

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

Nurturing early literacy skills

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

The school years

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

Supporting the library skills of young people and adults

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

Libraries and the Sustainable Development Goals

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

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literacy and numeracy'.

Recommendations

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

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

– **Unesco Institute for Lifelong Learning (UIL)**

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“वरिष्ठजन का सामाजिक दायित्व” विषय पर परिचर्चा सम्पन्न

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

– ले.ज. सिसोदिया



पेंशनर्स एसोसिएशन एवं भारतीय प्रौढ़ शिक्षा संघ के संयुक्त तत्वाधान में “वरिष्ठजन का सामाजिक दायित्व” विषय पर एक परिचर्चा का आयोजन स्थानीय श्री जयगोविन्द गोपीनाथ विद्यालय, पीठ रोड, महु में दिनांक 12 फरवरी 2017 को किया गया। यह कार्यक्रम श्री संदीप जी.आर. (आई.ए.एस.), अनुविभागीय दण्डाधिकारी महु के आतिथ्य एवं ले. जनरल बी.एस. सिसोदिया (ए.वी.एस.एम., वी.एस.एम.) की अध्यक्षता में आयोजित किया गया। इस अवसर पर श्री कैलाश चौधरी, अध्यक्ष, भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली, श्री सदाशिव दुबे, अध्यक्ष पेंशनर्स एसोसिएशन एवं ब्रिगेडियर के.आई. बालासुब्रमण्यम भी मंचासीन थे।

मुख्य अतिथि श्री संदीप जी.आर. ने अपने संक्षिप्त उद्बोधन में कहा कि वरिष्ठ लोगों के अनुभव से हमें बहुत कुछ सीखने को मिलता है, इसलिये हमें उनके सानिध्य में रहना चाहिये। महु नगर के वरिष्ठजन हमेशा नगर की समस्याओं के निराकरण के लिये सदैव तत्पर रहते हैं, यह इस शहर की

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

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

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



– **Welthy Fisher**
Founder, Lucknow Literacy House

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Tel: 011-23379306, 23378206, 23379282,
23378436, 43489048

Editor: Dr. Madan Singh
E-mail: iaeadelhi@gmail.com Website: iaea-india.org

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



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

आयोजन परिचय श्री चम्पालाल यादव ने दिया। अतिथियों द्वारा वरिष्ठ



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

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

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

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

DU Students visit IAEA



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

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

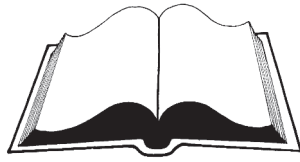
The students were guided to library by Smt. Neha Gupta, Jr. Librarian-cum- Documentation Assistant and they also had a courtesy call on Shri K.C.Choudhary, President and Dr. Madan Singh, General Secretary.



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

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

Documents



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

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

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

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

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

2016: 52p.

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

This document comprises of the following sections:

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

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

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

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

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

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

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

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

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

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

UIL Policy Brief 6

A network of libraries exists in almost in every country. There are around 3.20 lakh public libraries worldwide, of which about 2.30 lakh are in developing and transitioning countries. In addition, there are more than a million school, community, research, university, national and special libraries. Although, literacy is at the core of most library activities, too often local, regional and national literacy goals and efforts are not systematically connected to libraries. As a result, these efforts fail to benefit from working closely with institutions that often have the

Libraries to Support National Literacy Efforts

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

Libraries and lifelong literacy

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

Seminar on Philosophical Background of Yoga



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

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

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

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

– **Harish Kumar**
SRC, Kerala

Workshop on Trade Facilitation in Services

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

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

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

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



Society for Participatory Research in Asia (PRIA), established in 1982 is one of the leading NGOs in the area of training and extension with headquarter in Delhi. On February 6, 2017 this organization turned 35 for which a special programme was organized at Sangeet Natak Akademi - Meghdoot Theatre, New Delhi in which around 250 people gathered under the democratic tree (300 years old Pipal Tree) where Dr. Rajesh Tandon, President, PRIA launched the yearlong

PRIA turned 35



campaign "Youth n Democracy".

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

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

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

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



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

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

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

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

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

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

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

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

Following are the details of the three seminars:

Seminar-1

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

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

Main topics

A. Theoretical Perspective on the Study of Global Organizations and Networks -discourse on cultural theories of globalization

B. Networks and Organizations having primary interest in Adult and Lifelong Learning

- Adult Learning Documentation and Information Network (ALADIN) of the UNESCO Institute for Lifelong Learning
- The International Council for Adult Education (ICAE)
- The ASEM Education and Research Hub for Lifelong Learning
- European Society for Research in Education of Adults (ESREA)
- World Literacy of Canada
- Institute for International Cooperation of the German Adult Education Association. (IIZ/DVV)
- European Association for the Education of Adults (EAEA)
- Asia South Pacific Association for Basic and Adult Education (ASPBAE)

C. Networks and Organizations having limited interest in Lifelong Learning

OECD
UNESCO
WORLD BANK
ACTIONAID
Commonwealth Foundation
Commonwealth of Learning

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

D. Field visit to the UNESCO Institute for Lifelong Learning, Hamburg.

E. Reflections on field visit.

Learning outcome

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

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

मतदाता जागरूकता अभियान के तहत गोष्ठी का आयोजन

राज्य संसाधन केन्द्र, उ.प्र. एवं जन शिक्षण संस्थान, लखनऊ के संयुक्त तत्वाधान में सांसद आदर्श ग्राम-बेंती के मजरा-दयालपुर में मतदाता जागरूकता अभियान के अन्तर्गत दिनांक 13 फरवरी 2017 को एक गोष्ठी एवं रैली का आयोजन किया गया। गोष्ठी में मुख्य अतिथि श्री श्रीपति रस्तोगी, निदेशक, राज्य संसाधन केन्द्र, उ.प्र. एवं जन शिक्षण संस्थान, लखनऊ थे। गोष्ठी को संबोधित करते हुए श्री रस्तोगी ने कहा कि लोकतंत्र को समृद्धिशाली बनाने के लिये प्रत्येक मतदाता का अधिकार ही नहीं वरन् कर्तव्य है कि मतदान के दिन अनिवार्य रूप से मतदान करें और अपनी पसन्द की सरकार बनाने में अपनी भूमिका निभायें। उन्होंने उपस्थित महिलाओं से विशेष आग्रह किया कि वे बिना किसी डर एवं भय के मतदान करें, क्योंकि उनका मतदान गुप्त होता है। किसी को यह पता नहीं होता कि आप किसको मतदान किया है। उन्होंने कहा कि सरकार ने अब वोट की मशीन में NOTA का भी विकल्प दिया है, यदि आप किसी को भी वोट नहीं देना चाहते हैं तो आप मशीन में NOTA के बटन को दबाकर अपना मत दे सकते हैं।



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



मतदान करने के लिये प्रोत्साहित किया गया।

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

— श्रीपति रस्तोगी

निदेशक, ज.शि.स. एवं रा.सं.के.

Obituaries



Dr. Kamalini H. Bhansali expired on February 1, 2017 at the age of 91. She worked as the Registrar of SNDT Women's University, Mumbai from 1960 to 1986 and led the same University as Vice Chancellor from 1986 to 1989. She pioneered the establishment of the Department of

Continuing and Adult Education at SNDT University and also mentored the Department for several years after her retirement in the capacity of Chairperson of its Advisory Committee. She was a member of several UGC committees including the Standing Committee on Adult Continuing Education during the IX Five Year Plan Period.

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

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

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



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

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

डिस्टिंगुशन के साथ सफल हुए सीएलएस के विद्यार्थी

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

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



सुश्री आरती

श्रीमती इन्द्रा देवी

श्रीमती निर्मला कुमारी

— जय भगवान

Technical Course on Search Engine Optimization Inaugurated



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

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

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

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

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

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



Dr. S. Vidhyanathan

Saritha T. K.



Dr. K. Thamizhiniyan

Jayachandran K.

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

Shri Hrishikesh Nair, CEO, Technopark addressed the

gathering.

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

Foundation Programme on Research Methodology



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

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

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

Seminar-2

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

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

Main Topics

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

Learning outcome

After the course, the students are expected to:

- have an understanding of innovation, selected innovative programmes of adult and lifelong

learning in different countries

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

Seminar-3

Asian Perspectives on Participatory Lifelong Learning and Information and Communication Technologies

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

Main topics

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

Learning outcome

After the course the students are expected to:

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

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

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

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

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

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

UN Multilingual Essay Contest

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

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

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

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

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

Director, IAEA Delivered Extension Lectures at SV University, Tirupati

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



Dr. V. Mohankumar, Director, IAEA was in the university from February 6-10, 2017 as a Visiting Fellow to deliver extension lectures. In all there were three lectures delivered – one was to M.Com students on "Research Methodology for Project Work" in which selection of topic, identification of area to conduct the study, decision regarding universe and sampling methodology, data collection, tabulation and report writing were discussed. The second one was to M.Sc. Chemistry

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

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

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

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

Children's Mela organized at Gandhigram



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

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



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

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

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

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

IAEA President attended meeting of India Literacy Board

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

Director, IAEA gave Special Lecture in DU

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



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