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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.

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 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.

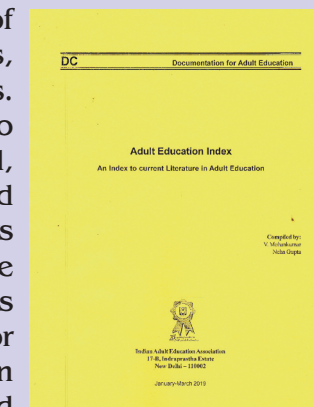
At the end Dr. Shiv Paanche proposed vote of thanks.

– 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

