांक 10 अगस्त 2019 को एक सेमिनार का आयोजन किया गया। सेमिनार की मुख्य वक्ता राजीव गांधी स्टडी सर्कल की दिल्ली प्रदेश की कोऑर्डिनेटर डॉ. श्रीमती चयनिका उनियाल थीं। कार्यक्रम की अध्यक्षता भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के अध्यक्ष श्री कैलाश चौधरी ने की। इस अवसर पर श्री चौधरी ने प्रोफेसर जिमी कुशवाहा द्वारा स्वामी दयानंद सरस्वती पर लिखित पुस्तक का लोकार्पण भी किया। इस कार्यक्रम में इंदौर के सैकड़ों शिक्षाविदों की उपस्थिति में उच्च शिक्षा से संबंधित विभिन्न विषयों पर गहन चर्चा हुई।

श्रीमती चयनिका उनियाल ने अपने संबोधन में कहा कि यह चिंता की बात है कि विकसित देशों द्वारा जहां उच्च शिक्षा पर अपने सकल राष्ट्रीय उत्पाद का लगभग 7 प्रतिशत तक खर्च किया जा रहा है वहां 25 साल पहले कोठारी कमीशन की संस्तुतियों को दरकिनार करते हुए हिंदुस्तान में उच्च शिक्षा पर सकल राष्ट्रीय उत्पाद के 2 प्रतिशत से भी कम खर्च किया जा रहा है। पिछले 2 वर्षों में तो उस खर्च को और भी घटाया गया है। शिक्षा से भविष्य का निर्माण होना है इसलिए सरकार का दायित्व है कि वह सुनिश्चित करे कि हर नौजवान को सुलभ और उपयोगी शिक्षा उपलब्ध हो सके। उन्होंने कहा कि सरकार द्वारा

यूनिवर्सिटी ग्रांट कमिशन को समाप्त कर एक अलग संस्था बनाने का प्रस्ताव शिक्षण संस्थाओं पर कूटाराघात होगा क्योंकि ग्रांट की जगह लोन देने से सरकारी शैक्षणिक संस्थाओं पर संचालन का संकट उत्पन्न हो जाएगा।

अपने अध्यक्षीय संबोधन में श्री कैलाश चौधरी ने कहा कि यह चिंता का विषय है कि जैसे-जैसे उच्च शिक्षा की सुविधाएं बढ़ती जा रही है शिक्षा के स्तर में गिरावट आ रही है। शिक्षा ज्ञान केंद्रित न होकर डिग्री केंद्रित हो गई है और यही कारण है कि कई उच्च डिग्री धारी लोगों के पास भी संबंधित विषय के कौशल और ज्ञान का अभाव है।

भारतीय प्रौढ़ शिक्षा संघ के सह-सचिव श्री मृणाल पंत ने सेमिनार को संबोधित करते हुए कहा कि सेमिनार से प्राप्त सुझावों को प्रदेश सरकार के समक्ष प्रस्तुत किया जाएगा ताकि नीति निर्माण में उनको शामिल किया जा सके। इस अवसर पर मौजूद शिक्षाविद सर्वश्री जयकुमार जैन ने कहा कि सेल्फ फाइनेंस के आधार पर सरकारी कॉलेज में संचालित कोर्स निजी शिक्षण संस्थाओं का बेहतर विकल्प हो सकते हैं। श्री अवधेश यादव का सुझाव था कि शासकीय महाविद्यालयों में छात्रों की उपस्थिति निश्चित करने के लिए शिक्षण को बुनियाद प्रदान करने वाले शिक्षकों जिनका समर्पण भविष्य की पीढ़ी तैयार करने के लिए सबसे महत्वपूर्ण आधार है, का आज अभाव है। श्री आर्जिक्य डागांवकर एवम अभिषेक दुगनावत ने शिक्षण संस्थाओं के संचालकों और प्रोफेसरों की जवाबदेही सुनिश्चित करने की बात कही और मध्य प्रदेश में उच्च शिक्षा की परिस्थिति पर विचार व्यक्त करते हुए उसमें सुधार के लिए कई रचनात्मक सुझाव दिए।

कार्यक्रम में पूर्व छात्र नेता श्री विनीत ठाकुर भी शामिल रहे। कार्यक्रम का संचालन एवम संयोजन प्रोफेसर जिमी कुशवाहा ने किया।

Do you think that the government takes into consideration views of the civil society for improving adult education? If yes, please elaborate?

Mostly the governments take into consideration the views of civil society for improving adult education lightly and in a casual way. In my opinion the governments give least priority to adult education though, many in the government talk a lot about the importance of literacy. This you can see in the allocation of funds for adult education in Five Year Plans and frequent winding-up of programmes whenever governments change which never ever given consistency for the programmes on the ground to progress well. Most of the programmes stopped in between for political reasons which never happens in the formal system of education. People mostly think that the skill of acquiring basic literacy is the success of adult education programme. Unfortunately, this never made India a reading/learning society as continuing education or lifelong learning has not been given importance at all. In case, India is to achieve the SDG Goal 4 in a complete form, it has to have a robust continuing education programme on the ground. Kerala is a literate state because it has reading society strongly supported by library movement for furthering the basic literacy skills.

What are your views about the role of universities in promoting adult education? Which are the universities and/or academicians who have made significant contribution?

The role of universities in promotion of adult education is negligible but some universities like Pandit Deen Dayal Upadhyay University of Gorakhpur and Banaras Hindu University Varanasi of Uttar Pradesh and Vikram University, Ujjain of Madhya Pradesh played significant role in promotion of adult education because some faculty members took keen interest in adult education. I am sure that the universities can play and should play their role to motivate, encourage and guide the institutions and individuals to undertake adult education and lifelong education activities. It will be in their interest as their involvement will enhance their own prestige in the eyes of public at large in the society.

Do you think that State Resource Centre, Uttar Pradesh had played an effective role in promoting adult education in the state?

The State Resource Centre, Uttar Pradesh did play a significant role in promoting adult education in the state, especially in the area of teaching-learning material development, training, evaluation, monitoring and publicity. The Centre also helped other resource centres which sought the guidance in academic areas as it has rich experience of working in the relevant field for long under the aegis of Literacy House.

What are some of the challenges you have faced as Director, State Resource Centre?

The biggest challenge I faced as Director of State Resource Centre was to get approval of NLMA for accommodating more number of staff members over and above the sanctioned posts for category 'A' Resource Centres because as soon as the Centre was sanctioned to Literacy House the staff members already working in the Departments of Training, Curriculum and Material Development, Mass Communication and Research & Evaluation were transferred to Resource Centre. Secondly, Uttar Pradesh with 75 districts is one of the biggest states in India while many other Resource Centres have to cater to the literacy needs of only 25 to 30 districts. Hence, the work load of Resource Centre, Uttar Pradesh was much higher than other Resource Centres.

You are associated with Indian Adult Education Association, New Delhi for a number of years. What role did IAEA play in strengthening adult education?

As all of us know that IAEA came into being in the year 1959 to promote literacy, adult education, non-formal and lifelong education in the country with clear objective of supporting all the adult education programmes of the government and programmes undertaken by NGOs. Today IAEA is 80 years old with longstanding experience. In the last 80 years the organization consistently supported adult education programmes brought in by the government and stood shoulder to shoulder in propagating its ideals through meetings, seminars, conferences, round tables and writings. It has the potential of doing a lot in the years

to come and it will do it. Dr. Zakir Husain once observed "the history of IAEA is the history of Adult Education in India". It is true that IAEA cannot be separated from the history of adult education in India.

What is your opinion to strengthen IAEA?

In my view IAEA can be strengthened by (i) hiring the services of an experienced Liaison Expert for contacting and convincing concerned officials in the Ministries of Human Resource Development, Skill Development & Entrepreneurship, Women and Child Welfare, Social Justice & Empowerment, Agriculture & Farmers Welfare to get the schemes and projects sanctioned for IAEA (ii) ensuring time management and discipline to develop favourable work culture in the institution (iii) placing a plan for fund-raising to support programmes and activities (iv) creating a mechanism for internal evaluation to ensure efficiency, economy and self-discipline (v) rewarding best workers for their good work and (vi) conducting regularly Monthly Monitoring Meetings to review the work of the members of the staff.

What is the future of adult education in India?

No country can grow and progress without focusing on education including adult education. India has a long history of adult education and it can show the world that it has achieved something which nobody can even dreamt of. Of course, this cannot come so easily unless there is a very good adult education programme firmly on the ground with facilities for lifelong learning. So far India experimented with adult education in an adhoc manner which cannot go for long. Adult Education should be part and parcel of overall education system with good infrastructure, staff, financial allocation, system of learner evaluation, certification by competent authority and programme for equivalency to ensure vertical mobility of the beneficiaries in acquiring higher education.

Thanks a lot Dr. Madan Singh for giving your frank opinion on various questions raised before you and I am sure that readers of Newsletter will like your response.

Thanks to you Professor for posing relevant questions to elicit answers from me.

The fourth one was as Coordinator-cum-Head in Training and Orientation Centre (TOC), again a programme sanctioned by the Union Ministry of Youth Affairs for organizing 13 days orientation training and 5 days refresher training for the Professors, Readers (now called Associate Professors) and Lecturers (now called Assistant Professors) of all the Universities and Degree Colleges of Uttar Pradesh who were serving as NSS Programme Coordinators and Programme Officers. I am happy to inform you that I served in TOC from 1988 to August 1995.

The fifth one was as Director, State Resource Centre, Uttar Pradesh from September 1995 to October 2003.

The sixth one is my close association with the Indian Adult Education Association, New Delhi, initially as a Life Member which I became on December 22, 1982 and subsequently as Vice President in 2002, Treasurer in 2003 and General Secretary 2004. You know well that I am holding the post of General Secretary till date except for three years in between from 2011 to 2013.

What are your impressions about the understanding of adult education by senior civil servants with whom you have worked closely?

Most of the senior civil servants, especially Education Secretaries and Director Generals of NLMA have been taking adult education as a routine programme. But unlike other unwilling and disinterested civil servants, there have been some excellent officers like Shri Anil Bordia, Dr. L. Mishra, Shri S.K. Tripathi, Shri Bhaskar Chatterjee who had clear vision and strong will to streamline and strengthen adult education programmes in the country. Their contribution to the field of literacy would always be remembered for ever.

Can you recollect some of Dr. Welthy Fisher's contributions in building Literacy House?

I had the privilege of working with her for almost 15 years. She was an inspiring and dynamic leader with clear vision and strong will power to translate the vision into action. In fact, Literacy House is her baby which she built brick by brick and developed into an institution of excellence to serve the

poor people to improve their life which everyone would like to visit, stay, get trained and if opportunity is given serve also. Literacy House with vast infrastructure and resources has expertise in training, mass communication, development of curriculum and teaching-learning material, research and evaluation, preparation of materials relating family life, an institute for young farmers, library with large collection of books and mobile library for propagating lifelong learning. Above all Literacy House has its own two agriculture farms, 70 acres each. The House of Prayer located at the entrance of the institution and an Open Air Theater are added attractions.

The vast infrastructure available in Literacy House attracted many organizations/departments to have their programmes conducted inside the campus.

For her contribution Dr. Welthy Fisher received many awards which included G.J. Watumal Memorial Award, Mohammad Raza Pahalvi Prize of UNESCO, Nehru Literacy Award, Humanitarian Award by Variety Clubs International, USA and Ramon Magsaysay Award.

Who were the other people played important role in building Literacy House?

There were many philanthropists, educationists and social workers who played an important role in building Literacy House in various ways. It may be difficult for me to recollect and tell all the names but I can tell the names of a few. They were Shri K.M. Munshi, former Governor of Uttar Pradesh (he not only convinced Dr. Welthy Fisher to shift Literacy House from Allahabad to Lucknow but also instrumental in getting 20 acres of land for building the Headquarters for Literacy House), Shri C.B. Gupta, former Chief Minister of Uttar Pradesh, Ms. Sally Swensen of World Literacy of Canada, Shri Bhagwan Sahay, former Governor of Jammu & Kashmir and Kerala (he served as Chairman, India Literacy Board, the Governing Body of Literacy House), Shri Satish Chandra, former Secretary to the Government of India and Chief Secretary of Uttar Pradesh, Prof. Radha Kamal Mukharjee, former Vice Chancellor of Lucknow University,

Justice G.B. Singh, former Judge of the High Court of Judicature, Allahabad (Lucknow Bench), Shri J.C. Pant, former Secretary to the Government of India and Principal Secretary of Education Department, Government of Uttar Pradesh, Shri Bhaskar Chatterjee, former Secretary to the Government of India and Director General, National Literacy Mission Authority and Shri G. Pattanaik, former Principal Secretary to the Governor of Uttar Pradesh and now serving as the Chairman of India Literacy Board.

You must have visited several institutions in India. Which are the ones impressed you the most and reasons for the same?

I have visited many institutions in India which are working in the field of adult education for long. Some are very good in the area of training and some are good in organizing outreach and extension activities and some others are excellent in research and evaluation. A few institutions devoted to working for the welfare of women and tribals. However, I am so obsessed with Literacy House and its activities and can say that there is no match for Literacy House as it serves the non-literates not only to acquire the basic skills of literacy but also lifelong learning. I fully indorse the views of Dr. L. Misra who after visiting Literacy House recorded in the Visitors register that "those persons, who are involved in and associated with adult education, they should visit Literacy House, Lucknow. It would be a pilgrimage for them." Dr. Welthy Fisher always said that literacy and adult education work can be performed by those persons who are dedicated to 'SEWA (service)' like mothers do for their babies and not for 'Naukari (employment)'.

Can you recollect the names of adult educators who have been associated closely with Literacy House?

Yes, I can, but not all. To tell the names of a few Shri Mustaq Ahmed, Dr. T.A. Koshy, Dr. H.S. Bhole, Shri Bhagwati Sharan Singh, Brigadier S.J. Mukand, Prof. A.K. Jalaluddin, Prof. P.N. Singh, Shri G.S. Chaudhari, Shri Sadhu Charan Singh, Shri E.C. Shaw and Shri P.N. Shivpuri.

सेवानिवृत्त हुए डॉ. मनोहर सिंह राणावत



श्री नटनागर शोध संस्थान, सीतामऊ की स्थापना से अब तक कमान संभाल रहे 70 वर्षीय डॉ. मनोहर सिंह राणावत 42 वर्ष की सेवा पूर्ण करते हुए जुलाई 31, 2019 को निदेशक पद से सेवानिवृत्त हो गए।

बिहार बाढ़ त्रासदी के पीड़ितों को श्रद्धांजलि एवं संवेदना रैली का आयोजन



बिहार बाढ़ त्रासदी में मृतक सैकड़ों आत्माओं के प्रति श्रद्धांजलि अर्पित करने के लिए महु की तीन प्रसिद्ध संस्थाओं क्रमशः संस्था सत्पथ, मिथिला विकास परिषद् एवं बाल महोत्सव समिति द्वारा संयुक्त रूप से एक मानवीय संवेदना रैली आयोजित की गयी। यह रैली दिनांक 27 जुलाई 2019, शनिवार सायंकाल 5 बजे नेहरू प्रतिमा स्लैमलैण्ड चौराहा से प्रारंभ होकर महु शहर के मुख्य मार्गों से होते हुए कोतवाली चौराहा पर स्थित गांधी प्रतिमा पर पहुंच कर श्रद्धांजलि सभा में परिवर्तित हुई, जहाँ महु शहर के गणमान्य नागरिक, समाजसेवी, शिक्षकगण, बिहार राज्य के प्रवासी मैथिल सहित श्री एकेडमी, कोदरिया के छात्र एवं भारतीय प्रौढ़ शिक्षा संघ के सदस्यों ने उन्हें अश्रुपूरित श्रद्धांजलि अर्पित की। इस अवसर पर अधिवक्ता सुश्री गीता लखवानी, वरिष्ठ शिक्षाविद् डॉ. शोभा जैन, भारतीय प्रौढ़ शिक्षा संघ के संयुक्त सचिव श्री सुरेश खण्डेलवाल, शासकीय अधिवक्ता श्री शेखर बुंदेला, शिक्षिका सुश्री पायल परदेसी तथा निरंकारी मिशन महु के मुखी श्री किशोरीलाल ने विपदा की इस घड़ी में सभी बिहार बाढ़ पीड़ितों के साथ खड़े होने तथा उन्हें यथासंभव सहयोग उपलब्ध कराने का आग्रह किया। इस अवसर पर छावनी परिषद् के पूर्व उपाध्यक्ष श्री राजेन्द्र हर्षवाल, श्री उमेश खण्डेलवाल, श्री एकेडमी, कोदरिया के डायरेक्टर श्री राजेश पाटीदार, मिथिला विकास परिषद्, महु के अध्यक्ष श्री पवन कुमार झा, कोशाध्यक्ष श्री राम विलास यादव, श्री एकेडमी कोदरिया के छात्र, श्री विजय चन्द्र झा, श्री लक्ष्मण झा, श्री पंकज कुमार झा, श्री शाकिर खान, श्री हरीप्रत सिंह छाबड़ा, मैथिल युवा श्री राकेश ठाकुर, श्री मूलचंद्र सैनी, विद्यार्थी श्री भवनाथ झा, श्री किरण कौशल, श्री अल्का चौहान, श्रीमती सरोज नीम एवं अन्य ने भी मोमबत्तियाँ जलाकर अश्रुपूरित श्रद्धांजलि दी।

संवेदना रैली एवं श्रद्धांजलि सभा का संयोजन संस्था सत्पथ के अध्यक्ष श्री विभूतिनाथ झा एवं बाल महोत्सव समिति के सह-सचिव श्री कमलेश मिश्रा ने किया।

— कमलेश मिश्रा

डॉ. राणावत संस्थान के फाउंडर मेम्बर हैं और वे संस्थान के उपनिदेशक से निदेशक बने थे। सीतामऊ रियासत के महाराजकुमार स्व. डॉ. रघुवीर सिंह द्वारा स्थापित यह संस्थान आज विश्व पटल पर पहचाना जाता है जिसमें डॉ. राणावत की महत्वपूर्ण भूमिका है। इस अवसर पर संस्थान के समस्त कर्मचारियों ने डॉ. राणावत को एक भव्य समारोह में सःसम्मान शाल और श्रीफल भेंट कर विदाई दी। डॉ. राणावत ने अपने सेवाकाल के दौरान कई महत्वपूर्ण शोध किये जो इतिहास के शोधार्थियों के लिए अद्वितीय हैं और उनकी गिनती देश के जाने-माने इतिहासकारों में होती है। डॉ. राणावत मध्यप्रदेश इतिहास परिषद् के अध्यक्ष भी रहे हैं। इसी दौरान उन्होंने कई किताबों का संपादन भी किया। वे वर्तमान में अखिल भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के कार्यकारी अध्यक्ष हैं।

सेवानिवृत्त होने के उपरांत भी डॉ. राणावत श्री नटनागर शोध संस्थान के प्रबंध मंडल में सचिव पद पर आजीवन बने रहेंगे।

गूढार्थतत्त्वालोक पर चर्चा

बिहार राज्य के मधुबनी जनपद के नवानी ग्रामवासी मैथिल पंडित श्रीधर्मदत्त झा विश्व के सर्वश्रेष्ठ दार्शनिक के रूप में प्रसिद्ध हुए। शास्त्रों में अबाध गति के कारण विद्वानों के द्वारा उन्हें 'सर्वतन्त्र स्वतन्त्र' की उपाधि से अलंकृत किया गया। उनके द्वारा प्रणीत 'व्याप्तिपञ्चकविवृति' ग्रंथ, 'गूढार्थतत्त्वालोक' के नाम से प्रसिद्ध है। इस सुप्रसिद्ध ग्रंथ पर जैन आचार्य भक्ति यश विजय ने पैतालिस सौ पृष्ठों की व्याख्या लिखी है। इस ग्रंथ पर भारतीय दार्शनिक परिषद्, भारत सरकार द्वारा राजकोट के सौराष्ट्र विश्वविद्यालय में 16 जून से 29 जून 2019 तक एक कार्यशाला का आयोजन किया गया जिसमें देश के विभिन्न भागों से प्रतिभागी एवं नैयायिक न्याय दर्शन के विशिष्ट विद्वानों ने भाग लिया। पूर्व प्रतिकुलपति प्रो. वशिष्ठ त्रिपाठी, संपूर्णानन्द संस्कृत विश्वविद्यालय के कुलपति प्रो. राजाराम शुक्ल, उत्तराखण्ड विश्वविद्यालय के पूर्व कुलपति एवं राष्ट्रीय संस्कृति संस्थान, नई दिल्ली के न्याय विभागाध्यक्ष डा. पीयूष कान्त दीक्षित, पूर्व कुलपति एवं केन्द्रीय संस्कृत विद्यापीठ तिरुपति के न्याय-दर्शन विभागाध्यक्ष प्रो. रामलाल शर्मा एवं प्रो. देवनाथन, कर्नाटक संस्कृत विश्वविद्यालय के न्याय दर्शन के प्राध्यापक प्रो. वेंकटरामन, लाल बहादुर केन्द्रीय संस्कृत विद्यापीठ के सर्वदर्शन विभागाध्यक्ष डा. हरेश्वर त्रिपाठी, सुप्रसिद्ध नैयायिक एवं कालीदास संस्कृत विश्वविद्यालय नागपुर के कुलपति प्रो. श्रीनिवास नरखेड़ी ने भी इस कार्यशाला में अपने व्याख्यान दिये और न्याय दर्शन एवं नव्य-न्याय के जटिल विषय को सरतला से प्रतिभागियों के समक्ष प्रस्तुत किया। इस कार्यशाला में देश के कई अग्रणी विश्वविद्यालयों से आये शोधार्थियों ने भी भाग लिया।

विदित है कि पं. धर्मदत्त झा जन शिक्षण संस्थान, गया के पूर्व निदेशक एवं भारतीय प्रौढ़ शिक्षा संघ के आजीवन सदस्य डा. नरेश झा के प्रपितामह थे।

— ए.एच.खान
सह-सचिव, शा.प्रौ.श.स.

An Interview with Dr. Madan Singh by Prof. S.Y.Shah



Dr. Madan Singh has over four decades of experience in the field of Adult Education. After the completion of Masters Degree in Social Work and Doctorate from University of Lucknow, Dr. Singh served as a Welfare Officer in the Kejriwal Cotton Mill, Lucknow for a short period when he coordinated the literacy programme at the mill. Subsequently, he joined the Literacy House and continued to work in the field of literacy in various capacities and superannuated as the Director of State Resource Center, Uttar Pradesh. Dr. Singh played a key role in Indian Adult Education Association in various capacities- Vice president, Treasurer and General Secretary. During his long career Dr. Singh organized several workshops and training programmes and published a number of books in the area of Adult Education. Being one of those who worked closely with Dr. Welthy Fisher, Dr. Singh is in a unique position to throw light on her role in building the Literacy House. In the following interview with Professor S.Y.Shah, Dr. Singh has recollected his varied experiences in the field of Adult Education.

When and how did you enter the field of Adult Education?

I did my graduation with three subjects - English Literature, Social Work and Political Science from the University of Lucknow in 1962. While my desire was to pursue further studies by taking English Literature at Post Graduate level, I finally landed in Master's course in Social Work and completed it in the year

1964. As the famous proverb says man can only propose but the disposal is in the hands of the God. Today I have no regret regarding change of subject at the Post Graduate level as whatever I am today is because of my teachers in the Department of Social Work who have molded me to fit into any situation in personal life and professional career.

My first appointment was as Welfare Officer in the Kejriwal Cotton Mill, Lucknow where Literacy House was already running a literacy project in collaboration with the Cotton Mill for the non-literate labourers and their family members who were living in villages around the Mill. As a Welfare Officer I was directed to coordinate the literacy project by the General Manager of the Mill. In course of time I came to know a lot about Dr. Welthy H. Fisher, the founder of Literacy House, Lucknow who used to visit the literacy project frequently as she was keenly interested to make the unlettered labourers working in the mill and their family members, particularly women acquire the skills of reading and writing for their vertical mobility in life. In short period she could understand the style of my working and support to the literacy programme and hence, she invited me to visit Literacy House. Though, I heard a lot about Literacy House and its work in the field of adult education I had never thought of visiting that organization. The moment I got an invitation from Dr. Welthy Fisher I immediately accepted and went to that institution. I was highly impressed with

their programmes and its campus spread over 20 acres, especially the House of Prayer for all religions built at a central place. After visiting various departments, central library and mobile library in the campus I got an impression that it is not an ordinary institution or organization but almost equal to a University of Adult Education.

After the visit, I was taken to Dr. Welthy Fisher's house in the campus where she discussed a number of things over a cup of coffee and suddenly asked me whether I would join Literacy House if an offer is made. In fact, it was a pleasant surprise and I immediately said yes. Subsequently, when I received an appointment order I resigned my post as Welfare Officer in the Cotton Mill and joined Literacy House on February 10, 1965 and at the same time continued to work in the literacy project of the mill- of course this time as an employee of Literacy House. I am proud to say that the learners in that project not only completed basic literacy but also went to Continuing Education for which the follow up of materials were provided by Literacy House. The literacy project in the mill was successful because of the physical facilities provided by the mill owners and academic inputs given by Literacy House.

Shortly afterwards, I was assigned to the Training Department with the responsibility of organizing training programmes for the field functionaries and workers involved in literacy and adult education for which I developed a training manual in Hindi titled 'Saksharta Shikshakon Evam Prashikshakon Ke Liye Nirdeshan Pustika' which became an effective tool as a resource material both for trainers and trainees. As expected Dr. Welthy Fisher appreciated the resource material and even encouraged me to develop more such manuals for training.

Apart from being Director of SRC, what are some of the important assignments you have undertaken?

Dr. Welthy Fisher was a visionary and always looked for new things for the betterment of poor and downtrodden. She used to visit various places in India to update her knowledge regarding the conditions of poor, their needs, their

desires and their expectations. Being a resident of Lucknow she used to travel a lot in Eastern Uttar Pradesh which gave her first hand knowledge about their livelihood and aspirations. She found a large number of people non-literate, particularly rural people and especially rural women. This prompted her to do something for them so that they are made literate and are able to understand reasons for their poverty. She was of the opinion that the physical facilities like the buildings and libraries of schools and colleges and manpower like teaching faculty in the formal system of education were grossly underutilized and can be of much use if they are availed for adult literacy programmes after the school/college hours. Hence, she approached and convinced the managements of the formal educational institutions and the Department of Education, Government of Uttar Pradesh for their cooperation and collaboration in this innovative approach. The criteria adopted by her for selecting the formal educational institutions for collaborative programme were that:

- (i) there should be a congenial and conducive atmosphere in their institutions between the members of management committees, teaching faculty and students.;
- (ii) the members of the management committees and the teaching faculty should be willing to cooperate and collaborate for this project on their own;
- (iii) the institutions should have a minimum of 10 acres of land so that scientific farming could be done on the same;
- (iv) initial expenses necessary for scientific farming will be borne by the Eastern UP Adult Education Centre (EUPAEC), Deoria on the condition that 50% of the income from the agriculture farms would be utilized for literacy and adult education work in the villages.

Accordingly five educational institutions in Deoria were selected which included S.D. Inter College, Math Lar, Intermediate College, Kanhauli, B.R.D. Inter College, Bhatpar Rani, B.K. Higher Secondary School, Karsarwa Bujurg and A.N.D. Inter College, Pathardeva and I was given the responsibility of implementing and monitoring the programme after a detailed discussion with all the academic faculty in Literacy House. During the

discussion many academic staff expressed concern in taking-up the responsibility in Deoria as people in Eastern Uttar Pradesh mostly speak in their own dialect "Bhojpuri" which outsiders cannot understand properly. They were also of the view that in the community development work like adult education, communication plays an important role and if anyone is not able to understand the language people speak or not able to communicate in their own language, the work suffers a lot. Dr. Welthy Fisher after a patient hearing turned towards me and said that I should go to Deoria and start working with no hesitation. She said that though she does not know the language people speak but still she could communicate with them as while serving the people communication may be an important one but there is no need for language and it is only love and affection which helps like the relationship between the mother and newly born child.

I served in the project in Deoria from 1969 to 1980 and during that time two books in Hindi were prepared by me, one titled as 'Samudayik Kalyan Ke Liye Shaikshik Sansthaon Ka Upyog' and the other 'Shiksha Ka Swaroop' for use to all those people who would like to run such experimental programme. As it was an innovative one this project was visited by the officials of Uttar Pradesh Government and Govt. of India. Dr. H.L. Sharma, Deputy Director, Department of Education, Government of Uttar Pradesh from Gorakhpur Divisional Head Quarters was greatly impressed by the project and hence, he used to hold official meetings of the District Inspectors of Schools from Gorakhpur, Deoria, Basti and Azamgarh in the service areas of the project. He was so impressed that he wrote a booklet called 'Nibahi Experiment: An Observational Note' on this successful venture.

What are some of the specific contributions you have made to the field of Adult Education?

It may be difficult to tell all the contributions. However, I can share a few. First thing comes to my mind is about training manuals for organizing training programmes. As you know training has always been the weakest link in literacy programmes due to which many efforts made in literacy front failed to achieve the desired results. Hence, I gave priority for that when I was posted

to State Resource Centre. The opportunity was due to the Government of India for the first time in the history of Adult Education launched literacy programme at macro-level throughout the country under the National Adult Education Programme (NAEP) in 1978 and assigned the responsibility of running a State Resource Centre for Uttar Pradesh to Literacy House. It was a big challenge to extend resource support to 75 districts in terms of training different adult education functionaries like district officers and project officers and develop quality teaching- learning materials in large quantity for distribution to all the districts on a time bound manner. Hence, my services were transferred back to Literacy House in March 1980 from Deoria. Immediately after joining State Resource Centre I started preparing training manuals and books both in Hindi and English to impart effective training programmes.

I am glad to inform you that these books were not only used in adult education programme but also by the teaching faculty of Degree and Post Graduate Colleges and Universities in the Departments of Education, Sociology and Social Work as resource books.

The second one was Jail Literacy Programme. Literacy House organized literacy centres inside Model Jail, Lucknow for the inmates who were not literate which was one of the successful programmes, mostly due to controlled group. Seeing the success of literacy programme of the Model Jail, the jail authorities decided to organize literacy programme for the inmates of all jails in Uttar Pradesh for which the training was organized by Literacy House. After completion of basic literacy the inmates were provided follow-up materials. The jail authorities informed us that they could find a lot of attitudinal changes in the inmates who have participated in literacy programme.

The third one was my contribution in the project -Information Development And Resource Agency (IDARA) as a Programme Officer-cum-Head. This project was sanctioned to Literacy House by the Union Ministry of Youth Affairs to train District Coordinators of Nehru Yuva Kendras (NYKs) of Uttar Pradesh, Uttarakhand, Himachal Pradesh, Haryana, Jammu & Kashmir, Chandigarh and Delhi and also provide academic support, monitor and evaluate their programmes.

'वर्तमान परिवेश में गाँधी जी की प्रासंगिकता' पर व्याख्यान-माला

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की ओर : गाँधीवाद के परिप्रेक्ष्य में विषय पर गाँधी अध्ययन केन्द्र, पाण्डुचेरी विश्वविद्यालय के विभागाध्यक्ष प्रोफेसर पेरिया कृष्णामूर्ति और 'गाँधी जी के धार्मिक विचारों की प्रासंगिकता' पर भागलपुर विश्वविद्यालय, भागलपुर, बिहार के पूर्व विभागाध्यक्ष प्रोफेसर प्रभु नारायण मण्डल ने सविस्तर अपने विचार सांझा किये।



इन सभी सत्रों की अध्यक्षता विशिष्ट महानुभावों द्वारा की गयी। 'अन्तर्जातीय संवाद का गाँधीवादी दृष्टिकोण' विषय पर आयोजित पांचवे सत्र की अध्यक्षता भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के अध्यक्ष श्री कैलाश चौधरी ने की।

साक्षरता निकेतन, लखनऊ द्वारा दिनांक 18 सितंबर से 2 अक्टूबर तक 'साक्षरता एवं स्वावलम्बन पखवाड़े' का आयोजन किया गया। इसके तहत 'वर्तमान परिवेश में गाँधी जी की प्रासंगिकता' थीम पर दो दिवसीय व्याख्यान-माला आयोजित की गयी। दिनांक 18-19 सितंबर 2019 को आयोजित इस व्याख्यान माला में उद्घाटन एवं समापन सहित कुल नौ सत्रों में समाज जीवन के विविध क्षेत्रों से आमंत्रित बुद्धिजीवियों एवं विशेषज्ञों ने अपने विचार प्रस्तुत किये।

'वर्तमान में विश्वविद्यालयों के संदर्भ में गाँधी जी की प्रासंगिकता' विषय पर डॉ. भीमराव अम्बेडकर विश्वविद्यालय के पूर्व कुलपति प्रो. भूमित्र देव, 'गाँधी जी तथा दलित उद्धार' पर जी. बी. पन्त सोशल साइंस इंस्टीट्यूट, इलाहाबाद के प्रोफेसर बन्नी नारायण, 'महात्मा गाँधी की आध्यात्मिक समझ' पर सिंहानिया विश्वविद्यालय, जोधपुर के पूर्व कुलपति प्रोफेसर सोहन राज तातेर, 'महात्मा गाँधी, पर्यावरण संकट तथा अस्थाई विकास सशक्तीकरण' पर राष्ट्रीय गाँधी संग्रहालय, नई दिल्ली के पूर्व उपनिदेशक डॉ. अनिल दत्त मिश्रा, 'अन्तर्जातीय संवाद का गाँधीवादी दृष्टिकोण' पर किंग जार्ज मेडिकल यूनिवर्सिटी, लखनऊ के हृदय रोग विभाग के पूर्व विभागाध्यक्ष प्रोफेसर मंसूर हसन, 'समकालीन कृषि मुद्दों पर गाँधीवाद की प्रासंगिकता' पर गाँधीवादी विचारक तथा कृषि विशेषज्ञ श्री सुकुमार दास, 'इक्कीसवीं शताब्दी में ग्लोबल नॉलेज सोसाइटी

Documents

Helpage India. **Home Care for Elderly in India 2019 Report – A call to action.** New Delhi, Helpage India, 2019: 28p.

The proportion of elderly and especially those above 80 years is going to increase exponentially in the next few years; our public health facility & institutions are not ready to take on the challenges of the Long Term and soothing Care needs of the elderly.

The project carried out an innovative pilot in 3 locations of India (Shimla, Leh and Cuddalore) to experiment on the concept of Community and Family Caregivers for Long Term and Palliative Care need of the elderly.

The experience from the project is encouraging and eye opening at the same time. It is seen that with the right kind of community mobilisation and participation, it is possible to ensure that the community and family members come together in ensuring care and health for their elders in the true spirit of respect & caring for their elders which has been a bedrock of India's public value. The project also

brought to fore the fact that such involvement and participation of the community, in a large way, helps in mainstreaming of the elderly in a holistic way (mental, physical and social). The project also demonstrated that the government health systems also respond better when they are explained about the purpose of the intervention and it is possible to build their capacity and skills to take care of the Long Term and soothing Care need of the elderly in the community. The experience from the project, our understanding of the size of the elderly issue in the country and the adverse impact it will have if things go unaddressed; end in a simple but powerful set of recommendations which are effective (cost & program wise), can be taken up within the current public health system initiative (National Programme for Healthcare for the Elderly – NPHCE).

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Unesco International Literacy Prizes 2019

Unesco International Literacy Prizes 2019 have gone to five countries for different programmes as per the following:

The Unesco King Sejong Literacy Prize

(i) **National Office of Literacy and Education for Adults, Ministry of Education, Algeria**

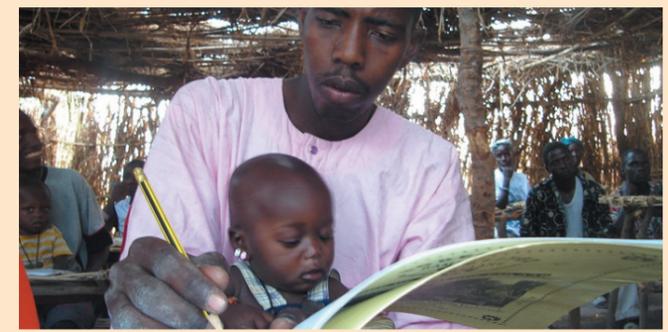
The National Office of Literacy launched a multilingual programme in 2016 teaching the adults both in Arabic and



Tamazight. The strategy was 18 months literacy course first to learn in the mother tongue and subsequently to acquire proficiency in other language and become a lifelong learner. In this programme people who speak Tamazight language have access to literacy programme in their mother tongue which facilitates their access to Arabic language, while Arabic speakers have the possibility to learn Tamazight. Apart from multilingual aspect, the literacy programme also reaches the nomadic populations and around 90% of the participants in this programme belong to rural areas, especially women.

(ii) **Textile Fibres and Development Company (SODEFITEX), Senegal**

SODEFITEX has got the prize for its programme "Functional literacy and follow-up vocational training in national languages for farmers in southern Senegal" SODEFITEX started literacy courses in 1982 to farmers with limited or non-schooling in Southern Senegal as part of their work. In 1990, the Dakar-based textile company



expanded the programme by offering vocational training for learners having successfully completed the literacy courses, continuing its multilingual approach in all three national languages: Pulaar, Mandinka and Wolof, which are also the learners' mother languages.

The company aims at creating a literate environment by guiding the farmers, aged 20 to 45, benefiting from the programme from a state of illiteracy to mastering basic literacy and numeracy skills in the national languages. Specialized teachers regularly strengthen their methodology and knowledge in adult education through annual trainings. The methodology includes developing activities that are directly linked to the daily lives of learners, such as agriculture, family life and everyday life in rural areas.

By providing training in technical and professional skills to local farmers, the programme not only increased the overall productivity, but also significantly improved the living conditions of the producers. In all 63,735 people from rural areas of which 25% are women have got certificate of achievement.

The Unesco Confucius Prize for Literacy

(i) **Camacol Antioquia, Columbia**

Camacol Antioquia is awarded the literacy prize for its programme 'Obras Escuela'. Antioquia is the Regional Branch of a non-profit consortium Camacol which is composed of more than 400 companies in the



construction sector. They have launched a programme to promote literacy for workers in this sector. This work place based learning programme is flexible to meet worker's needs and has improved basic literacy and arithmetic skills of workers who had limited or no schooling. Teachers provide literacy course both at the beginning and end of the day in which a wide range of subjects are covered, the content of which is aligned with the basic learning models proposed by the Ministry of National Education. The programme has adopted Spanish, the native language of the participants but also teaches English through different subjects. The course also focuses on the learners' lives such as human rights and filling of applications for state subsidies and making medical appointments. In course of time Camacol extended the programme to families of the workers also. The successful learners receive certificates endorsed by the Ministry of Education of Medellin. The end result of the programme found to have built self-esteem among the workers and limiting accidents at work.

(ii) BASAbali, Indonesia

BASAbali of Indonesia has been given the award for its programme 'BASAbali Wiki'. The tool BASAbali Wiki is a



multimedia, multilingual Wiki dictionary; encyclopedia and virtual library which intends revitalize endangered local languages by creating a sense of ownership. This tool was developed in collaboration with the scholars, governments, artists and community members from within and outside Bali. Since the launch in 2011 with interfaces in Balinese, Indonesian and English, BASAbali Wiki has been used by over half a million people. The main target group for the programme is young generation and the focus group is women and girls. When a material is submitted in one language, users are encouraged to offer translated text in other two languages. In this way

BASAbali Wiki serves as both a Balinese reference and a translation tool for Indonesian and English languages. A team of experts also provides translation and editing assistance when needed.

(iii) Nuovo Comitato il Nobel per i Disabili, Italy

Nuovo Comitato il Nobel per i Disabili, (New Nobel Committee for People with Disabilities) is an Italian non-profit organization created by Nobel Laureate, Mr. Dario



Fo in 1997 to support the disadvantaged groups through education, particularly the disabled people. In 2016 the committee decided to focus on migrant population and launched a programme called "TELL ME", an acronym for "Theatre for Education and Literacy Learning of Migrants in Europe". The programmes aims to contribute to social inclusion of youth and adult migrants with the priority to learn the language of the host country as the difficulty of mastering a language is among the most important causes of material, social and psychological insecurities that a foreigner experiences in the integration process in any country. The methodology is aligned with the National and European Educational Frameworks and developed with partners across the field of education and theater, revolves around storey telling, as a way to gradually transition from the learner's mother language to the host country's language.

Unesco Paris organized International Literacy Day conference on September 9, 2019 bringing together stakeholders and decision-makers from all over the world. The theme of the conference was 'Literacy and Multilingualism'.

The conference culminated with the distribution of 2019 Unesco International Literacy Prizes recognizing the winning projects in Algeria, Colombia, Indonesia, Italy and Senegal.



"Literacy is the starting point for any form of quality inclusive education and we need to support and scale-up the many initiatives across the globe seeking to make literacy a reality for all".

– Audrey Azoulay
Director General, Unesco, Paris

Workshop conducted for NGO Representatives at DIET Keshav Puram



A two day workshop was conducted for NGOs working in North Delhi on August 26-27, 2019 at the District Institute of Education and Training (DIET), Keshav Puram. The main objective of the workshop was (i) to establish better coordination and mutual understanding among themselves for engaging and focusing towards the marginalized groups and (ii) to orient them on digital support in concerned fields so that NGOs are

empowered to create social and community resource links for effective participation. The topics discussed were Law against child abuse, women empowerment, how to educate the people to avail social welfare/community development programmes of different departments and POCSO Act 2012.

Apart from NGO representatives from Jeewan Darshan Trust, Sai Old Age Home, AISEWS, SPYM, Swami Vivekananda Children Welfare Charitable Trust, Vijay Bharti, students and research scholars of the Department of Adult, Continuing Education & Extension, Transgender Resource Centre and various other colleges also participated in the workshop.

In the beginning Dr. Pawan Kumar, Senior Lecturer, DIET gave welcome address. Thereafter, Prof. Rajesh

addressed the gathering. While appreciating the role played by NGOs in community development work, he desired that they should play a pro-active role in between the general public and the government departments so that the schemes/programmes formulated focusing on the specific target groups reach the concerned. He also said that NGOs are "of the society, by the society and for the society" and hence, they must strive for cohesion by building intellectual wisdom.

Others who spoke on the occasion were Ms. Chetna, Ms. Krishna, Shri A.K.Singla, Shri Tarkeshwar Singh, Shri Vishal Kumar Gupta and Ms. Divya Bharti on various aspects of their specialization and work experience.

– Vishal Kumar Gupta

Research Scholar, University of Delhi

Teachers' Day Celebrations



Dr.S.Radhakrishnan was philosopher, Statesman and Teacher par excellence. He was the first Vice President and second President of India. His scholarly works on Religion, Spirituality, Culture and Philosophy have left a pile of knowledge for use by the generations to come. He had the firm belief that "teachers should be the best minds in the country". In order to honour this great teacher the Govt. of India declared his birthday, 5th September, as Teachers' Day and is celebrated every year from 1962.

National level function

In the function organized by the Union Ministry of Human Resource Development at New Delhi Shri Ram Nath Kovind, the Hon'ble President of India presented the National Award to 46 Teachers from across the country for their exceptional contribution. In his address he said that strong foundations of character-building are laid in schools as the main objective of education is to make the students good human beings and teachers do so by instilling honesty, discipline and integrity in their students.

By ensuring their students become good human beings, teachers contribute the nation-building process.



The President also said that today the world is moving from information era to knowledge era. However, knowledge alone will not be able to ensure the safety of human civilization. Along with knowledge it is also necessary to have a conscience. Only when knowledge is combined with wisdom, it can solve human problems. Hence, we have to establish a balance between 'artificial intelligence' and 'human compassion' and between 'digital learning' and 'character building'. Today conservation of water is given top priority and teachers can contribute significantly in the national campaign for water conservation by instilling in students the

importance of water and how they can prevent wastage.

On this occasion the Union Minister of Human Resource Development, Shri Ramesh Pokhriyal 'Nishank' and the Minister of State for Human Resource Development, Shri Sanjay Dhotre were also present.

Md. Akram Khan Honoured

Shri Md. Akram Khan, Jail Superintendent, Firozabad District Jail was honoured on the eve of Independence Day 2019 by Shri Sanjeev Kumar Tripathi, Deputy Inspector General of Police, Agra for his outstanding work in the jail to promote welfare of the inmates, continuing education by establishing IGNOU study centre and vocational skill development by organizing computer courses.



Research Foundation is a good idea. The only suggestion I would like to make is about synergizing collaboration with this foundation and National laboratories like NPL, CSIR institutions, Inter-University centres and ICAR.

The Committee recommended a four year integrated Bachelor's Degree as the minimum qualification for all school teachers. Kindly throw some light on this. A very good reform suggested that there will be no stand alone teacher education colleges. The teacher education will be an integral part of the higher education system. This will help quality improvement of professionally qualified teachers. In fact, the chapter titled Teacher Education captures the crying need of reforms in teacher education and is expected to create a lot of discussion. All of us know that to cure a chronic disease one needs strong medicine, however, bitter it may be.

The Committee has recommended a holistic approach to prepare the professionals. Can it be possible?

If I understood properly the chapter on Professional Education, it is proposed to be an integral part of higher education. As on date the professional education in India is offered largely based on individual subjects like medicine, engineering, agriculture, law by universities separately established subject-wise. The committee in its recommendation rightly stresses on the importance of these subjects for public purpose. These are all education in discipline and also education for practice. Hence, proper integration is needed.

What do you think about empowered governance and effective leadership for higher education institutions?

It is rightly stressed by the committee that high quality education and research requires intellectual ferment in nurturing culture. It is an open secret that the governance of higher education institutions mostly determines the culture. The concept of governance by an independent board is laudable.

The concept of full autonomy in the areas of academic, financial and administration is really a hard nut to crack as the iron grip of bureaucracy on every domain of national activity has been left by the British but is being perpetuated as nobody wants to lose overbearing control. If this could not be done in 70 years, let us keep our fingers crossed that this will be done. Though, this is crucial to entire report, let us see how much the bureaucracy is ready to concede.

Reform in regulatory system is suggested to encourage excellence in higher education. What do you say on this?

This is an important area of reform. It is a good that standard setting, accreditation and regulation are recommended for separation. However, a big question is when everyone is talking about the concept of singly window delivery to expedite the work, how the separation is going to fit into the system of express delivery. Hence, this suggestion needs to be give a fresh look as multiplicity of controlling points may spoil the institutions.

Do you appreciate the recommendation to make vocational education integral

part of school and higher education?

I appreciate whole heartedly for integration of vocational education in school and higher education. I also appreciate the recommendation of the committee for giving importance to prior learning and developing an appropriate mechanism for recognition. This is really a positive step which will benefit lakhs and lakhs of people who are having excellent technical skill but have no certificate. It may be appropriate that possibility of combining vocational with lifelong learning may also be seen.

What do you think about the recommendation for adult education?

This chapter on Adult Education deals rather in detail, after such long time of neglect, and rightly talks about crying need of viewing it as a lifelong education concept in India and places right stress on the topic. The policy needs commendation as it corrects a retrograde step taken by the Govt, to take away this sector from the control of NCERT and making it a part of the then Ministry of Education, thus losing all its academic flavour of research and development and becoming a part of extension efforts of the MHRD under a bureaucrat, some of them were really interested in the job while others looked to greener pastures elsewhere. The recommendations of the policy are strongly endorsed.

Thank you Professor for your frank opinion on the recommendations of the committee covering almost all the sectors of education. We are sure that it will become a fodder for the thoughts of the readers to formulate their own opinion.

International Literacy Day Celebration at New Delhi



The national level function to celebrate International Literacy Day 2019 was organized by the Ministry of Human Resource Development, Department of School Education and Literacy on September 7, 2019 at Pravasi Bhartiya Kendra, New Delhi. While the Chief Guest of the function was Smt. Rina Ray, Secretary, Department of School Education and Literacy, the welcome address was given by Shri Sachin Sinha, Joint Secretary (Adult Education) & Director General, National Literacy Mission Authority and the message of Director General, Unesco was read by Ms. Huma Masood, National Programme Officer, Gender and Education, Unesco New Delhi.

After the inaugural session Dr. P.S. Sreekala, Director,

State Literacy Mission Authority, Kerala, Dr. Ritu Varma, Vice Coordinator, Delhi Schools' Literacy Project and Shri Kamal Singhvi, Director, Rotary International, Rotary India Literacy Mission shared their experience in promoting adult literacy which was followed by a panel discussion on "Issues and Challenges in Achieving Total Literacy by 2030" which was presided over by Prof. N.V. Varghese, Vice Chancellor, National Institute of Educational Planning and Administration (NIEPA) and panelists were Prof. S.K. Kejriwal, formerly of Jawaharlal Nehru University, Prof. Rajesh, University of Delhi, Ms. Huma Masood, Unesco New Delhi, Dr. Binu Nair, Bharti Foundation and Dr. Sunita Gandhi, National Council of Education, Lucknow.

'Kaushalacharya' Award Presented to Outstanding Skill Trainers

On the occasion of Teachers' day on September 5, 2019 the



Ministry of Skill Development and Entrepreneurship organized a function at Dr. Ambedkar International Centre (Nalanda Auditorium), Janpath, New Delhi to honour 53 Skill Trainers with 'Kaushalacharya' award for their exceptional contribution towards creating a future-ready and skilled workforce. They include 19 Experts from Team India competed at WorldSkills in Kazan, Russia, 15 skill trainers from National Skill Training Institute and Industrial Training Institute ecosystem, 9 Corporate trainers from Adobe,

IBM, Microsoft, Maruti, ONGC, Bosch, BHEL and Aegis and 10 from Jan Shikshan Sansthan. The award included a trophy and certificate.

Dr. Mahendra Nath Pandey, Minister for Skill Development and Entrepreneurship who gave away the award said that on this day, we honour our trainers who have imparted learning to youth and helped in moulding their careers. In order to motivate and recognize their contribution, he announced that Kaushalacharya Award will be given annually to celebrate the teachers who are pillars of the Skill India edifice.

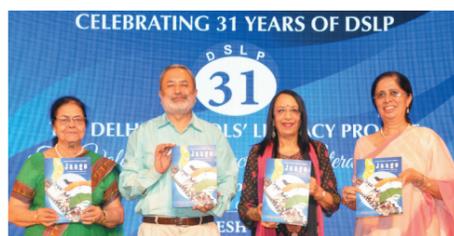
On this occasion Shri Raj Kumar Singh, Minister of State for Skill Development and Entrepreneurship in his speech said that Industrialization in India had for long been hamstrung by a dearth of skilled manpower. Fortunately Skill India Mission has addressed the need for an

equipped and skilled workforce to boost vocational training in the country.



The award winners (Skill Trainers) and Directors of Jan Shikshan Sansthans – Raigad, Ranchi, Chitrakoot, Kanpur, Sagar, Mirzapur, West Patel Nagar (New Delhi), Peeragarhi (New Delhi), Jahangirpuri (New Delhi) and Jaipur are with Dr. Ramakrishna Sura, Additional Director, Directorate of Jan Shikshan Sansthans.

Valedictory Function of Literacy Week held at Springdales School Dhaula Kuan



The Delhi Schools' Literacy Project organized valedictory function of literacy week at Springdales School Dhaula Kuan on September 13, 2019. Shri Ramesh Negi, Chairperson, Delhi State Commission for Protection of Child Rights was the Chief Guest. Like previous years, member schools conducted different competitions and

the winners received prizes from the Chief Guest and schools which have done outstanding work in the literacy front were given trophies. A brief cultural programme was also held which showcased the importance of literacy. On this occasion the 10th edition of DSLP Newsletter 'JAAGO' was released by the Chief Guest.

Shri Ramesh Negi in his speech appreciated the work done by DSLP and desired that along with literacy the learners can be given awareness on environment, pollution, water harvesting and skill for self-employment.

While Dr. (Smt.) Jyoti Bose, Director,

Springdales Schools in the beginning gave welcome address and briefed the audience about the journey of DSLP in the last 31 years, Dr. (Smt.) Rajni Kumar, Honorary Advisor, Delhi Schools' Literacy Project gave closing remarks. She thanked profusely all the member schools for their active role in DSLP and said that their efforts will go a long way to make India literate, whatever small their contribution is.

Dr. V.Mohankumar, Director represented IAEA in the function.

Draft National Education Policy 2019 – An interaction with Prof. N.K. Ambasht



Shri K.C. Choudhary, President, Indian Adult Education Association and Chancellor, International Institute of Adult and Lifelong Education, Prof. S.Y. Shah, formerly of Jawaharlal Nehru University and presently Director, International Institute of Adult and Lifelong Education and Dr. V. Mohankumar, Director, Indian Adult Education Association interacted with Professor N.K. Ambasht, former Chairman, NIOS and Professor & Head of Department(s), NCERT on the Draft National Education Policy 2019 and the excerpts as follows:

Draft of National Education Policy 2019 has been released by the Drafting Committee inviting suggestions from the general public. What is your opinion on the policy recommended?

I have gone through the policy document with great interest as we have got a new one after a gap of 33 yrs. (the existing education policy was released in 1986). The vision statement of the new education policy has few key words namely - India centric, Sustainability, Equitable, Vibrant and High quality. Hence, the entire document has to be seen in the light of these key words and content be examined on the parameters of these key words whether they embody the spirit of these key words, whether singly or cumulatively.

What do think about the recommendation of the Committee on Early Childhood Care and Education?

The Committee has rightly said Early Childhood Care and Education (ECCE) as the foundation of learning and also placed it as the first chapter. I really,

appreciate the entire approach of the policy which is exhaustive enough, it needs to be reiterated that private crèches and pre schools have brought in the inverted pyramid from primary education as foundational formal structured learning with alphabet recognition to writing and associated phonemics. This needs to be emphasized that such practices need to proscribed and if necessary, such shops need to be closed and simultaneously provide desired alternatives as recommended.

The policy document also captures very effectively the various aspects of ECCE, but a stronger advocacy for stopping the proliferation of this sector into the hands of business and non-professionals need to be stopped by appropriate legislative measures.

I wish to emphasize here that education is too important and a sensitive matter to be left into the hands of private players as it makes or mars the future of the nation, be it ECCE or Primary or School education sector.

What about Foundational Literacy and Numeracy?

The report has dealt rather extensively Foundational Literacy and Numeracy. But somehow it has slipped on the diagnostic and remedial approach in the educational transactional process. Diagnostic and remedial approach in the transactional process of education at the early stage not only clarifies the fundamental bases of education but also builds a solid foundation on which education structure is built. It will have implications in teacher preparation programme.

Major changes in the teaching-learning

approaches in teaching of language and mathematics, play way techniques have been developed and established in NCERT (by this author) could be disseminated for adoption/adaptation for further development and use.

What is the importance of National Tutors Programme?

National Tutors Programme is a welcome initiative. While it is laudable to mobilize community participation, it is often felt that the community has the misgiving that it can teach, because it has itself undergone the process. It needs to be emphasized that teaching is a specialized job for the trained person and should be given the same treatment. Many a times what is done by the school is undone by the society outside. We teach them to be civil and gentle, but they see that those who are rude and rogue have the day. This is a tough task but instilling the fundamental Human Values can salvage the situation and therefore these need to be integrated and instilled from the very beginning in the content and processes of education.

Do you agree with the recommendation of the committee for integrating dropouts and ensure universal access to education.

I am sure that this chapter somehow has missed the diagnostic and remedial approach in the teaching-learning process. Unless we are able to diagnose the learning knots and remedy it, we go on building on that deficiency causing loss of interest in the learner and he/she dropping out. The causes of dropout need to be individually investigated and remedied. All other points dealt in the chapter are appropriate and need to be retained.

Curriculum and Pedagogy in schools in Chapter - 4 has been dealt in ten sub-sections. What is your opinion?

The entire chapter is very important and must be accepted as policy as it takes into account all aspects of curricular integration of essential subjects and skills.

The recommendation for 5+3+3+4 design is logical and it eliminates the

nomenclature of senior secondary stage. The diffusion of streams is a welcome improvement in view of integral knowledge as opposed to segregated subject approach. All Knowledge is ultimately philosophy from where it emanated and to which it must submerge.

The policy must be commended on its approach to study of language and the medium of instruction. In spite so much of political brouhaha it must be adhered to tenaciously.

Specific mention of section 4.9 'Transforming assessment for student development' is very important and significant. The suicides happening after declaration of results is an excruciating phenomenon. The recommendations are very constructive and the National Institute of Open Schooling has On Demand Examination System (ODES), initiated and experimented by me which needs to be further worked upon, refined and widely adopted.

The draft policy has underscored a very important aspect which plays on human lives in many ways. I am of the opinion that all areas are very well written and are worth adoption.

What about equitable and inclusive education?

The chapter on equitable and Inclusive education deals quite comprehensively which needed much attention in the present system.

The idea of special education zones has been mooted which is an improvement over the concept of educationally backward districts. The Under-Represented Groups (URGs), it may be worth to revive the tribal education unit in the NCERT to address the specific educational needs of tribal communities (such as preparation of primers in tribal dialects) besides the major goal of contextualizing the curriculum.

The Under-Represented Groups' educational needs would vary from community to community. The education of minorities particularly, the Madarasa education will have to be synchronized for equivalence so that students studying in such institutions are able to compete with others in the job market.

What do you think about school complexes?

The concept of School complexes is not new. In fact, NCERT once started school complexes on experimental basis which were evaluated during early seventies. I

hope the Drafting Committee could lay its hands on the report for consideration and plugged the loop holes, if any, found in the same.

Are the recommendations of the Committee in line with Right to Education for regulation and accreditation of school education?

The principle of separation of functions is a welcome step. So is the creation of Independent State School Regulatory Authority. Similar regulatory authority, NCTE has come under criticism for several malpractices in its regulatory functions in the area of teacher education. The idea of regulation is good but enough caution needs to be exercised to save it from the traps that it is likely to fall into.

It is a welcome step that the schools run by private managements will not use 'public' in their names (now they call themselves as public schools). In real terms the public schools are those which are run by government or government aided. It is a hornets' nest.

The stipulation of the review of RTE Act in the light of this draft policy is welcome as the Act will require a major overhaul in view of this document.

It may be worthwhile to design examinations in a manner that it has scope to evaluate the strengths of the examinee and indicate those strengths. In other words, examination should slowly move towards evaluation.

What is your opinion about one regulator for all higher education institutions (including professional education)?

The suggestion of the committee is to transform the present regulatory system with multiple institutions by introducing one regulator for all higher education including professional education. This is a major structural change in the present system.

Is it a good idea to abolish affiliation system in higher education?

It is a welcome step. By abolishing affiliation system and replacing it by degree awarding autonomous colleges and universities is that all universities will be residential one.

What do you think about the recommendations of the committee on liberal education?

Four year Liberal Art/Education is a welcome step. Stress on liberal arts is

needed as too much materialism has already crept into the system and creative and analytical balance in education is long overdue. Importance of inter-discipline has been rightly stressed.

The Committee has introduced a new concept called National Higher Education Qualifications Framework for learning outcomes which will be the guiding document for curricula across all disciplines. What is your opinion on this? The concept of National Higher Education Qualifications Framework (NHEQF) is a good idea. In fact the higher education curriculum has been mainly guided by "we are teaching because other universities do". Most of the teachers at higher education, or for that matter, at all levels do not go deep into'. Why are we teaching, what we are teaching' is the syndrome and hence, they never go to the ultimate goal of teaching a topic or lesson in terms of behaviour modification.

Open Distance Learning (ODL) has come to stay. Any value attachment to contact learning and ODL is educationally unsound. Personally I am in agreement with all the suggestions given by the committee in the chapter "Optimal Learning Environments and Support for Students".

Chapter-13 and 14 have specific recommendations about empowering the faculty with high competence and deep commitment so that they are excellent both in teaching and research and establishment of a National Research Foundation to catalyse and energies and innovation across the country in all academic disciplines. What is your desired opinion on these?

We all agree that higher education faculty must be valued and supported with excellent preparation and conducive working environment. As of now the social prestige of teachers as a community is quite low as compared to the other professional groups and administrators. This needs to be corrected and the concept of "Gurur Brahma, Gurur Vishnu,....." should be restored as far as possible. Hence, the recommendations given by the committee in this chapter is worth appreciation and need of the hour. May be refresher courses, particularly in pedagogy, will be an added advantage for the teachers of higher education institutions.

Again establishment of a National



Kirollos, Mariam and others. **The War on Children: Time to end grave violations against children in conflict.** Washington, Save the Children, 2019: 44p.

This report identifies concerning trends for the safety and wellbeing of children living in areas impacted by conflict. The key findings of the data mapping process are that there is a significant and worrying gap in child-specific data in conflicts. Although all warring parties are obliged to protect children, in conflicts around the world terrible attacks are committed against children on a daily basis, for which the perpetrators are not being held to account. What is more, many of these violations are increasing, driven by brutal conflicts like the war in Syria. There is an urgent need for action to end what is too often a war on children.

Keeley, Brian (ed.). **The State of the World's Children 2019. Children, Food and Nutrition: Growing well in a changing world.** New York, UNICEF; 2019; 258p.

The State of the World's Children examines the issue of children, food and nutrition, providing a fresh perspective on a rapidly evolving challenge. Despite progress in the past two decades, one third of children under 5 are malnourished – stunted, wasted or overweight – while two thirds are at risk of malnutrition and hidden hunger because of the poor quality of their diets. These patterns reflect a profound triple burden of malnutrition – under

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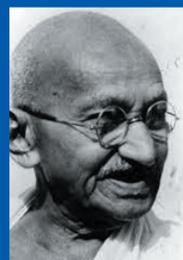
nutrition, hidden hunger and overweight – that threatens the survival, growth and development of children and of nations. This report provides new data and analyses of malnutrition in the 21st century and outlines recommendations to put children's rights at the heart of food systems.

Niti Aayog. **The Success of our Shools: School Education Quality Index (SEQI).** New Delhi, Niti Aayog, 2019. 153p.

The School Education Quality Index (SEQI) provides insights and data-based feedback on the success of school education across the States and Union Territories of India. While the Right to Education Act ensured access to education for all children, there is a need to improve the quality of education and service delivery. Data from assessments reinforces the need for system-level interventions across the school education system, with a focus on improving grade level competency and ensuring that India's schooling system delivers on learning outcomes.

The index involved extensive engagement with the States and Union Territories for finalisation of the indicators, sensitisation workshops on methodology, data collection and validation. Quality school education is a function of a targeted focus on learning outcomes, efficient governance structures, provision of necessary infrastructure and ensuring equitable academic opportunities.

Compiled by **Neha Gupta**
Librarian-cum-Documentation Officer



"The World has enough for everyone's needs, but not everyone's greed"

- **Mahatma Gandhi**
October 2, 2019
150th Birth Anniversary

"Mahatma Gandhi pioneered successive non-violent movements that changed history. 150 years since his birth, Gandhi's philosophy is at the core of our work at the UN. May his courage and conviction continue to inspire us".

- **Antoneo Guterres**
Secretary General of UN

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Indian Adult Education Association

President IAEA attended Times of India Vice Chancellor Conclave



The Times of India organized Vice Chancellor Conclave on September 30, 2019 at Shangri-La Hotel, New Delhi on the theme "Industry 4.0 giving way to an Educational Revolution Employability, Student Experience, Research Excellence and Society" in which the Keynote address was delivered by Shri Manish Sisodia, Deputy Chief

Minister and Education Minister, Government of National Capital Territory of Delhi. On personal invitation a large number of Vice Chancellors and eminent educationists attended the conclave including Shri K.C.Choudhary, Chancellor, Prof. S.Y.Shah, Director and Prof. N.K. Ambash, Emeritus Professor, International Institute of Adult and Lifelong Education.

Shri Manish Sisodia in his Keynote address said that as on date the school education system is static and its outcome is not synchronized with the expectation of the institutions of higher learning and hence, requested the participants to deliberate on the matter to find means to bridge the gap

between the school and college system.

After Keynote address the conclave had three academic sessions with the specific topics and speakers. The first session was on "Education 4.0: The future of Higher Education" in which the National Education Policy was the core content. The second session was on "Digitalization and Internationalization of Education" with the core content Pedagogical Shift in the Digital Age – Best Practices and Challenges and the third session was on "Skilling, Reskilling, Upskilling - Aligned to Industry 4.0" which highlighted identifying and bridging the Industry Academia Gap, Improving Student Employability.

Wurzburg University Students visited IIAE



As part of International Autumn School Programme 5 students - Ms. Marlene, Ms. Emily, Ms. Andrea, Ms. Christina and Ms. Jenny who are doing MA Education (in which Adult Education is an integral part) in Julius Maximilian University, Würzburg, Germany

(famously called Wurzburg University) were in India under students exchange programme as per the agreement between the Department of Adult, Continuing Education and Extension, University of Delhi and the Wurzburg University from September 30 to

October 11, 2019. They were accompanied by Dr. Regina Egetenmeyer, Professor, Faculty of Human Sciences Institute for Education and Ms. Stefanie, Research Fellow, Wurzburg University. The students and professor visited International Institute of Adult and

Lifelong Education (IIALE) on October 1, 2019 for academic discussion and exchange of ideas. IIALE and Wurzburg University also has a separate MOU for academic cooperation. Prof. S.Y.Shah, Director, IIALE gave a brief about the institute and Indian Adult Education Association apart from the history of adult education programmes in India for favour of information to the students. The students also had shared their academic programme with Shri K.C.Choudhary, Chancellor, IIALE. Others present on the occasion were



Prof.V.K. Dixit, Prof. Rajesh, Dr. V.Mohankumar and Smt. Kalpana Kaushik. Dr. Regina Egetenmeyer and Ms.

Stefanie also shared their experience of academic cooperation with IIALE in the short film being produced by IAEA about its history of 80 years standing in the field of adult education.

Before leaving IIALE the students also visited library where Smt. Neha Gupta, Librarian-cum-Documentation Officer gave a lot of information about the materials available in stock and how they are used by students and research scholars.

IGNOU Study Centre Organized Induction Meeting for Students



(IGNOU Study Centre 29049(P)) of the International Institute of Adult and Lifelong Education organized Induction meeting for the students enrolled for July 2019 session in PGCAE and MAAE on September 30, 2019. Out of 11 students allotted to the study centre 4 have attended the meeting. They were Ms. Phool Kumari Shah (PGCAE), Ms. Jyotsna Borgoyary, Ms. Bhavya Sharma and Ms. Shikha Kaushik (MAAE). On the main table present were Dr. V.Mohankumar, Joint Registrar, IIALE, Dr. M.V. Lakshmi Reddy, Associate Professor & Programme Coordinator, IGNOU and Dr. D.P Singh, Assistant Regional Director, IGNOU Regional Centre Delhi 2 and Smt. Kalpana Kaushik, Programme In-charge, Study Centre.

Smt. Kalpana Kaushik while welcoming the students appreciated them for selecting adult education as the subject of study in IGNOU which is the largest Open University in the world enrolling lakhs of students every year which was followed by self-introduction.

Thereafter, Dr. M.V. Lakshmi Reddy interacted with the students and explained in detail every aspect of the course and the study materials and said that in the open system study material is prepared in a way that facilitates self-learning. He advised the students to follow programme guide and give one full reading of the learning materials provided to them. He also insisted on the importance of completing assignments and practical work as part of the study and desired the students to submit the reports in time.

Dr. D. P. Singh said that IGNOU Regional Centre is their

second home and they are free to approach for any help and guidance. He gave assurance that Regional Centre will facilitate students to get their study materials as early as possible and until such time they may use the soft copy available in IGNOU Website.

Dr. V. Mohankumar shared a few points with regard to the experience of study centre in the last few years. He said that students many times think that in ODL mode nothing is formal and hence, they can carry out their studies in their own way and pace. ODL is coming under non-formal system of education and in this also a number of things to be followed systematically and also in time. Hence, he advised the students to follow strictly the guidelines issued with regard to studies, submission of assignments and dissertation and conduct of field work.

On receipt of additional list of students from IGNOU Regional Centre-2, one more Induction meeting was



organized on October 19, 2019 in which 4 students – Ms. Maham (PGCAE), Ms. Sonal Gupta, Ms. Shweta Aggarwal and Smt. Kalpana Kaushik (MAAE) have attended. They were briefed about the programme in general and academic activities to be done by them including timely submission of assignments as part of the course by Dr. V.Mohankumar and Dr. Elizabeth Kuruvilla from IGNOU.

At the end students in both the batches asked a few questions which were responded to immediately.

आपराधिक पृष्ठभूमि से जुड़ी महिलाओं को मुख्यधारा में लाने का प्रयास



जन शिक्षण संस्थान, गुना द्वारा ग्राम पंचायत धरनावदा के अनुसूचित जनजातीय छात्रावास में पारदी समाज एवं अन्य पिछड़े वर्गों की 120

महिलाओं को आत्मनिर्भर बनाने के उद्देश्य से प्रशिक्षण प्रदान करने हेतु एक व्यावसायिक कौशल विकास प्रशिक्षण केन्द्र की शुरुआत की गयी। गौरतलब है कि पारदी समाज की अधिकांशतः महिलाएं परंपरागत तौर पर आपराधिक पृष्ठभूमि से जुड़ी रही हैं और स्थानीय प्रशासन उन्हें समाज के मुख्यधारा में शामिल करने की लगातार कोशिश करता रहा है। इस दिशा में स्थानीय जिला न्यायधीश श्री राजेश कोष्ठा, जिलाधीश श्री भास्कर

लाक्षाकार और पुलिस अधीक्षक श्री राहुल कुमार लोढ़ा की उपस्थिति में पारदी समाज की 24 महिलाओं का स्वेच्छा से ब्यूटीशियन का प्रशिक्षण लेने हेतु आगे आना स्थानीय समाज के लिए एक प्रेरणादायी घटना है जिसे सफल बनाने में जन शिक्षण संस्थान की मास्टर ट्रेनर सुश्री ऋचा साहू ने महत्वपूर्ण भूमिका निभाई।

— प्रशान्त व्यास, निदेशक

साक्षरता निकेतन ने मनाया साक्षरता एवं स्वावलम्बन पखवाड़ा



पंचायत-कुरौली, विकासखण्ड-मोहनलालगंज में कठपुतली प्रदर्शन, श्रमदान, मेंहदी प्रतियोगिता, पोस्टर प्रतियोगिता, निबन्ध प्रतियोगिता एवं नारा-लेखन आदि

इण्डिया लिटरेसी बोर्ड, साक्षरता निकेतन, लखनऊ के मार्गदर्शन में 'साक्षरता एवं स्वावलम्बन पखवाड़ा' का आयोजन किया गया जिसके तहत ग्राम जागरूकतापरक कार्यक्रम आयोजित किए गए। इस अवसर दिनांक 23 सितंबर 2019 को आयोजित कार्यक्रम में ग्राम प्रधान कुरौली श्री हीरालाल, जन शिक्षण संस्थान के निदेशक श्री सौरभ कुमार खरे और महात्मा गाँधी, जूनियर हाई, स्कूल, कुरौली के प्रधानाचार्य श्री भजनलाल वर्मा ने उपस्थित ग्रामवासियों को साक्षरता, स्वावलम्बन, डॉ. वेल्दी फिशर के साक्षरता के क्षेत्र में योगदान आदि के बारे में विस्तृत जानकारी प्रदान की। साथ ही साथ साक्षरता निकेतन की कठपुतली इकाई द्वारा जागरूकतापरक एवं शैक्षिक कठपुतली कार्यक्रम प्रस्तुत किए गए, जिसे वहाँ उपस्थित युवाओं, विद्यार्थियों एवं ग्रामीणों ने काफी सराहा।

— सौरभ कुमार खरे

Life Skills Education given to Children



Gandhigram Creche and Children's Project organized a one day Life Skills programme on September 25, 2019 for the children studying 6th and 9th standard at the Multipurpose Auditorium of Gandhigram Rural Institute. This programme was organized in collaboration with Aparajitha Foundation, Madurai in which 20 children participated. The main objective of the programme was to enable the children to understand the meaning of life skills which included Decision making, Goal setting, Problem solving, Coping with stress, Coping with emotions, Negotiation,

Friendship, Inter-personal relationship, Empathy, Critical thinking, Creative thinking, Resisting peer pressure and Assertiveness to help themselves to adapt and behave positively so that they can deal effectively with the challenges of everyday life. Prof. L. Raja, Principal Coordinator of the project gave welcome address. Shri Bhaskar from Aparajitha Foundation extended resource support by conducting the sessions in a joyful manner through play way method emphasizing the need for children to do hard work until they achieve their goals. Initially the children were made to stand in a circle holding each other's hands and run as a group in the same circle form. The objective of the game was to develop

helping attitude among the children adjusting to each other without showing any resistance or anger.

In another session the children were made to do role play to show how to avoid wastage. A Video Film was also shown on the message of avoiding wastage, conserving water, importance of wind energy and saving petrol and gas which are natural products and are available in limited quantity.

Shri Vijay, a School Teacher from Dindigul also extended resource support in this programme. He made the children to clap their hands in different ways and made them to run upto a wall and return. This was done by him to break the monotony. He also taught how to make meaningful sentences in English by using selected words. The children were also made to play making words by joining the letters cards.

— Prof. L. Raja

‘दीपों की माला सजे द्वार सबके’

रोशन करो तुम इस जग को इतना कोई दर तिमिर से ढका रह न जाए दीपों की माला सजे द्वार सबके अँधेरा धरा पर कहीं रह न जाए

स्नेह से पूरित हो जीवन की बाती दवेषों की आँधी बुझाने न जाए सुरीली हो सरगम सुप्रीत इतनी वितृष्णा के स्वर इसमें मिलने न जाए

निर्मल हो यह मन नदिया के जैसे सागर सा ख़ारा यह होने न जाए सरसे सुधा रस इतना ज़मीं पर कि प्यासा कोई फिर कही रह न जाए

कोठी, ये बँगले, बहुत हैं सजाए निर्धन की बस्ती भी जगमग बनाएँ तृप्ति से पूरित हो हर जन हमेशा विकल मन किसी का कहीं रह न जाए

हो स्वच्छ और समृद्ध भारत हमारा धरती यह शोषित होने न जाए संचित करें जल की हर बूँद को अब कि प्यासा धरा पर कोई रह न जाए

खुशियों की आभा बिखेरे जगत में कहीं ग़म की रेखा उभरने न जाए दीपों की माला सजे द्वार सबके अँधेरा धरा पर कहीं रह न जाए

— कुसुम वीर

मांगती रक्षण आहत पृथ्वी

झनन झनन झन
गरज गरज घन
विद्युत विलसन
थरकत पृथ्वी।

धड़क धड़क हिय
अभिमुख ऋतुप्रिय
सर्जन सक्रिय
मदोत्कट पृथ्वी।

टपप टपप टप
अणुरस वर्षण
हरित हरित तृण
आमूषित पृथ्वी।

परिसर दूषित
जलाशय कलुषित
वनादि विध्वंसित
आहत पृथ्वी।

हर हर हर हर
युवक युवतिगण
मांगती रक्षण
आशाभूत पृथ्वी।

—प्रो. वंदना चक्रवर्ती

JSS Sivakasi distributed Certificates to Trainees



The Jan Shikshan Sansthan, Sivakasi, Virudhunagar district organized a function on September 21, 2019 in its premises at Rajapalayam to distribute certificates to the beneficiaries of various vocational courses conducted during the year 2018-19. Swami Ramakrishnananda Puri from Mata Amritanandamayi Math presided over the function. Shri D. Dhanush M. Kumar, Member of Parliament, Tenkasi Constituency distributed the certificates and addressed the gathering.

Shri Ramamoorthy, former Manager, VRDCC Co-operative Bank and Shri Sudhakaran, Sanitary Inspector, Rajapalayam Municipality also spoke on the occasion.

While Smt. E. Vijayalakshmi, Director Jan Shikshan Sansthan, Sivakasi gave welcome address Smt. Shanthakumari, Resource person for Tailoring course gave the vote of thanks.

— E.Vijayalakshmi

JSS Ahmednagar organized a function to celebrate Gandhi Jayanti



The Jan Shikshan Sansthan, Ahmednagar organized a function on October 2, 2019 to celebrate the 150th birth anniversary of Mahatma Gandhi which was attended in large number by the beneficiaries of different vocational skill training courses, resource persons, members of the staff of Sansthan, invited guests and general public. On this occasion three different programmes were held - a lecture on the life of Mahatma Gandhi, a rally highlighting the need and achievement of Swachhata Abhiyan and door to door contact conveying the message against one time use of plastic with a slogan "Carry Bag to Carry a Bag".

The Chief Guest of the programme was Shri Sudhir Mehta, Senior Press Reporter and All India Press Media Secretary and the Guest of Honour was Shri Babasaheb Navale, Accountant in Ahmednagar Municipal Corporation and Trainer of Public Financial Management System (PFMS). Shri Balasaheb Pawar, Director, JSS, Ahmednagar was also present in the main table. All of them spoke in one voice about the need for dedication, love and affection for the country, against pollution and environmental cleanliness.

While Smt. Kunda Shinde gave welcome address, Shri Anil Tandale proposed vote of thanks.

— Balasaheb R. Pawar

DU Students on Internship



Three students of the Department of Adult, Continuing Education and Extension, University of Delhi – Shri Anuj Kumar Mishra, Shri Abhishek Singh and Shri Kishan Lal have undergone internship in Indian Adult Education Association for a month from October 1-31, 2019. As part of their orientation they have visited Kirti Nagar, a big

resettlement colony in West Delhi District. They had an interaction not only with the teacher incharge of vocational skill training centre but also had discussion with a few general public. They were conducted to Kirti Nagar by Smt. Kalpana Kaushik, Joint Director, IAEA.

Thereafter, the students on the advice of Dr. V.Mohankumar, Director, IAEA have selected a topic each for conducting survey



Director IAEA attended Mindmine Summit organized by Hero Enterprise

The Hero Enterprise organized 13th edition of the Mindmine Summit on August 22-23, 2019 at Taj Palace, New Delhi with the theme "The New Decade: One Nation, Multiple Destinies". On the



personal invitation of Shri Sunil Kant Munjal, Chairman, Hero Enterprise a large number of people attended which included policy makers, investors, industry captains, other opinion shapers and emerging voices. The event was attended by Dr. V.Mohankumar who has also got the invitation.

The summit was inaugurated by Shri Ravi Shankar Prasad, Union Minister of Law and Justice,

Communications and Electronics and Information Technology by lighting the lamp while Shri Sunil Kant Munjal, Chairman, Hero Enterprise gave welcome address.

The two day summit had 11 plenary sessions apart from two sessions devoted for inauguration and valediction and one open session. Each of the plenary session was on identified topics of important in nature. The topics of plenary sessions included – The World in 2020: Is a Recession Coming?, The India's Story: How do we avoid the Middle-Income Trap?, Energy & Water Stress Where does India go from here?, Mindmine Exchange – Reforming Civil and Criminal Justice in India, Mainstream Rural India: Is Agriculture part of the problem or the solution?, Technology: Is it bridging or widening the gap between Traditional and Modern India?, Social Media Impact: Does this galloping horse need stronger reins?, Remaking our cities: Are existing masterplans good enough?, Unmarried to work: Is Generation Z redefining the Indian workspace?, Future of transport: Will the coming decade be a Game Changer?, The

Attention our Heritage seeks: Relying for India's Art and Culture, The Big Debate: In the opinion of this house out dated provisional constitutions are coming in the way good governance?

The panelists were men and women of eminence drawn from the relevant field of specialization. Some of them were - Shri Nitin Gadkari, Minister for Road Transport & Highways and Shipping, Ministry of Micro, Small and Medium Enterprises, Shri Subash C. Garg, Secretary, Ministry of Power, Shri Rajiv Kumar, Vice Chairman, NITI Aayog, Shri K. Subramanian, Chief Economic Advisor, Shri Shashi Tharoor, Member of Parliament (Lok Sabha), Shri Anant Maheshwari, President, Microsoft India, Ms. Meena Ganesh, Co-Founder, MD & CEO, Portea Medical, Growth Story, Ms. Shubha Mudgal, Indian Singer, Ms. Shereen Bhan, Managing Editor, CNBC TV18, Shri Ashok Chakradhar and Shri Prakash Jha.

On 22nd evening BML Munjal Awards Ceremony was held which was graced by Shri Pranab Mukherjee, former President of India.

Capacity Building Programme of Teacher Educators held at Tura, Meghalaya



The Centre for Professional Development of Teacher Educators (CPDTE) - School Education, North-Eastern Hill University (NEHU), Shillong organized two a two day Capacity Building Training Programme on Communication Skills for the Pre and In-service Teachers/Teacher Educators at the College of Teacher Education, Rongkhon, Tura, West Garo Hills District, Meghalaya on September 24-25, 2019 which was attended by 100 persons out of which 38 were In-Service and 62 Pre-Service Teacher Educators. The Chief Guest of the programme was Prof. G. Singaiah, Pro Vice Chancellor of NEHU, Tura Campus. Dr. Jacinta I. Rapthap, Programme Organizer, CPDTE welcomed all those present on stage and the participants which was followed by a brief given by Prof. B.P.Sahu, Head: Department of Adult and Continuing Education & Programme Coordinator, CPDTE about the Vision and Mission of the Centre which organizes different training/orientation programmes on various issues of importance to build

the professional capability of Teacher Educators.

Dr. V.Mohankumar, Director, Indian Adult Education Association, New Delhi gave Keynote Address in the inaugural session in which he stressed the importance of training for better understanding of the subjects and bring in perfection to convert the knowledge gained in action at the work spot. He also explained about the difference between training and teaching.

Prof. G. Singaiah in his address said that teachers are the backbone of development of a country and unless they play their role in classroom properly the students cannot acquire the knowledge needed for their future role in their selected career. Moulding of the students is important for which the teachers need different skills as each student differ from one to the other. He also said that teachers should be the role model for students so that they pick-up the best of things from them as students mostly imitate their teachers.

Shri Samir Bhowmik, Principal, College of Teacher Education,

Rongkhon in his address stressed on the need of teachers to develop good communication skills so that students understand well the lessons transacted in the classroom. He also said that communication is an art and hence, one should practice it for perfection. Communication may fail if it is not complete, precise, clear and no creativity.

The two days training programme had 10 academic sessions, each one dealing a specific topic, which were enriched by the Resource Persons. The resource support was extended by Fr. Bivan Mukhim, Principal, Don Bosco College, Tura (Listening Skills & Relationship Building Skills), Ms. Megdalyne Pyngrope, Assistant Professor, Student Development Services Cell, St. Antony's College, Shillong (Verbal and Non-Verbal Communication Skills & Writing Skills), Ms. Anita Pda, Assistant Professor, Department of English, St. Antony's College, Shillong (Interpersonal Skills & Social Skills), Dr. V.Mohankumar (Counselling Skills), Prof. B.P. Sahu (Life Skills Education) and Dr. Jacinta I. Rapthap (Communication Skills in Counselling).

At the end of two days training the participants were given certificate of participation.

– Dr. Jacinta. I. Rapthap

Dr. Madan Singh participated in Ed Leadership International Roundtable

The Devi Sansthan, Lucknow organized Twelfth Ed Leadership International Roundtable Conference on 'Making India literate' at World Unity Convention Centre on October 10-12, 2019. Dr Sunita Gandhi, Lead Worker, Global Dream, Devi Sansthan direct the Making India literate programme to student volunteers.

Shri S.P. Rastogi, former Director, Jan Shikshan Sansthan, Lucknow is coordinating the activities of Making India Literate programme in which 4 branches of the City Montessori Schools and 3 branches of City International School actively participate by using Global

Dream book I & II as Teaching-Learning Material.

On the personal invitation of Dr. Sunita Gandhi, Dr. Madan Singh, General Secretary, Indian Adult Education Association, New Delhi participated in the Round Table as the Guest of Honour on October 12, 2019. In his address he appreciated Devi Sansthan for all its efforts to make India literate through a specially designed programme. He was of the opinion that a large country like India needs the support of every section of the society and organizations



contributing their efforts to achieve a desired level of literacy with inclusive growth.

Dr. Madan presented a copy of his book 'Proud and Aajeevan Shiksha' to Dr. Sunita Gandhi.

Faculty Development Programme at Aizawl, Mizoram



The Centre for Professional Development of Teacher Educators, School of Education, North-Eastern Hill University (NEHU), Shillong, Meghalaya in collaboration with the Institute of Advanced Studies in Education (IASE), Aizawl, Mizoram organized a two-day Faculty Development Programme on Assessing the Education Policy Environment: Implications for Pre-Service and In-Service Teachers on September 26 -27, 2019 at IASE. The programme was attended by 70 participants which included Principals/Faculty Members of the District Institute of Education and Training of all districts of Mizoram, faculty members of Mizoram University, representatives of SCERT, Mizoram, Mizoram Board of Secondary Education, faculty members of IASE and representatives of School Education Department, Government of Mizoram.

The programme was inaugurated by Shri Vanlalngaihsaka, IAS, Deputy Commissioner, Aizawl District and Chairman, IASE and RUSA Board of Governors. The inaugural function was chaired by Prof. Vanlalhruii, Principal, IASE. The highlight of the two days programme was given by Dr. Jemino Mawthoh, Associate Professor & Programme Organizer, Department of Adult and Continuing Education, NEHU. Prof. M U Alam, Head, Department of Lifelong Learning and Extension, University of North Bengal, Siliguri spoke on the theme preview of the two-day programme. At the end Dr. Donna Lalnunfeli, Assistant Professor, IASE gave a brief introduction about IASE and also proposed the vote of thanks. Ms. Lamonlang M. Syiem, former Head, Department of Sociology, St. Edmunds College, Shillong, Meghalaya was also present in the inaugural function.

The two-day programme was divided into seven technical sessions in which presentations were made on different topics followed by discussion. Presentations were made in the first three technical sessions were by Prof. M U Alam on "Draft Education Policy 2019: The Emerging Issues", Ms. Lamonlang M. Syiem on "Sharing Ideas on Facilitating in the Education Process" and by Prof. Lalhmasai Chuaungo, Director, UGC-HRDC, Mizoram University who spoke on "The Emerging Issues in the New Education Policy 2019 in respect to Teacher Education".

On the second day four technical sessions were held

in which presentation were made by Dr. Jemino Mawthoh on "Open Presentation", Prof. Lalbiakdiki Hnamte, Director, College Development Council, Mizoram University on "Understanding Formal and Informal Policy Making Process", Prof. M U Alam on "Draft Education Policy 2019: School Education with Special Emphasis on Equitable and Inclusive Education" and Prof. Vanlalhruii on "Problem Area Emanating from Policy Change and Identifying Policy Related Causes Concerning Educational Issues".

The concluding session was chaired by Prof. Vanlalhruii while Dr. Jemino Mawthoh proposed the vote of thanks. The participants received certificates for attending this programme from Prof. M U Alam and Ms. Lamonlang M. Syiem.

– Prof. M U Alam

Staff get together



The members of the staff of Indian Adult Education Association had a get together with Shri K.C.Choudhary, President and Prof. S.Y.Shah, Vice President on the occasion of Deepawali on October 15, 2019. The date of the get together was advanced as per the convenience of the President as he was to leave for Mhow, his native place. After exchanging pleasantries, high tea was served.

Visitor



Smt. Nandini Kajuri, former Director, State Resource Centre, West Bengal called on Shri K.C.Choudhary, President, Indian Adult Education Association on October 9, 2019. She was in Delhi on her way back to Kolkata from Mussoorie. She was accompanied by her husband Shri Krishna Kumar Kajuri.



Economic and Social Commission for Asia and the Pacific (ESCAP). **Asia and the Pacific SDG Progress Report 2019**. Bangkok, United Nations, 2019: 73p.

This report analyses Sustainable Development Goals (SDGs) trends as well as data availability for monitoring progress in Asia and the Pacific and its five sub-regions. It assesses progress towards the SDGs and the gaps which must be closed. This assessment is designed to ensure the region's actions remain on target; shortcomings are addressed as they arise, and all interested parties remain engaged.

Krolak, Lisa. **Books beyond bars: The transformative potential of prison libraries**. UNESCO Institute for Lifelong Learning, 2019: 50p.

This book explores the level to which prison authorities fulfil their societal mandate to rehabilitate and reintegrate inmates by enabling them to use prison libraries to pursue their right to education.

Reading and using a prison library can open up a world beyond prison bars, allowing prisoners to forget for a time the harsh reality of prison life and empower them to choose their own reading materials in an otherwise extremely restrictive and regulated environment. Providing access to relevant books and information in various languages, including easy reading materials, is crucial for prisoners' personal development.

This publication includes examples of prison library systems around the world, outlining best practice and possible challenges, thus demonstrating their transformative potential as informational, educational, cultural and recreational meeting and learning spaces.

McGrath, Simon. **Education and Development**. Routledge, 2018: 254 p.

This title explores the place of education in development debates and provides a systematic as well as a theoretical overview of the main approaches to education and development. It emphasises the fact that education is profoundly shaped by national and local cultures even if many issues are shared across institutions in different locations.

Education and Development discusses different theoretical accounts from different disciplinary traditions to help students understand the complexity of the overall debate. It highlights the discussions of education's negative impacts, and insists that an account of education must include consideration of early childhood development, adult,

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vocational and higher education, as well as the growing range of informal and distance forms. It includes chapters on human capital, human rights and human development, and on education, gender and development, and draws on examples from a wide range of countries and regions such as India, Hong Kong, Kenya and South Africa. The book has a pedagogy including text boxes, chapter summaries, key questions, links to websites and videos, and annotated further reading sections.

UNDP. **Disha Skills Success Stories**. India, UNDP; 2019: 60p.

Disha - a partnership between United Nations Development Programme and India Development Foundation, supported by IKEA Foundation, aims to improve the lives of one million underprivileged women in India by enabling them to acquire marketable skills and become employable.

During its four years of implementation, Disha project has managed to reach over 8 lakh women across the country and this little success story book aims to capture a few among those, throwing light on exceptional challenges that women face in our country, and their amazing ability to overcome those challenges.

Wheebox. **India Skills Report 2019: Say hello to the future of the work**. Haryana, Wheebox Corporate, 2019: 56p.

India skills report 2019 provides the latest view of the talent landscape of India. Covering the trends both from the supply as well as the demand side of talent, it offers businesses, students, policy makers and academicians a consolidated view of the talent landscape and how it is going to transform in the coming years.

The report covers following major trends from the job and skill market:

- Employability and hiring trends
- Automation and its impact on industry
- New types of jobs which are re coming into picture
- Preferences - candidates and employers job preferences.

Summary of the report is as follow:

- Employability continues to rise: reaches a new high of 47% this year
- Engineers still the most employable of the lot, MBA courses lose shine.
- Hiring intent gets more positive this year - 15% increase in hiring against 2018 hiring numbers
- Technologies companies expected to pick up on hiring after a gap of 3 years.

Compiled by **Neha Gupta**
Librarian-cum-Documentation Officer

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Indian Adult Education Association

Dr. L. Mishra delivered Dr.S.C.Dutta Birth Centenary Year Lecture



Dr. S.C.Dutta was born in 1919 and after completing his school and college studies he joined in service with the Govt. of India. Though, he was a Gazetted Officer in the Ministry of Information & Broadcasting, he had a passion to work for the poor and hence chose the field of adult education as according to him illiteracy was the root cause of many problems due to which poor people could not achieve the desired goal in their life. This made him to be associated with Indian Adult Education Association for almost 40 years (1948-1987) during which time he served the organization in different capacities as Associate Secretary, Honorary General Secretary, Vice President, Treasurer and President. He was a pioneer in setting Asian South Pacific Bureau of Adult Education (ASPBAE) in 1964 (now known as Asia South Pacific Association for Basic and Adult Education) which provided a platform to many NGOs and individuals in South Pacific Region come together to promote adult education. He also worked closely with Dr. Mohan Sinha Mehta, then President of IAEA to set-up Indian University Association for Continuing Education in which he was the founding secretary for 13 years from 1966 to 1979). Dr. S.C.Dutta died in the year 1987.

The year 2019 is Dr. Dutta's birth centenary year. To remember

him on this auspicious occasion and recognising his yeomen services for the cause of literacy/adult education and also for the growth of Indian Adult Education Association a function was organized jointly by IAEA and International Institute of Adult and Lifelong Education (IIALE) on November 6, 2019 in Seminar Hall - 2 of Kamla Devi Complex at India International Centre, New Delhi in which Dr. Lakshmidhar Mishra, IAS (Retd), former Secretary to Govt. of India, Ministry of Labour delivered Birth Centenary Year Lecture under the title **Can Education now or of the future make us more Humane**. The function was presided over by Shri K.C.Choudhary, President, IAEA and Chancellor, IIALE.

Others sitting on the main table were Dr. M.S.Ranawat, President Incharge, IAEA, Dr. Madan Singh, General Secretary, IAEA and Prof. S.Y.Shah, Director, IIALE. The function was attended by invited guests, family members of Dr. Dutta, members of Executive Committee, Life Members of IAEA and senior faculty from the University Departments of Adult, Continuing Education and Extension.

Prof.S.Y.Shah in his introductory remarks said that when he started associating himself with IAEA Dr. Dutta was President and unfortunately, within a short period he died due to massive heart



attack. However, in that few days he came to know a lot about Dr. Dutta and every interaction with him was very much useful and lot to understand about his inner urge of serving the people. His

behaviour with others and thoughts shared were of qualitative and implementable. His contribution to institution building can never be forgotten.

Shri K.C.Choudhary in his presidential address remembered Dr. Dutta as a perfect gentleman who groomed a number of persons including him as future caretakers of the Association. Though, he was a government servant he devoted a lot of time for developing the Association by raising funds, availing contributions from different sources and saw to it that the Prime Minister of India was present both in the foundation stone laying function and also for inaugurating the office building for the Association. He played an important role in setting-up the Indian University Association for Continuing Education in which he served as the Founding Secretary from 1966-1979. His public relations made a lot of friends not only in India but also abroad. His interest in institution building extended beyond the country with the result ASPBAE was established in which he served as the Founder Chairman and President from 1964-1976 and also played an important role in the formation of Common Wealth Association for the Education and Training of Adults. Shri Choudhary concluded his address by stating that whatever he is today is because of the guidance and advice given by Dr. Dutta.



Thereafter, Dr. Lakshmidhar Mishra delivered the birth centenary year lecture. In the beginning he paid rich tributes to Dr. S.C.Dutta for his dedication and work towards the promotion of literacy and adult education in the country and for institution building, particularly dedicated to adult education. Then he devoted a major part of his lecture how education should be to transform the poor to understand their predicament and enable to choose their life for moving forward for betterment. In his speech he voluminously

quoted Sanskrit Verses relating to education, Gurudev Rabindranath Tagore, Amrita Pritam in support of the importance of education for the human beings to promote love, affection, integrity and peaceful living. He also shared his own personal experiences as Director General, National Literacy Mission and brought before the audience how non-literate people learnt the life skills in literacy centres as shared by them during his interactions in the field. In order to enable the audience to understand better the importance of education and how it can be transacted in the classroom situation in a more understandable manner he narrated a few scenes from famous feature films. While concluding his address he wanted everyone in India recognise the importance of education and be tolerant to the freedom of speech/ expression.

After the lecture session was over a few persons from the audience including his two sons Shri Sharat Kumar Dutta and Shri Hemant Kumar shared golden memories of their association with Dr. Dutta. Others who spoke were Shri J.L.Sachdeva, former Director and Shri S.C.Dua former Documentation Officer, IAEA, Prof. N.K. Ambast, former Chairman, NIOS, Smt. Nishat Farooq, former Director, State Resource Centre, Jamia Millia Islamia and Shri A.H. Khan, former Assistant Director, Department of Adult, Continuing Education and Extension, Magadh University, Gaya on his character, kindness, working style, industriousness, providing advice and guidance.

Dr. Madan Singh at the end proposed vote of thanks and Smt. Kalpana Kaushik, Joint Director, IAEA compered the lecture session and read out the messages received from Prof. Budd L. Hall, Co-Chair, Unesco Chair in Community Based Research and Social Responsibility in Higher Education and Dr. Rajesh Tandon, Founder President, PRIA. The messages are as follows:

I have very fond memories of SC Dutta from my days as Secretary-General of the International Council for Adult Education. SC Dutta with the Indian Adult Education Association was a founder of the International Council for Adult Education. He was a passionate advocate for a vision of adult education for social justice. When the first Roby Kidd Award was given to Karl Gaspar of the Philippines, we asked SC Dutta and Margaret Kidd to travel there and make the presentation. We remain grateful for all he has done for India and the world.

– Dr. Budd Hall

I recall the contributions of Dr. SC Dutta in the founding of ASPBAE and providing leadership to it along with Dr Malcolm Adiseshiah in its early days. Dr. Dutta inspired my generation of professionals to learn the practice of adult education in promoting the rights and well-beings of the excluded. We remember his immense contributions to Indian, Asian and international adult education movement with gratitude today.

– Dr. Rajesh Tandon

DU Interns' Courtesy call on President, IAEA

Three Students of the Department of Adult, Continuing Education and Extension, University of Delhi who have undergone Intern in IAEA from October 1 to November 4, 2019 - Shri Anuj Kumar Mishra (2nd from left), Shri Abhishek Singh (2nd from right) and Shri Kishan Lal Meena (3rd from right) had a courtesy call on Shri K.C.Choudhary, President, IAEA on the last day. Others present were Dr. V.Mohankumar, Smt. Kalpana Kaushik and Shri B.Sanjay.



National Education Policy 2019 - Final Recommendations for Adult Education Programme

The final recommendation of the National Education Policy 2019 has been released by the Committee headed by Dr. K. Kasturirangan, Indian Space Scientist in which adult education has two pages (45-46). The major recommendations are:

1. Abilities to attain fundamental literacy, education and pursue livelihood must be viewed as fundamental rights of every citizen. Literacy and basic education open up new worlds of personal, civic, economic and lifelong learning opportunities for individuals that enable them to progress personally and professionally.
2. Non-literate member of a community has innumerable disadvantages to carry out basic financial transaction, compare quality/quantity of goods purchased against the price charged, fill out forms for jobs, loans and services, comprehend public circulars and articles in the news media, use of conventional and electronic mail to communicate and conduct business, make use of technology to improve the life and profession.
3. Field studies both in India and across the world demonstrate that volunteerism and community involvement and mobilization are key success factors of adult education programmes in conjunction with political will, organizational structure, planning, adequate financial support and quality, capacity building of educators and volunteers.
4. Strong government initiative for adult education will be effected to truly expedite all important aim of achieving 100% literacy.

For which:

- First adult education curriculum framework will be developed by NCERT which will include five types of programmes - (a) fundamental literacy and numeracy, (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education and family welfare), (c) vocational skills development (with the view to obtain local employment), (d) basic education (preparatory, middle and secondary stage equivalency) and (e) continuing education (includes liberal adult education courses in arts, science, technology, culture, sports and recreation as well as topics of interest and use to local learners on critical life skills).
- Suitable infrastructure for adults to have access to adult education. Key initiative will be to use schools after school hours and weekends and space in public library which will be ICT equipped when possible.
- Training to create a cadre of excellent instructors/educators/preraks by national, state and district level resource support institutions.
- All efforts will be undertaken to ensure participation of community members in adult education.
- Finally, National Literacy Mission should mobilise community organization and volunteers to achieve large scale adult literacy and education outcomes. Governments will work closely with NGOs and other community organizations and support them as necessary to enhance efforts towards literacy and adult education.

Outreach Workers Training organized in DACEE, DU



working for the welfare of Female Sex Workers (FSW), Men who have Sex with Men (MSM), Injecting Drug Use (IDU) and MIGRANT. The main objective of the training programme was to strengthen outreach activities and virtual DIC promotion, community based screening and planning. The National Institute of Social Defence and Transgender Resource Centre of DACEE extended technical support through Prof. Rajesh, Ms. Nazish Mustfa, Ms. Soniya, Shri. Shyam Kumar Tiwari and Ms. Sweta and coordinated by Shri Vishal Kumar, Research Scholar on Transgender.

– Vishal Kumar

“
Education is not
the learning of
facts but the
training of the
mind to think
”

- Albert Einstein

जन शिक्षण संस्थान, कानपुर में मास्टर ट्रेनर प्रशिक्षण का आयोजन



राष्ट्रीय कौशल प्रशिक्षण संस्थान, कानपुर द्वारा दिनांक 5-6 नवम्बर, 2019 को ए.टी.आई. कैम्पस, दादानगर में दो दिवसीय मास्टर ट्रेनर स्तरीय प्रशिक्षण का आयोजन किया गया जो जन शिक्षण संस्थान में इस प्रकार का पहला आयोजन था। नेशनल स्किल क्वालिफिकेशन फ्रेमवर्क (एन.एस.क्यू.एफ) पर आयोजित इस प्रशिक्षण कार्यक्रम में जन शिक्षण संस्थान कानपुर के 27 प्रशिक्षणार्थियों ने इण्डियन स्किल इको सिस्टम तथा एन.एस.क्यू.एफ के परिचय, स्तर एवं विषयवस्तु, आदि के संबंध में प्रशिक्षण प्राप्त किया।



प्रशिक्षण कार्यक्रम का उदघाटन श्री एल.के. मुखर्जी, संयुक्त निदेशक, राष्ट्रीय कौशल प्रशिक्षण संस्थान, कानपुर द्वारा किया गया। उक्त अवसर पर संस्थान के निदेशक श्री राजेश कुमार बाजपेयी, उप निदेशक श्री राजेश मीना तथा एन.एस.क्यू.एफ. राज्य समन्वयक श्री विनोद कुमार शर्मा भी उपस्थित थे। समापन सत्र में संयुक्त निदेशक, एस.एस.टी.आई. द्वारा सभी प्रशिक्षणार्थियों को प्रमाणपत्र प्रदान किये गये।

— राजेश कुमार बाजपेयी

Pune University is Organizing a National Seminar in January 2020

A two day national seminar is being organised by The Department of Lifelong Learning and Extension in collaboration with the Interdisciplinary School (Humanities and Social Science), Savitribai Phule Pune University on January 23-24, 2020. The theme of the seminar is **Empowering Human Capital through Lifelong Learning: 21st Centaury Perspectives** and will deliberate upon the problems of lifelong learning activities and seek to contribute meaningfully to the discourse on development.

Those who are interested to participate in the seminar and wish to present papers can write only on the themes related topics like – (i) Lifelong learning Skill for Women and Youth Development (ii) Status and Stratagem of Skill Training in the 'Make in India' Programme (iii) Role of Lifelong Learning in the 'Digital India' Programme (iv) Vocational/ Entrepreneur programmes for the potentials aspirants Vocational Training in Unorganized sector – Need for Standardization (v) National Skill Qualification Framework – A step towards Quality Assurance (vi) Vocational Skill Development for Economic Development of Deprived and Marginalized sections (vii) Lifelong

Learning: Role of Institutions of Higher Education (viii) Soft Skill Development through Lifelong Learning (ix) Issues involved for the lifelong learning development programmes (x) Strategies for promotion of life skill development for empowerment (xi) Role of Government and Non-Governmental agencies for promotion of vocational skills.

The papers should be either in English or Marathi. Priority will be given to research papers and experimentations. The contributors can send soft copy of full paper with abstract to the seminar organizers on or before January 10, 2020 (adultseminar2016@gmail.com). The paper should contain title and affiliation of author. Papers presented in the seminar will be edited and published as a book with ISBN or Journal with ISSN.

Paper presenters need to make their own arrangements for travel. However, local hospitality will be provided by the organizers.

For further details contact Dr. P. Viswanadha Gupta, Seminar Coordinator by mail: drpvgupta.nlma@gmail.com (M) 9823255448 & 8956774332.

IAEA Executive committee met in New Delhi



The Executive Committee of Indian Adult Education Association met on November 6, 2019 at 10:00 a.m. in Seminar Hall – 2 of Kamla Devi Complex at India International Centre, New Delhi. While Dr. M.S. Ranawat, President Incharge presided over the meeting in the presence of Shri K.C.Choudhary, President, it was attended by 17 members.

The committee apart from confirming the minutes of the last meeting held at Rajkot, Gujarat on June 29,



2019, approved the Audited Statement of Accounts for the year 2018-19, Annual Report of the year 2018, Budget Estimate for 2020-21, Report of the programmes and activities conducted during the period June 26 to October 31, 2019 and conferred Life membership for 8 persons and Institutional membership for one. At the end the members observed silence to condole the death of Smt. Kamla Saxena and Dr. Hari Prasad Rajguru, Life Members of the Association.



JNU Research Scholars met Director, IAEA

Ms. Shivali Panwar, Ms. Jagdeep Kaur, Shri Sunil Bagwan and Shri Ankit Chauhan who have joined recently as Research Scholars under Dr. Ajay Kumar, Associate Professor, Group of Adult Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi have visited IAEA on November 8, 2019 and had academic discussion with Dr. V.Mohankumar, Director regarding the areas of interest for research in the field of adult education.

Contact classes for IGNOU Students

As part of Academic Support Services for the students pursuing Adult Education as the subject of study in IGNOU, the Study Centre 29049(P) of International Institute of Adult and Lifelong Education conducted contact classes on November 2 and 16, 2019 in which Dr. V.Mohankumar, Academic Counsellor explained about the Basic Concepts of Adult Education, Terms, Features and Objectives and Historical Perspective of Indian Adult Education.



AICMED Conducted AE Teachers Training at Bakreswar



All India Council for Mass Education and Development (AICMED), Kolkata with the financial assistance of Indian Adult Education Association, New Delhi has started 5 adult education centres in Bakreswar area of Birbhum District from November 11, 2019 in which 150 female learners belong to SC/ST are participating out of which 33 are in Gourganj village, 30 in Bahadurganj village, 57 in Asansuli village and 30 in Dedoha village. Before starting the centres a 5 day training programme was organized for the Adult Education Teachers in which 8 persons participated. The resource support was provided by Shri Jayanta Kumar Ghosal and Shri Dipankar De of AICMED.

- Rajashree Biswas

पुस्तकालय विज्ञान की प्रायोगिक परीक्षा आयोजित



भारतीय प्रौढ़ शिक्षा संघ राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान द्वारा संचालित व्यावसायिक पाठ्यक्रम 'पुस्तकालय विज्ञान में प्रमाण पत्र कोर्स' का एक ए.

वी.आई. केन्द्र है जहां से अब तक 17 बैचों के छात्र सफलता पूर्वक उत्तीर्ण हो चुके हैं। इसके 18 वें बैच के लिए नामांकित 7 विद्यार्थियों ने लिखित परीक्षा

अमर ज्योति स्कूल, कड़कड़डूमा, विकास मार्ग, दिल्ली में दी जो 11 नवम्बर 2019 को सम्पन्न हुई। प्रायोगिक परीक्षा गत 15 नवम्बर 2019 को भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के कार्यालय में आयोजित की गई जिसमें 4 विद्यार्थियों ने भाग लिया। यह परीक्षा श्री मुरारीलाल शर्मा और श्री जय भगवान की देख-रेख में संपन्न हुई जिसकी अवॉर्ड सीट राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान, नोएडा में जमा करा दी गई। संघ इन सभी विद्यार्थियों के उज्ज्वल भविष्य की कामना करता है।

— जय भगवान
ए.वी.आई. समन्वयक

महू में राष्ट्रीय व्याख्यान का आयोजन

संस्था सत्पथ के तत्वावधान में राष्ट्रपिता महात्मा गांधी की 150वीं जन्म जयंती के अवसर पर महू स्थित जय गोविन्द गोपीनाथ हायर सेकेंड्री स्कूल में दिनांक 22 अक्टूबर 2019 को एक राष्ट्रीय व्याख्यान का आयोजन किया गया। व्याख्यान के मुख्य अतिथि भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश चौधरी तथा विशिष्ट अतिथि स्कूल ऑफ सोशल साइंसेज,

देवी अहिल्या विश्व विद्यालय की डीन डां रेखा आचार्य थीं। अध्यक्षता महू के वरिष्ठ पत्रकार एवं गांधीवादी व्यक्तित्व श्री ओम प्रकाश ढोली ने की।

इस अवसर पर प्रख्यात गांधीवादी चिंतक एवं पत्रकार 'अव्यक्त' एवं अटल बिहारी वाजपेयी शासकीय कला एवं वाणिज्य महाविद्यालय, इंदौर के राजनीति शास्त्र के विभागाध्यक्ष डॉ. संजय जैन ने

गांधी की दृष्टि में वर्तमान जीवन के विविध आयामों पर अपने विचार व्यक्त किये। व्याख्यान में भारतीय प्रौढ़ शिक्षा संघ के संयुक्त सचिव श्री सुरेश खण्डेलवाल, जय गोविन्द गोपीनाथ शिक्षा समिति के सचिव श्री चम्पालाल यादव, प्रो. ऋतु त्रिवेदी, शिक्षाविद् डॉ शोभा जैन, श्री कमलेश मिश्रा सहित अनेक गणमान्य लोगों ने भाग लिया।

Panel Discussion on Issues and Challenges of Transgender Persons



The Department of Lifelong Learning & Extension and Department of Social Work, SNTD Women's University in collaboration with Maharashtra State Commission for Women organized a one day national level panel discussion on **Transgender Persons: Issues and Challenges** on November 6, 2019 which was attended by 159 persons representing NGOs, colleges, media and University. While the inaugural function was presided over by Prof. Shashikala Wanjari, Vice Chancellor, SNTD University, the Guest of Honour was Ms. Vijaya Rahatkar, Chairperson,

Maharashtra State Commission for Women and Ms. Laxmi Narayan Tripathi was the Chief Guest. In her speech Ms. Vijaya Rahatkar promised that Women's Commission will play an active role in uplifting socio-economic conditions of transgender persons and Ms. Laxmi Narayan Tripathi shared her life experience as a transgender person. She was of the opinion that education alone can change the attitude of the general public towards transgender community. Prof. Shashikala Wanjari said that the time has come to include a separate unit on transgender in the curriculum at all levels.

Dr. Asha Patil, Director Incharge, Department of Lifelong Learning & Extension and Department of Social Work in her introductory address said that overall the life of transgender persons is pathetic and they are compelled to live either by begging or involving in sex activities. Unfortunately, upto 2011 they were not even included in Census. However, the Bills passed by Rajya Sabha on August 5, 2019 has given some hope of decent life and recognition for them, though not met all their demands and suggestions.

In the academic sessions 3 panel discussions were held on livelihood, social and health issues of transgender persons chaired by Dr. Asha Patil, Dr. Rohini Sudhakar and Dr. Prabhakar Chavan. The panellists were Ms. Priya Patil, Ms. Urmi Jadhav and Shri Saadhy Pawar activists working for transgender persons. At the end the vote of thanks was given by Shri Anshit Baxi and Shri Ameya Mahajan.

— Dr. Asha Patil

Securing Women and Child Health: A programme of Visva-Bharati



The Department of Lifelong Learning and Extension (Rural Extension Centre), Visva-Bharati Central University has been implementing an integrated and multi-dimensional project

The project has successfully provided health check-up and medicines to around 1000 women and 500 children apart from 1000 women sensitized on health and nutritional aspects. Twelve ICDS Centres have been provided equipments and more than 25 ICDS staff



members and ASHA workers have been given capacity building training on Antenatal and Post Natal Care, Nutrition, Basic Nursing and First Aid. The project also successfully monitored the growth of ICDS children with regard to their BMI status. More than 700 farmers trained to improve Kitchen Garden by using household waste water and around 50 Vermicompost demonstrations organised to promote organic farming.

— Prof. Sujit Kumar Paul

Enhancement and Securing Women and Child Health in 12 villages of Bolpur-Sriniketan and Illumbazar Block of Birbhum District through Capacity Building and Technological Advancement from November 2016 onwards with the financial assistance of the Department of Science and Technology, GOI. The broad objectives of the project are to improve women and child health, nutritional and sanitation status, food security of women and children through livelihood generation and ensuring better initiation, integration, leadership development and self-governance at the local level by strengthening SHGs. Prof. Sujit Kumar Paul is the Principal Investigator of this project.

KSLMA has got its own building

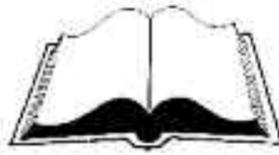


[From L-R] P.S. Sreekala, C. Raveendranath, Pinarayi Vijayan

The Kerala State Literacy Mission Authority (KSLMA) has got its own office building near Government High School, Pettah in Thiruvananthapuram. The 14,000 sq. ft. eco-friendly building was designed by Padma Shri Dr. G. Shankar and inaugurated by Shri Pinarayi Vijayan, Chief Minister on October 31, 2019. The function was presided over by Shri C. Raveendranath,

Minister for Education. Dr. P.S. Sreekala, Director, KSLMA was also present. The new building has facilities like conference hall, seminar rooms, library, board room, etc.

Though, Kerala has the highest literacy rate in the country, it still gives a lot of importance to literacy programmes with the result adult education finds equal importance in the overall system of education in the state. Many people tell various reasons for Kerala achieving the highest literacy rate but one of the most important reasons is political commitment. Kerala has seen governments with different political parties in the last many years and uniformly all of them have supported adult and continuing education programmes in the state and hence, it has achieved the level of reading society in true sense. Kerala is not only having library and reading rooms in all the villages (popularly called Vayana Sala) but also the general public use the same. This commitment is missing in many states with the result they continue to lag behind till date.



Botcha, Rambaby. **Social work education in India: Retrospect and Prospect.** Delhi, Shipra; 2019: 167p.

The book *Social work education in India: Retrospect and Prospect* gives a glimpse of eight decades of social work education and training in India. The educators, practitioners and institutions offering social work through open and distance learning are covered under the study. This book tells about the status of social work education in terms of strengths, weaknesses, opportunities and challenges.

Economic and Social Commission for Asia and the Pacific (ESCAP). **Closing the Gap: Empowerment and Inclusion in Asia and the Pacific.** Bangkok, United Nations, 2019: 76p.

Covering the past ten years, the report assesses whether women, rural populations, persons with disabilities and other disadvantaged groups have fallen further behind, been included in overall national development gains, or empowered to catch up with outcome levels of more privileged groups.

The report builds its narrative on quantifying progress in inclusion and empowerment by measuring how gaps between disadvantaged and advantaged groups have changed over time. It finds encouraging signs of empowerment in education, but such developments are often eclipsed by less widespread improvements in full-time employment. The picture that transpires is one where disadvantaged groups, in several countries, have benefited from broader economic growth and societal progress, while advantaged groups have been in the driver's seat. With slow progress towards equality, the story of a dual speed region is more than anecdotal.

Jha, Jyotsna and others. **The right start investing in early years of education.** Haryana, Save the Children, 2019: 220p.

This study highlights the importance of investing in early years of education for children and establishes why good Early Childhood Care and Education (ECCE) practices are needed to ensure holistic development of children.

The report focuses on four dimensions of school readiness – getting the children ready, making the family ready, making the school ready and ensuring that the system is ready. To bring about a change at scale, collaborations are essential – collaborations between different ministries, government departments, civil society organizations, ICDS functionaries and so on.

Varghese, N. V. and Panigrahi, Jinusha eds. **India Higher Education Report 2018: Financing of Higher Education.** Delhi, Sage; 2019: 428p.

In the last few decades, India has experienced several shifts in the policies pertaining to the financing of higher education. These shifts include a move from public financing to keep pace with the expansion requirements of the sector; the strengthening of market forces in higher education both through privatization of public institutions and operation of private institutions; and a move from the financing of institutions to the financing of students.

India Higher Education Report 2018 provides a comprehensive analysis of financing of higher education in India. This book investigates the

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changing dynamics and related key issues including state-market dynamics, university-industry linkages, foreign aid, institutional strategies to overcome shortages in funding, issues with self-financing courses, educational loans and fee reimbursement schemes, expansion and financing of private higher education.

Compiled by **Neha Gupta**
Librarian-cum-Documentation Officer

Nagaland University organized Research Methodology Course for Ph.D Students in Social Sciences



The Department of Teacher Education, Nagaland University, Kohima organized a 10 day Research Methodology course sponsored by ICSSR for Ph.D students in Social Sciences from November 14-23, 2019 in which 33 students participated from different universities located in Arunachal Pradesh, Assam, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland and Sikkim. The main objective of the course was to give exposure to the research scholars on research methodology and data analysis apart from providing opportunity to interact with the resource persons on research related issues including clarification or doubts, if any. The inaugural session on November 14th was graced by Prof. M. Alemnla Ao, Pro-Vice Chancellor and Prof. Buno Liegise, Dean Incharge, School of Humanities and Education, Nagaland University. While Dr. Surendra Yadav was the Chairperson, Dr. Rajendra Nath Babu gave a brief about the workshop and vote of thanks was given by Dr. Sibulle.

The pedagogy used in the course included lecture, hands-on training on computer software, assignments to write research proposal, designing instrument for data collection and field work for collection of data. At the end of the course the participants made presentations and submitted reports.

The course enabled the participants to gain knowledge on the areas like importance and scope of educational research, qualitative and quantitative and research designs, literature review, types of research, steps to be followed in the process of research, research design and type, concept in research, importance of hypothesis, types of sampling, data collection, documentation, rating scales, descriptive statistics, measurement of correlation, statistical inference and analysis of variance and co-variance, reporting writing, article writing, journal publication, ethics in research and plagiarism in research.

- **Dr. Rajendra Nath Babu**
Assistant Professor

IAEA NEWSLETTER

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Indian Adult Education Association

IAEA is 80 Years Old: An Eventful Journey for Celebration

The Indian Adult Education Association established on December 2, 1939 has completed 80 years on December 2, 2019 and entered into 81st year.

provisional committee to review adult education work in India. The members of the committee were Hon'ble Justice Sir Shah Mohamed Sulaiman (President), Prof. H.B.

Richardson, Education Minister, Holker State (General Secretary), Dr. Rajkumari Amrit Kaur, Shri N.G.Ranga, Shri J. B.Raju, Shri N. M.Joshi, Shri Ranjit M. Chet Singh and Princess of Berar (Vidarbha) (Members). The report of the committee published in 1939 helped in crystallizing views among adult education workers about the need for a central organization.

The second All India Adult Education Conference was held in Bhagalpur on December 1-2, 1939 in which the constitution of central organization was presented and approved. This conference was presided over by Dr. R.P. Masani, Vice Chancellor, Bombay University and the founder President of Bombay Presidency Adult Education Association. Subsequently, the central organization in the name of Indian Adult Education Association came into being on December 2, 1939 comprising of eminent personalities as founding members. They were Dr. R. P.Masani, Shri R. N. Chet Singh, Prof. H.B.

Richardson, Dr. Amarnath Jha, Shri N. K. Mukherjee, Dr. Zakir Husain and Shri V. S. Mathur.

The Association was then registered in the Office of the Registrar of Joint Stock Companies, Delhi on May 15, 1947 under the Societies Registration Act XXI of 1860 with Registration No. 308.

For the kind information of the readers of this Newsletter, IAEA came into existence based on the suggestion given by Hon'ble Chief Justice of the Federal Court of India, Sir Shah Mohamed Sulaiman in his Presidential address given in the All India Adult Education Conference held at the Viceregal Lodge of University of Delhi on March 11, 1938. He said that "...what is really lacking at present is an organized system of adult education for the whole of India, based on uniform policy and brought about by the cooperation and coordination of all ilk institutions which are working for the same purpose..... Unless there is an all India association, which has a well thought out plan ready for adoption, adult education is bound to be conducted in a haphazard manner without any concerted action..."

In the same conference it was decided to setup a

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Editor: Dr. Madan Singh

IAEA wishes its readers
Merry Christmas and
Happy New Year
2020

IGNOU Term End Examination for December 2019 Organized



The IGNOU Study Centre (29049 (P)) run under the aegis of IIALE is organizing December Term End Examinations for 24

days from December 2, 2019 to January 3, 2020. The total number of students allocated for this centre is 4048.

With the addition of three more halls the examinations are conducted in six halls with the total seating capacity of 260.

Directorate of Jan Shikshan Sansthan organized a Three Day Workshop



The Directorate of Jan Shikshan Sansthan (DJSS) organized a workshop in New Delhi from December 10-12, 2019 to develop material on Indian culture and moral values for use by the Vocational Resource Persons as teaching material in the vocational training programmes. While Dr. Ramakrishana Sura, Additional Director, DJSS presided, the workshop was attended by 12 JSS Directors – Dr. K.B. Sowdhagar, Shri Diganta Gogai, Shri Rajesh Kashyap, Shri Anand Mohan Sharma, Shri Udaibhan Singh, Shri M.A. Rahuff, Shri Akhilesh Shukla, Dr. Sanjay Sharma, Shri N.K. Pattanayak, Shri Shailesh B. Patel, Ms. Kulvinder Kaur and Shri Ahmed H. Munsuri.

The resource support was extended by Dr. Usha Sharma, Professor, Department of Elementary Education, NCERT, Dr. V.Mohankumar, Director, IAEA, Dr. Roop Krishan Bhat, former Director, DAE, Prof. J.P. Dubey, University of Delhi, Smt. Nishat Farooq, former Director, SRC, Jamia Millia Islamia, Dr. Rajesh Kumar, former Director, NIOS, Dr. Sanjeev Kumar, former Principal, DIET, Motibagh, Dr. Anita Priyadarshini, Associate Professor, IGNOU, Dr. Rahul Kumar,



Deputy Director, Centre for Cultural Resources and Training, Dr. Kusum Lata Singh, Freelance Writer & Editor, Dr. Kanwaljeet Kaur, Lecturer, DIET, Dilshad Garden, Shri Layak Ram Manav, Editor, Ujala, Literacy House, Lucknow and Shri Virendra Mulasi, former Director, JSS, Dehradun.

In this workshop the participants and resource persons identified specific areas pertain to moral values and prepared material to transact in the classroom situation through moral stories.

On the request of Dr. Sura the participants and resource persons also prepared evidence based evaluation for use to assess the work done by Jan Shikshan Sansthans on broad areas relating to administration, finance, programmes and personnel.

“Knowledge is the only instrument of production that is not subject to diminishing returns.”

- J.M. Clark

महू में 39वें बाल महोत्सव का आयोजन

आशा कला केन्द्र द्वारा महू में 39वें बाल महोत्सव का सफल आयोजन किया गया। बाल दिवस 14 नवंबर 2019 को विशाल बाल रैली के रूप में शुरू हुए इस 10



दिवसीय महोत्सव में उच्चतर माध्यमिक स्तर पर चित्रकला, निबंध, वाद-विवाद एवं ट्रेजर हंट, माध्यमिक स्तर पर समूह देशभक्ति गीत, चित्रकला, रंगोली एवं एकल नृत्य तथा प्राथमिक स्तर के बच्चों के लिए शुद्ध लेखन, सुन्दर लेखन, चित्रकला, समूह गान, एकल नृत्य एवं फैंसी ड्रेस प्रतियोगिताएं आयोजित की गयी जिसमें शहर के गणमान्य नागरिक एवं विषय विशेषज्ञ अतिथि व निर्णायक के रूप में सहभागी बने।

महोत्सव के प्रथम दिन आयोजित भव्य बाल रैली शहर के प्रमुख इलाकों से होती हुई नेहरू प्रतिमा स्थल पर पहुंच कर बाल सभा में तबदील हो गयी, जहां छावनी परिषद, महू की मुख्य अधिशासी अधिकारी श्रीमती मनीषा जाट एवं इन्दौर जिला पंचायत अध्यक्ष सुश्री कविता पाटीदार के आतिथ्य में बाल महोत्सव के रंगारंग शुभारंभ समारोह का आयोजन किया गया। समारोह का शुभारंभ भारतीय प्रौढ़ शिक्षा संघ के अध्यक्ष श्री कैलाश चौधरी द्वारा नेहरू जी की प्रतिमा पर माल्यार्पण कर किया गया। इस समारोह में 5000 बच्चों ने अपनी रचना धर्मिता प्रदर्शित की।



महोत्सव का पुरस्कार वितरण एवं समापन समारोह डॉ. बी. आर. अम्बेडकर सामाजिक विज्ञान विश्वविद्यालय की कुलपति प्रो. आशा शुक्ला एवं प्रेस्टीज पब्लिक स्कूल, इन्दौर के प्राचार्य डॉ. प्रकाश चौधरी के आतिथ्य में

श्री जयोगविन्द गोपीनाथ उच्चतर माध्यमिक विद्यालय के ऑडिटोरियम में सम्पन्न हुआ। समारोह में विद्यालय के प्राचार्य श्री जय सिंह पवार एवं समिति अध्यक्ष श्री सुरेश खण्डेलवाल भी मंचासीन थे। इस अवसर पर समिति की ओर से शिक्षा के क्षेत्र में अपनी सेवाएं देने वाली श्री वैष्णव हाई स्कूल की प्राचार्या श्रीमती सरोज पाल का शॉल, श्रीफल एवं सम्मान पत्र द्वारा अभिनंदन किया गया। बाल महोत्सव में 15 प्रतियोगिताओं के 160 विजेताओं को पुरस्कृत करते हुए मेडल एवं प्रमाण पत्र प्रदान किये गये। महोत्सव के अंतर्गत आयोजित वाद-विवाद प्रतियोगिताओं में पक्ष एवं विपक्ष के विजेताओं को भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली की ओर से पुरस्कार प्रदान किये गये। इस वर्ष सर्वश्रेष्ठ प्रदर्शन पुरस्कार आर्मी पब्लिक स्कूल, महू को प्रदान किया गया। कार्यक्रम में शहर के गणमान्य नागरिक, शिक्षा एवं छात्र उपस्थित थे।



बाल महोत्सव 2019 को सफल बनाने में श्री विमलचंद जैन, श्री चम्पालाल यादव, श्री सदाशिव दुबे, श्री कमलेश मिश्रा, श्री उमेश खण्डेलवाल, श्री योगेश मूंदड़ा, सुश्री ऋतु त्रिवेदी, श्री विजय कुमार विजयवर्गीय, श्री मुकेश वर्मा, श्री मनीष गुप्ता, श्री राजेश पाटीदार, श्री रविशंकर दुबे, श्री मनोज भराणी, श्री विमूतीनारायण झा, सुश्री पूर्णिमा सेठ, श्री विक्रमसिंह शेखावत, प्रो. चंदा पाठक, श्रीमती शकुन्तला विजयवर्गीय, श्रीमती पूर्णिमा अवरथी, श्री शाकीर खान एवं श्री दिनेश जादम की सक्रिय भागीदारी की सराहना की गई।

— सुरेश खण्डेलवाल
सचिव, आशा कला केन्द्र, महू

जेल बंदियों ने दी इग्नू की परीक्षा

दिनांक 13 दिसंबर 2019 को फिरोजाबाद जिला कारागार में इग्नू द्वारा संचालित कोर्स सी.एफ.एन. (सर्टीफिकेट इन फूड एण्ड न्यूट्रीशन) की परीक्षा का आयोजन किया गया। इस परीक्षा में 190 पुरुष बंदी तथा 18 महिला बंदियों ने भाग लिया। उक्त कोर्स की तैयारी हेतु इग्नू द्वारा कारागार में ही नि:शुल्क कक्षाएं संचालित की गयी थी। परीक्षा आयोजित करने में जेल अधीक्षक/कॉआर्डिनेटर मो. अकरम खॉन तथा सहायक कॉआर्डिनेटर सुश्री करुणेश कुमारी, उपजेलर का महत्वपूर्ण योगदान रहा। पर्यवेक्षक का कार्य सम्मिलित रूप से श्री संदीप भास्कर, उपजेलर, श्री सी.एल. सिंह, श्री राकेश सिंह व श्री राजेन्द्र बाबू तथा महिला बैरक में श्रीमती बबली भारद्वाज ने संभाली।



— मो. अकरम खॉन

NCE organized Parliament Members' Meet on Inclusive and Quality Education

The National Coalition for Education (NCE) organized a meeting of Parliament Members on December 5, 2019 in the Presidential Board Room, Constitution Club, New Delhi to discuss SDG4 for Inclusive and Quality Education for all. The meet was presided over by Shri Rampal Singh, General Secretary, NCE and President, All India Primary Teachers' Federation. In all 13 parliamentarians from Lok Sabha and Rajya Sabha and representatives from Civil Society Organizations (CSOs) and Teacher Unions attended.



The meeting started with the release of a book "Spotlight Report on SDG4" prepared in collaboration of CSOs and Teacher Unions which was followed by a brief presentation by Ms. Noopur, Executive Director, NCE on the current status of India in respect to SDG4.

Shri D. Raja, General Secretary, CPI initiated the discussion on the need for maintaining the quality and sustainability of education to enable India to meet the goal set under SDG4 which was taken forward by Shri. Hussain Dalwai, Shri. Pradeep Tanta, Shri. Amar Patnaik Shri P. Wilson, Shri Nazir Ahmad Laway, Shri Javed Ali and Shri. Banda Prakash. Ms. Susmita from Asia South Pacific Association for Basic and Adult Education (ASPBAE) also spoke on the occasion. Dr. V. Mohankumar, Director represented IAEA in the meeting.

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42. Prof. R. Subburaman e-mail: subbugru@gmail.com (M) 9944748409	
43. Prof. S. Anbazhagan e-mail: anbazhagan.s.bdu.ac.in@gmail.com, dranbubard@gmail.com (M) 9629795548	Department of Lifelong Learning Bharathidasan University Khajamalai Campus Tiruchirappalli Tamil Nadu – 620 023
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45. Prof. V. P. Matheswaran e-mail: vpmatheswaran@yahoo.co.in (M) 9444029982	Department of Adult and Continuing Education University of Madras, Chepauk, Chennai Tamil Nadu – 600 005
46. Prof. R. Rajan (formerly of the Department of Lifelong Learning, Alagappa University, Karaikudi) e-mail: rajan09061958@gmail.com (M) 9444281804	Residence: 22, First Main Road, Siva Prakash Nagar, Puzhuthivakkam, Chennai Tamil Nadu – 600 091
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50. Prof. Amit Kumar Hazra e-mail: amithazra@gmail.com (M) 9434221002	Department of Lifelong Learning and Extension Institute of Rural Reconstruction Visva Bharati Sriniketan District Birbhum West Bengal – 731 236
51. Prof. Sujit Kumar Paul e-mail: skpaulrd@gmail.com (M) 9475671581 / 7908414107	

Announcement

Nehru and Tagore Literacy Awards for the year 2019 & 2020

Nominations Invited

The Indian Adult Education Association invites nominations for Nehru and Tagore Literacy Awards for the outstanding work done in promoting literacy, adult education, continuing education and lifelong education.

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 the extent to which the work done can be a model for replication by others.

The awardees will be selected on merit from the names nominated by reputed individuals, institutions and Life and Institutional members of IAEA.

The last date for receipt of nominations for both the Awards is May 29, 2020 (Friday).

Nominations may be sent in a closed envelope addressed to Dr. Madan Singh, General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi-110 002 with all details about the institution or individual recommended, outstanding work done, award(s) already received, if any, and specific recommendation for nominating the institution or individual.

One can nominate more than one institution or individual but each one should be in a separate envelop.

Please note that the decision of the Selection Committee is final.

IAEA General Secretary participated in International Children's Festival

Sixteenth Ryan International Children's Festival hosted by Ryan International Group of Institutions was held from December 13-17, 2019 at Talkatora Stadium and Nehru Bal Bhawan, New Delhi. On the theme of the festival 'Generation Equal' the celebration

showcased the cultures and togetherness by over 15000 students from more than 20 countries. The presentations made by Indian students were more on 'Beti Bchao, Beti Padhao'.

In the programme held on December 14, 2019 at Talkatora Stadium, Shri Om

Birla, Lok Sabha Speaker was the Chief Guest and Dr. Madan Singh, General Secretary, Indian Adult Education Association was the Special Guest. The festival has given Indian students a change to host, perform and interact with children from all over the world.

JSS Shimoga organized Ex-Trainees Meet



Jan Shikshan Sansthan, Shimoga organized a programme on November 13, 2019 at Gramina Soudha, Shikaripura in which around 900 persons attended which included ex-trainees of JSS and general public. While the function was presided over by Shri Shambu, President, Taluk Panchayat. Shri B. Y. Raghavendra, Member of Parliament, Shimoga graced the occasion. In his brief address he said that the role of JSS is vital for providing the trainees livelihood for economic improvement and empowerment for self-reliance. Other persons who were present

on the main table were Shri Paramesh, Executive Officer, Shri Jeevith, HR, Shahi Exports Pvt. Ltd., Shri Anand, President, KMF, Smt. Renuka Hanumanthappa, Smt. Mamata Sali, Smt. Arundathi Rajesh and Smt. Akshatha Shreenivas, all Zilla Panchayat Members.

On this occasion a few vocational training programmes were inaugurated and certificates distributed to those who have successfully completed their training programmes. A special lecture was also given by Shri Jeevith on Employment Opportunity in Shahi Exports Pvt. Ltd.

Smt. S.Y. Aruna Devi, Director, JSS welcomed all those present in the meeting.

- **Sumana M.**
Programme Officer

Prof. Paul is Vice President of AWE International

Professor Sujit Kumar Paul, Department of Lifelong Learning and Extension (REC), Visva-Bharati (A Central University) has been re-elected as Vice



President of the Association for World Education (AWE- International) in an International Workshop held at Flakkebjerg and Copenhagen, Denmark. AWE was founded in 1974 to promote communication and exchange of ideas, knowledge and experience relating to lifelong learning, enlightenment and global citizenship. It has the consultative status with Economic and Social Council and UNESCO to participate in the UN as International NGO.

Department of Adult, Continuing Education and Extension/Lifelong Learning

List of Professors

The field of adult education is lucky to have well experienced Professors in various universities grooming the youngsters who have chosen adult education/lifelong learning as a subject of study in post-graduate level and/or area for research leading to M.Phil and Ph.D.

The Indian Adult Education Association collected the

names of Professors from various sources and placed it here. We know that this list may not be complete in all respects and hence, we request that whosoever is having more information about the Professors serving at present in universities or have served and retired (still active) so that this list is updated and placed in IAEA website.

1. Prof. B. Syam Mohan David Raju e-mail: bsmdraju@gmail.com (M) 9000109660	Department of Adult & Continuing Education Sri Venkateswara University, Tirupati Andhra Pradesh - 517 502
2. Prof. K. Sudha Rani e-mail: kasireddysudharani@gmail.com (M) 9490049413	
3. Prof. T. Kumaraswamy e-mail: T_kumaraswamy@yahoo.com (M) 9441273859	
4. Prof.P.Adinarayana Reddy (Former Director, Dept of Adult and Continuing Education, S.V. University) e-mail: pareddysvu@yahoo.co.in (M) 9490736837	Residence: 16-13,Munireddy Nagar, Tirupati, Andhra Pradesh - 517 502
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11. Prof. Prakash Narayan e-mail: prakashnarayandu@gmail.com (M) 9811441924	
12. Prof. S.Y. Shah (formerly of Group of Adult Education, School of Social Sciences, JNU) e-mail: drsyshah@gmail.com (M) 9871320150	Residence: X-41, 2nd Floor, Green Park New Delhi - 110 016
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14. Prof. Satish Kumar Bhati e-mail: satishkbhati@yahoo.com Tel. 011- 26843940 (Off)	

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16. Prof. Kaladhar Arya e-mail: info@ascrajkot.org (M) 9099974757 / 9824732462	UGC-Human Resource Development Centre Saurashtra University, Behind Art Gallery, Rajkot Gujarat - 360 005. (earlier called DACEE)
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