

Banerjee, Supurna; Ghosh, Nandini. **Caste and Gender in Contemporary India: Power, Privilege and Politics**. Routledge, 2018: 272 p.

This book explores the aspects of caste and gender in India that contribute to the multiple marginalities and domination of lower castes, with particular reference to Dalits, Muslims and women. It moves beyond the usual accounts of experiences of women in unequal social and political relationships to examine how caste as a system and ideology shapes hegemonic masculinity and feminization of work, and thus contributes to the violence against women. The volume looks at their everyday lived realities within and across diverse social and political contexts — families, education systems, labour, communities, political parties, power, social organisations, the politics of representation and the writing of the subaltern women. With a range of empirical work, it brings forth the complexities of identity politics and further analyses its limits in regional and historical frameworks.

Gulati, Anuja and Boyle, Shobhana. **Girl's empowerment and well-being: A pathway to sustainable and smart cities - A pathway to sustainable and smart cities**. UNFPA, 2018: 44p.

This document attempts to celebrate the spirit of the journey with young adolescent girls from the slum communities of Kalwa in the Thane district of Maharashtra by sharing the processes involved and the innovations and stories of change that emerged at the individual level. The stories compiled are those where girls have felt empowered, stories where girls experienced joy and happiness, tales where they have made an attempt to bring about small changes in the community and have become agents of change. Some of these are about lives of individuals while others are based on discussions with small groups of girls.

Khalakdina, Margaret. **Early Child Care in India**. Routledge; 2018: 222 p.

In India, in the second half of the twentieth century, there was a vastly increased concern for the welfare of children. Various developmental programs were undertaken for the improvement of children's status, especially in rural families. This book examines the programs and considers the enormous challenge of child care under the wide variety of

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conditions in this vast country.

Rajan, S. Irudaya ed. **India Migration Report 2018: Migrants in Europe**. Routledge, 2018: 400 p.

India Migration Report 2018 shows Indian migrants in Europe and their lived experiences. It looks at how over the last few decades, the European Union has emerged as the preferred destination for Indian migrants surpassing the United States of America—and is home to Indian students and high-skilled professionals ranging from engineers to medical graduates, contributing to the economy and society both at the countries of origin and destination. The essays in the volume look at a host of themes and issues, including agreements India has signed with the EU, the Blue Card, the impact of BREXIT and the plight of unskilled workers.

UNESCO. **Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030**. UNESCO, 2018: 109p.

This document contains standardised metadata for each of the proposed global and thematic indicators for monitoring Sustainable Development Goal 4 (SDG 4) and the Education 2030 Agenda.

The metadata included in this document have been developed by the UNESCO Institute for Statistics (UIS) and are based on the set of thematic indicators.

The thematic indicator framework includes the eleven global indicators for SDG 4 which was developed by the Inter-Agency and Expert Group on Sustainable Development Indicators (IAEG-SDGs) and were agreed by the United Nations Statistical Commission (UNSC) and further endorsed.

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# IAEA NEWSLETTER

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## Indian Adult Education Association

### Adult Education should be more Professional and far more Structured as it is Difficult to Teach an Adult

- Smt. Rajni Kumar

Smt. Rajni Kumar is a veteran educationist and a great supporter of promoting women literacy through adult and lifelong education. Even in her advanced age of 95 years, she continues to evince keen interest in different fields of education and enjoys mingling with the students, talking to them freely and retains their names in her memory. It is always a wonder that she calls people by their first name when she meets. Her strong handshake with a broad smile gives everyone a feeling that she is close to them.

She founded Springdales in 1955 and worked as Founder Principal for 32 years during which time the school has grown from a small kindergarten to the prestigious complex of schools, in Delhi, Jaipur and Dubai, with over 6500 students. She continues to guide the schools as the Chairperson of the Springdales Education Society.

After retirement from the active Principal's post in 1988 she in association with likeminded people found Delhi Schools Literacy Project. Presently the DSLP consists of more than 100 member Schools both private and government schools of Delhi and is actively involved in educating the

unlettered, with the help of student volunteers. She is now the Honorary Advisor to this project and is playing an active role in all its activities.

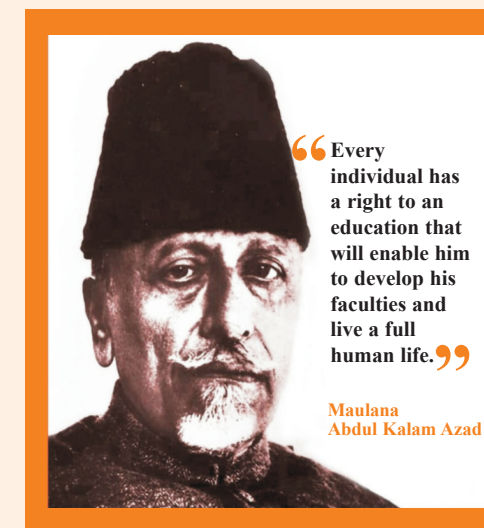
The Indian Adult Education Association is proud to publish the following interview of Smt. Rajni Kumar who has emphatically expressed her opinion with regard to the need of further strengthening the field of adult education and bring the programmes to mainstream so that India is not only able to achieve the desired level of overall literacy but also could reduce the gender gap as early as possible:

**Ques:** Madam, as per 2011 Census India has achieved 73% literacy. In the last six years the literacy rate would have gone-up and the exact increase in the rate of literacy can be known only in 2021 Census. What is your opinion about achieving another 27% literacy to make India fully literate?

I am optimistic, and have always been so. India will become a fully Literate Nation. By voluntary effort literacy rate will increase but not dramatically unless we do something pertinent, relevant and meaningful. Eradication of literacy



is not something that is catching the imagination of people today. They are not talking about removing illiteracy, instead they are talking about development. But where is the talk about the basic education and vocational skill training? Basic literacy is most important even more so for vocational training. Unless there is a definite policy for Basic education and it is properly defined and understood there is



“Every individual has a right to an education that will enable him to develop his faculties and live a full human life.”

Maulana  
Abdul Kalam Azad



little hope of achieving the target.

**Ques:** While India is aiming to achieve 100% literacy, where will female literacy stand, as 2011 Census clearly revealed that the gap between male and female literacy rate was 16.3% (male 80.9%, female 64.6%). Are there any special efforts needed in this direction?

We need to emphasis on female literacy and specially make programmes, specific to female literacy. Efforts have been made, but we have not been able to tackle the reason why we have not



met with success regarding female literacy, what is the real reason? Women need special training, practical, vocational skill - training, that will be relevant to them, not text book maths and geography, but what is relevant to their lives, and the places that they live in. A woman in Rajasthan may look at literacy differently from the one in Kerala. We have to see the locale, and the climate, their background, their thinking and their needs. A woman in Kerala may be different than those in Rajasthan. With the conservative society that we have, many factors come into play, and we have to keep these in mind.

**Ques:** As a veteran educationist you may know that no education can happen without proper structure and trained personnel. Unfortunately, in our country the educational administrators think that adult literacy classes can be run in any place and by anybody. The end result is quality degradation. What is your opinion on this?

I absolutely agree. We need to be far more professional, far more



structured. It is more difficult to teach an adult. It has to be a special curriculum and a special methodology and format. It is important to understand the need of the learner the limitations, the environment in which they are placed and teach accordingly. Adult Literacy is required because we did not have education at the base level. So if we start concentrating on our Base, now, we can avoid the problem of Adult Literacy in the future. It will be interesting to see how this new Education system will shape up after 20 years and if it will lead to 100% literacy.

**Ques:** All the adult education programmes brought in by the government are well planned one. Unfortunately, in the implementation processes these programmes have come to a close with basic literacy and no proper follow-up in place with the result that the majority of the neo-literates have become illiterates again. This nobody notices and taking care, of while planning the programme. Proper follow-up and mainstreaming the neo-literates to the parallel system of open education for vertical mobility would have minimized the number of neo-literates becoming illiterates again and again. What can be the solution for this?

The lack of follow up can be solved by incorporating the education of



neo-literates in the whole programme of Literacy. It should be standardized so that you move from one stage to the other and make it a continuous programme. Now they are only working on a number game. Instead they need to go step

by step, up the ladder, not go one step further and two steps backward.

**Ques:** NIOS was conducting Basic Literacy Assessment Test twice in a year. It is an important way forward in the areas of assessment in literacy programme. Unfortunately, in this also how many successful persons are made to pursue further education so that they can sit for examination to standard III/V/VII/VIII and further. After spending crores of rupees for literacy programmes we are yet to find a system to take care of these persons for acquiring further education. Can you suggest some way?

Unless you make it a continuous process and programme, NIOS, will not be able to succeed. Unless the



process is much interconnected, not unrelated, it will not make good progress. What kind of financial assistance are they getting? Is it sufficient? Does free education go on till XII? As per the RTE, they will get education only till Std. VIII, what will be done for their future? All Literacy programs need to be relevant and sustainable, for them to be successful.

**Ques:** The DSLP has achieved a lot by involving students in literacy programmes. Do you have any new approach for this effort in the time to come? Would you like to make the persons made literate through students to sit for the test conducted by NIOS and linking the successful beneficiaries with skill training programmes.

Yes of course, we are already doing it at the DSLP. The Vocational Skill Training programme and our School Dropout programme are

## A Tribute to Smt. Kallolini Hazarat

Ms. Kallolini Hazarat (1929-2018) was a distinguished educationist who believed that actual learning happens



beyond the four walls of the classroom and hence devoted all her time and attention to develop and manage a number of educational institutions under Gujarat Research Society, especially the Jasudben M.L.School, Hansraj Jivandas College of Education, Child Guidance Centre, Vocational and Educational Guidance Centre and Pushpa Navnit Shah Centre for Lifelong Learning. After her early education in Ahmedabad, she graduated from Bombay University with first class honours in Sanskrit and later completed a Post Graduate Diploma from the Institute of Multilevel Learning International, California, USA. She started her educational work in honorary capacity in the Education Department of Municipal Corporation of Greater Mumbai. She was also associated with SMDT University, Mumbai. She was a performing artist of AIR, Bombay and directed innovative cultural programmes. She presented Folk dances in India, UK, USA and Canada. She authored several publications on the folk dance and education. She held several positions in professional, social and cultural organizations and organized seminars, and conferences. She was a person of many talents. In view of her manifold contributions to education and culture, Indian Adult Education Association honoured Smt. Kallolini Hazarat with Tagore Literacy Award in 2004.

Being a very conscious and committed person, Smt. Hazarat was very regular in attending office and took personal interest in overseeing the work of different institutions under Gujarat Research Society and provided guidance and encouragement to all the members of staff. Her extensive travel to different countries, viz U.K, USA, USSR, Canada, Netherlands, Japan, South Korea, Australia, France, Singapore, South Africa and Malaysia had given her an international outlook and broadened her vision. Her refined tastes and sophisticated manners impressed everybody who met her. I first met Smt. Hazarat during the conference of World Education Fellowship which she organized in Mumbai in 2004. I was very much impressed by her meticulous planning of the conference and friendly interactions with the participants. Her leadership was an example to others in the art of effective management of people and enlisting their cooperation in an unassuming manner.

Although, I kept in touch with her after the conference, it was after the setting-up of Indian chapter of the International Reading Association that I started interacting with her regularly. Not only did she welcome the idea of having an Indian chapter but also become a member and encouraged several colleagues to join the Reading Association of India

(RAI). During her tenure as the chairperson of western zone of RAI, she organized several seminars. Later she served as the President of the RAI and organized the Asian Literacy Conference in Mumbai on January 28 - 29, 2016. In spite of advancing age, Smt. Hazarat was at the helm of affairs and gave the welcome address at the conference and played a leadership role. During the inaugural session of the conference, Smt. Hazarat was given a standing ovation and presented a bouquet in recognition of her long years of service to the cause of education.

With the sad demise of Smt. Hazarat on October 25, 2018, not only the Gujarat Research Society but also India has lost a champion of Education. May Her Soul Rest in Peace.

- Prof. S.Y. Shah

Executive President, Reading Association of India

Smt. Kallolini Hazarat's work over the last three decades in developing the Gujarat Research Society and its institutions has been inspirational. She took personal interest in the institutions functioning under the aegis of the Gujarat Research Society. She believed that given the right impetus, these institutions could become global in outlook and yet be rooted in Indian culture. She nurtured Jasudben M.L. School from its inception when it started as a Primary School and transformed it into an educational institution par excellence. She was a great believer in the 'beyond classroom walls' and out of box creative strategies and insisted that learning should be fun. The Hansraj Jivandas College of Education under her guidance ranks amongst one of the best in the city.

Her continuous involvement with the "Reading Association of India" and the "World Education Fellowship" brought many international conferences to Gujarat Research Society providing faculty and students ample opportunities for growth and professional Development. She regularly added new dimensions to Gujarat Research Society including the "Centre for Lifelong Learning" which caters to citizens of all ages and all strata of society.

Versatile and multifaceted, she also made singular contribution in the world of classical music and dance. She had her own 'Garba' group which performed both in Mumbai as well as in countries abroad. She was a perfectionist by nature. Quality was her trademark and she also expected no less of those from those around her.

Her passing away has left behind a void in the Institutions which come under the aegis of Gujarat Research Society as well as in the educational world.

We celebrate Smt. Kallolini Hazarat's life for all that she was and all she has done. Her loss is irreparable but her spirit is ever present and will continue to guide and inspire us. We wish her well in her onward journey.

- Dr. Priti Sachdev

President, Reading Association of India



## Bangladesh Institute of Lifelong Learning is organizing an International Conference in February 2019

Bangladesh Institute of Lifelong Learning of Dhaka Ahsania Mission is organizing an international conference on February 23-24, 2019 at Ahsanullah University of Science and Technology, Dhaka. The theme of the conference is "Lifelong Learning in Developing Countries with Special Reference to Bangladesh". The objective of the conference is (i) to promote the concept of Lifelong Learning in Bangladesh (ii) to share Lifelong Learning experiences with participants from countries practicing Lifelong Learning and (iii) to identify future course of action with regard to lifelong learning in Bangladesh.

The Sub-themes are:

(A) **Key issues:** (1) Lifelong Learning in Bangladesh: Challenges and

Prospects (2) Modern Concept of Lifelong Learning and Continuing Education in the Global Perspective (B) **Learning for life:** (1) Learning for Life: Concept of Grundtvig (2) Lifelong Learning of Tagore, Gandhi and Freire (3) Citizen's Education (4) Library and Lifelong Learning (C) Learning for livelihood: (1) Vocational and Technical Education (2) Open Educational Resource (3) Open and Distance Learning (4) Gender Equality and Lifelong Learning (5) Teacher Education

**For registration the last date is February 15, 2019.** Registration fee for the (i) delegates from the Western Countries: 100 Euro per person (ii) from Asia/Africa/Latin America: 2000 BDT per

person (iii) Research Scholars from Asia/Africa/Latin America: 1000 BDT per person (iv) Students: 500 BDT per person. (Registration fee may be paid in Bangladeshi Taka (BDT) at the conference venue).

**Submission of paper:** Abstract (January 15, 2019), Acceptance (January 31, 2019), Full paper (February 15, 2019).

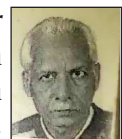
The Convener of the conference is Professor Asoke Bhattacharya, Director, Bangladesh Institute of Lifelong Learning, Dhaka.

For further information through e-mail:

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### OBITUARY

**Shri J.C.Sharma**, former Assistant Director, Indian Adult Education Association expired on September 18, 2018. He was 83 years old. Shri Sharma joined the Association as a Clerk in 1954 and retired as Assistant Director in 1995. He is survived by 4 sons and a daughter.



30, 2018. He was 54 years old. Shri Shashi after completing his Post-graduate Degree in Sociology joined the Sansthan as Director on February 8, 1997 and continued in the same post till his death. He is survived by his wife and a son.



and for the first time organized training programme for the members of the Gram Panchayat to get their full support for the programme. He was the founder Chairman of Shramik Vidyapeeth, Tumkur which is now called Jan Shikshan Sansthan. He is survived by his wife and two sons.

**Dr. Shail Agarwal**, former Deputy Director, Directorate of Adult Education, GOI expired in New Delhi on November 6, 2018. She was a Life Member of IAEA since August 1978.

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

**Shri S.S.Dangas**, IAS (Retd), former Chairman, Madhya Pradesh Commission for Backward Classes expired on September 27, 2018. He was 83 years.



**Dr. H.Bhaskar**, IAS (Retd), former Principal Secretary to Govt. of Karnataka expired on November 15, 2018 at Bengaluru. He was 64 years. Shri Bhaskar as Deputy Commissioner, Tumkur District implemented Total Literacy Campaign successfully with the brand name 'Sakshra Mitra'



**Shri Shashi Bhushan**, Director, Jan Shikshan Sansthan, Unnao, Uttar Pradesh expired on October

### JSS Namakkal organizes Sewing Machine Operator Course for HIV + (ART) affected persons



The Jan Shikshan Sansthan, Namakkal, Tamil Nadu has started a Sewing Machine Operator Course exclusively for HIV + (ART) affected persons to enable them to stand on their own for economic empowerment and self-reliance. A small function was organized at the Sansthan to start the course on October 26, 2018 which was presided over

by Shri K. Santhanam, Director, JSS and attended by Dr. M.R. Suriyaprakasam, Anti Retroviral Treatment (ART), Government Hospital, Namakkal, Shri S. Sundararajan, Tamil Nadu State Aids Control Organization (TANSAC), Shri R. Thirunavukarasu, District Supervisor, Integrated Counseling & Testing Centre (ICTC), Namakkal.

- K.Sanathanam



very popular with our member Schools. Our vocational Skill Training Programme, provides neo-literates with relevant programmes as per their skill and need. These help them to get jobs and sustain themselves and their families.

As far as the NIOS tests are concerned, they are not relevant to us, as our learners are taught only basic Literacy with the help of our Student Volunteers.

**Ques.** The Sustainable Development Goal set a particular target to be achieved by 2030. Can

India achieve and show the world countries that where there is conviction no hurdle can stop the way to progress.

It is a long enough time. It will be shameful, if we are not able to achieve our goals even by 2030.



We cannot blame it on 1947 that is long gone now; we need to take the "Bull by its Horns". We have to make our targets, and achieve our targets,

not make any excuses for it. People may say, we are idealistic and not realistic, and we are not

seeing the picture as it actually exists, but I feel that unless we have an attitude that we can overcome something, we will not succeed. We have to have the desire and create the ability to do it. I feel the government must have a policy, allocate sufficient resources and create a follow-up programme, to make Adult Literacy a success. There has to be a political will that permeates all boundaries. The energy of the youth should be tapped to involve them and create a professional atmosphere. "Socially Oriented Academics" is the need of the hour.

## Prison Libraries in India

India is the second most populous country in the world with a population of 1021 million spread over a vast geographical area comprising of 35 States and Union Territories. There were 1382 prisons in India in 2014 which belongs to eight categories viz; Central

Jail, District Jail, Sub jail all of which comes under the standard jails. Besides there are other jails viz; Women, Open, Borstal and Special Jails. The table below provides the list of the eight different types of jails in India and the capacity each of them has.

Type	Number	Total Capacity
Central Jails	123	1,37,249
District Jails	333	1,24,768
Sub Jails	809	50,908
Women Jails	19	4,271
Open Jails	44	3,766
Borstal Schools	21	2,218
Special Jails	30	9,279
Other Jails	3	323
<b>Total</b>	<b>1382</b>	<b>3,32,782</b>

Source: <http://www.indiamapped.com/jails-in-india>. Accessed on October 30, 2018.

There is no specific policy or guidelines towards setting-up prison library in India. The prison libraries operate in isolation and they have no links with public libraries. However, several prisons have libraries mainly with the support of NGOs and books donated by public and or purchased out of limited funds of prisons. The main purpose of having libraries in jail is to cultivate reading habits among inmates and bring positive

changes in their outlook towards life and society. Since options for recreation and relaxation are limited, libraries play an important role in the life of prisoners. Some prisons have digitized their collection and provide digital library cards with barcodes to prisoners to get the books issued. Kindles (Android-powered portable e-book reader devices) have also been provided in some libraries for reading. A crowd sourced



library has been set-up in the prison of Nagaland State in eastern part of India. Some of the libraries, especially the Tihar Central jail in Delhi serve as the study centre of National Institute of Open Schooling (NIOS) and Indira Gandhi National Open University (IGNOU) to facilitate the learning of prisoners who are enrolled in different courses. Prison libraries do not have professional librarians and they are managed by prisoners or officials. The library hours are limited and generally do not exceed more than four hours per day.

### A case Study of Tihar Jail

Tihar Central Jail located in the capital city - New Delhi is considered as the largest prison in South Asia which has 15,545 prisoners. It is managed by the Department of Delhi Prisons, Government of National Capital Territory of Delhi. It is a complex of eight jails and each has a library where prisoners can read for four hours every day or take books to their cells using a library card. Tihar jail has a collection of around one lakh books, which are donated by citizens, NGOs and purchased by the prison authorities during book fairs at heavily discounted rates. The collection includes reference books, biographies, fiction, Indian and Western literature, books on law, religion and spirituality as many prisoners are interested to know about laws to fight their cases and relax through reading books on spirituality and yoga. Former Delhi Assistant Commissioner of Police, Mr.S. Rathi, serving time for a fake encounter is one of the many who used prison library and graduated in Law. According to Mr. Sunil Gupta, who retired after serving as a Law Officer in the Tihar jail for 35 years says that the prisoners are encouraged to read so that they get inspired to take the right path in life.

Mahatma Gandhi is the most-read writer in Tihar jail. According to the librarian, the autobiography of Mahatma Gandhi—My Experiments with Truth is one of the most sought after book by the prisoners and it is hard to find it on the shelves. Entries in the library registers show that every week at least 10 inmates borrow the book that has been translated into 35 languages. "You will seldom see a copy of My Experiments with Truth in good condition. There will always be pages missing or numerous markings on the book," said a former inmate who doubled-up as a librarian till his release. "Everyone in prison reads it thinking it will change their life. "The fact that it was written by Gandhi when he was a prisoner himself — in Pune's Yerawada jail — adds to its popularity. Gandhi talks about his childhood, his time in South Africa and England and the evolution of Satyagraha (passive resistance) in the book. Besides, the prisoners also read the books on Hindu religion – Vedas and Swami

Vivekananda - one of the most popular spiritual leaders of India.

Tihar Jail Authority has set-up an e-library for 600 women inmates in October 2014. The move was aimed to help the women inmates to sharpen their technical skills and become tech savvy besides providing education and entertainment through e-books. It is expected that the e-library will go a long way in equipping women inmates with requisite skills and knowledge so that they can enter job market after their prison terms. The e-library also helps women to channelize their energies in a productive way by offering them a creative and fruitful pastime. The e-library is open from 9.00 a.m. to 5.00 p.m. and the inmates are encouraged to visit and read the books.

(Source: <https://www.hindustantimes.com/delhi-news/what-tihar-jail-inmates-read-gandhi-vivekananda-vedas/story-YIQ4ozDIVsZjJcJhKyWKOI.html>. Accessed on October 30, 2018  
<https://timesofindia.indiatimes.com/city/delhi/Tihar-jail-launches-e-library-for-women-inmates/articleshow/44900840.cms>. Accessed on October 30, 2018)

### A Case Study of Vipur Central Jail

Vipur Central Jail in Thrissur District of Kerala state in Southern India is the only jail which has a separate building for a library with an open auditorium. Mr. Santhosh T G, Welfare Officer who is the officer-in charge of the library says that of the 800 and odd convicts lodged in the jail, almost everyone frequents the library which has over 10,000 books, besides newspapers and periodicals. None of the prisoners come here as a book-lover, but the confinement in prison attracts many to books available in the library. Most of them spend their free-time in the library reading books and discussing social issues with others. The collection includes novels, short stories, biographies, etc., mostly in Malayalam, the local language, as only a few prisoners are able to understand English and other languages. However, the library has the stock of good collection of English, Hindi and Tamil novels too. The library is open from 9:00 a.m. to 5:00 p.m. every day and those willing to take books to their cells are allowed to do so. The entire management of the library, i.e. allotting books to inmates and registration procedures is done by prisoners. The prisoners are happy that they can effectively use their free time for improving their knowledge and thinking. Ramachandran (name changed, as per directions of the jail authorities), a prisoner stands in testimony for the same. "I am a regular visitor to the library. Reading novels and other books lifts me to a totally different plain. Had I done this earlier, I would have been a

## Professor Shah Delivered Lecture in Stockholm University

Professor S.Y.Shah, Director, International Institute of Adult and Lifelong Education, New Delhi delivered a series of three lectures in Stockholm University Sweden in October 2018 under the topic "Challenges of Imparting Literacy to Millions in India", "Adult Education Institutions in India: A Case Study of the International Institute of Adult and Lifelong Education" and "International Networks and

Organizations in Adult and Lifelong Learning". These lectures were attended by faculty members and students of the university which evoked considerable discussions.

During the weeklong stay at the university, discussion was also held with the faculty of the Department of Special Education regarding the organization of an International Conference in New Delhi during November 2019.



## National Seminar-cum-Workshop to be held on Research Methodology

A two day National Seminar-cum-Workshop on Research methodology is to be held on January 19-20, 2019 at St.Mary's College Bachelor of Education & Higher Studies, D.El.Ed. at Ranaghat of Nadia District, West Bengal. The College is located beside NH-34 and it is two hrs train journey from Sealdah Station, Kolkata. During these days, three sessions out of four will be utilized for Workshop on Research Methodology with special reference to Teacher Education. Dr. V. Mohankumar, Director, IAEA, New Delhi will deliver his lectures on different issues of Research Methodology before the interested students, teachers, and academics. In fourth session of second day of the Seminar, papers will be presented in different venues by the students, teachers, and academics of different universities, colleges and other academic Institutions.

Themes for papers (Facets are illustrative and not comprehensive)

- A. Research Methodology in Diversified Fields
- B. (1) Learning throughout Life : (a) Primary, Elementary and Secondary Education (b) Higher Education (c) Teacher Education (d) Citizens' Education (e) Education for Senior Citizens (f)

- Culture and Education (g)
- Environment and Learning (h)
- Population and Mass Literacy
- (2) Learning for Life: Concept of Grundtvig, Tagore, Vivekananda, Gandhi, and Freire

- (3) Learning for Livelihood: (a) Vocational Education and Skill Development (b) Continuing Education (c) Women's Empowerment through Skill Development;

- C. Global and National Strategy with particular reference to the Developing and Third World Nations: (1) Learning for sustainability (2) Learning for Educational Technology (3) Learning for Digital Distance Education

- D. Role of Libraries in Lifelong Learning: (1) UNESCO Public Library Manifesto (2) Role of Libraries in Community Development (3) Integration of Libraries in Virtual Learning (4) Libraries and MOOCs (5) Public Libraries and Mass Education (6) Public Libraries as Extension Centre of Informal Education

- E. Role of Academicians in development of Extension Activities

**Registration:** Last date to remit the fee - November 14, 2018 to the Account of St. Mary's College (B.Ed. & Higher Studies), Seminar Fund A/c No. 37946504318 of SBI, Ranaghat-166 Branch, IFSC: SBIN000166 and Swift Code: SBIN IN BB138.

Registration Fee (Without Lodging) for Students (Rs.300/-), Scholars (Rs.500/-) and Academicians (Rs.700/-). For Foreign Participants (US\$ 100).

**Abstract for paper** should not exceed 250-300 words on any of the aforesaid themes and should be sent to the Organizing Secretary through e-mail at: seminarandconference@gmail.com on or before December 19, 2018.

**Full length research paper** should be within 2000 words and copyright form should be submitted together as separate attachment latest by January 15, 2019 through the same e-mail.

For more details visit: <http://www.stmaryseducollege.com> or contact through e-mail seminarandconference@gmail.com

- Professor Prasenjit Deb

Head  
Department of Lifelong Learning & Extension, University of Kalyani, West Bengal



## IGNOU Students Workshop



Dr. Bani Bora and Smt. Kalpana Kaushik.

The participants had an

opportunity to discuss allotted topics in small groups and also made teaching-learning material as part of hands-on practice. They also meticulously reviewed the previous day's programmes in the first session of the next day which gave the organizers inputs for improvement. In general sessions they participated actively and expressed their opinion without any hesitation.

Smt. Kalpana Kaushik, Programme In-charge of the study centre coordinated the workshop right from opening session to conclusion.

A 12 day workshop for the 1st year students of MAAE and PGDAE was organized from October 12 to 24, 2018 (with October 19 Holiday in view of Dussehra). A well structured programme with specific topics provided by the university was followed in the workshop with eminent subject specialists lecturing

on chosen topics in 30 Plenary Sessions. They include Dr. M.V.Lakshmi Reddy, Professor N.K. Ambasht, Dr. V.Mohankumar, Dr.Vivek Nagpal, Dr. Elizabeth Kuruvilla, Smt. Nishat Farooq, Professor Ajay Kumar, Shri M.L.Sharma, Smt. Neha Gupta, Shri B.Sanjay, Dr. Sayantan Mandal,

## जिला कारागार फिरोजाबाद में विविध प्रतियोगिताओं का आयोजन



राष्ट्रीय शिक्षा दिवस के अवसर पर दिनांक 11 नवंबर 2018 को जिला कारागार फिरोजाबाद में

संचालित इग्नू के स्पेशल स्टडी सेन्टर में काराबंदियों के बीच शिक्षा के महत्व की जानकारी प्रदान करने हेतु एक विशेष कार्यक्रम का आयोजन किया गया जिसमें इग्नू में पंजीकृत हुए बंदियों में से 185 काराबंदियों ने भाग लिया। इस अवसर पर प्रतिभागियों में शिक्षा और विकास के बारे में जागरूकता उत्पन्न करने हेतु निबन्ध प्रतियोगिता, प्रश्न-उत्तर प्रतियोगिता तथा भाषण प्रतियोगिता का आयोजन किया गया। साथ ही साथ उपस्थित

गणमान्य लोगों यथा प्रोफेसर ए.बी.चौबे एवं एस.आर.के. इण्टर कॉलेज के प्रधानाचार्य डा. डी.पी.एस. राठौर ने काराबंदियों को शिक्षा के महत्व व उद्देश्य के बारे में बताया। इस अवसर पर जेलर श्री एल.पी. सिंह तथा उप-जेलर श्री जगदीश मिश्रा भी उपस्थित रहे।

— मो. अकरम खॉन  
जेल अधीक्षक,  
जिला कारागार फिरोजाबाद

## DU – TRC organized Mehndi Application for Karwa Chauth

The Transgender Resource Centre, University of Delhi organized an event for Mehndi application on the eve of 'Karwa Chauth' on October 26, 2018 in collaboration with the Centre for Social Change at Aditya Celebrity



Homes Society, Noida which was coordinated by Dr. Bani Bora (founder of the Centre and Akanksha Singh, Research Scholar – M.Phil). In this event 3 transgender persons applied Mehndi to more

than 50 women. The fee charged was Rs.100/- per hand which women generously gave by appreciating the skill the transpersons have in their vocation and also felt that such events will enable the transpersons for social inclusion and acceptance by the society.

— Akanksha Singh

totally different person". Impressed with the reading habit of its inmates, the Kerala State Library Council awarded the Viyur Central Jail Library the first prize in b-category libraries in the district in 2009-10. It also sanctioned a sum of Rs 2, 22,000/- to the library for adding to the stock of books, furniture and computers as per a project submitted by the jail authorities. Next year, the library was given Rs 50,000/- towards the purchase of four computers and shelves.

Mr. Santhosh T G says that Viyur Central Jail Library is the most utilized library in its category in the district. It is hoped to make the library in Viyur Jail one of the best jail libraries in the state, if not in the country. The

inmates are lodged behind bars for a short term or for life, they are considered the 'villains' by the society for their criminal background. But, the inmates of the Central Jail at Viyur have a message to spread in the 'outer world' - read, read and read".

[Source: <https://timesofindia.indiatimes.com/city/kochi/Library-of-a-different-kind/articleshow/9987471.cms>. Accessed on October 30, 2018]

— Professor S.Y. Shah  
Director  
International Institute of Adult and Lifelong Education  
New Delhi

## Advisory Committee meeting of SHIKSHA Initiative Programme held on October 29th



SHIKSHA Team with Advisory Committee Members

HCL is a multi-billion Global Enterprise established the Shiv Nadar Foundation in 1994 with the commitment to create a more equitable, merit based society by empowering individuals through education that bridges the socio-economic divide. The Foundation under the title SHIKSHA has established institutions and organizes educational programmes in those areas where predominantly socially deprived sections of the society live. SHIKSHA works with the mission to create lifelong learners by enhancing the learning process and utilizing a technology enabled learning programme. In this way it tries to enhance the classroom environment and equips the teachers with an innovative high engagement teaching mechanism to boost learning effectiveness and retention among children. SHIKSHA also has a firm commitment to eradicate illiteracy from India by 2022.

SHIKSHA programme is planned and implemented by a committed group of full time persons who are have long experience in the field of formal education, adult and lifelong education and of course with the full support of technocrats.

As part of improving the quality of education and

supporting the educational needs in the classroom situation a number of software have been developed both for teaching, creating learning environment and motivation.

In this regard an Advisory Committee has been constituted recently by them in which Dr.V.Mohankumar, Director, IAEA, Smt. Kusum Vir, former Director, Directorate of Adult Education, Ministry of HRD and Ms. Archana Dwivedi, Director, NIRANTAR, a well known organization working in the field of

education and women empowerment are members. The first meeting of the committee was held on October 29, 2018 at HCL, Noida under the Chairmanship of Shri Robin Sarkar, Project Director, SHIKSHA Initiative in which the project/programme staff have presented in detail about the work done.

The members of the Advisory Committee appreciated a lot the initiative taken by the founder of HCL, Shri Shiv Nadar for his commitment to extend full support to promote education in schools and adult and lifelong education to enable the unlettered people to join the mainstream of society by acquiring literacy/education and be part of inclusive growth of the country.

"Every child is born with certain special ability. It is the teacher's responsibility to recognize that ability and bring the best out of him."

— Ram Nath Kovind  
Hon'ble President of India



## Age No Bar to Get Educated



After completing basic literacy, post-literacy and continuing education phase, Kerala State Literacy Mission Authority has started equivalency examinations for those who have acquired the proficiency of literacy and are interested to further their education through non-formal way and obtain certificate from the recognized body of the government. The equivalency examinations conducted by the authority over the time have become popular in the state and many join the stream which is an encouraging trend, though Kerala is having the highest literacy rate of 94% with male literacy at 96.11% and female literacy 92.07% as per 2011 Census. (In fact, the other State Literacy Mission Authorities should also emulate this spirit so that in course of time the neo-literates, less literates and people with rudimentary level of education can further

their education by sitting at home and at the end get a recognized certificate for their qualification)

Recently a story was published in the newspapers that 96 year old Karthyayani Amma from Alapzuha district, Kerala passed 4th class equivalency examination conducted by the Authority by securing 98 out of 100 marks. As per her statement she could not continue her education in childhood due to poverty and also married off at a very early age. However, now she got inspired to pursue her education by seeing her 60 year old daughter Ammini Amma who could pass 10th class equivalency examination two years before. She was happy that now she can read newspaper and story book without the help of others. Now her aim is to gain proficiency in operating computer and pass 10th class examination.

To honour Karthyayani Amma for her achievement, the Chief Minister of Kerala, Shri Pinarayi Vijayan presented 4th class pass certificate personally to her.

## Visitors



Ms. Marta Paluch, Retired Professor of Adult Education from UK visited IAEA on November 1, 2018. She did her Ph.D under Professor Alan Rogers, an internationally acclaimed academician. Her visit to India was to study adult education programmes being carried out in the field by different organizations. Ms. Marta had a detailed discussion about adult education programmes in India with Shri K.C.Choudhary, President, IAEA and Professor S.Y.Shah, Director, IIALE. Dr. V.Mohankumar, Director and Smt. Kalpana Kaushik, Deputy Director, IAEA were also present.

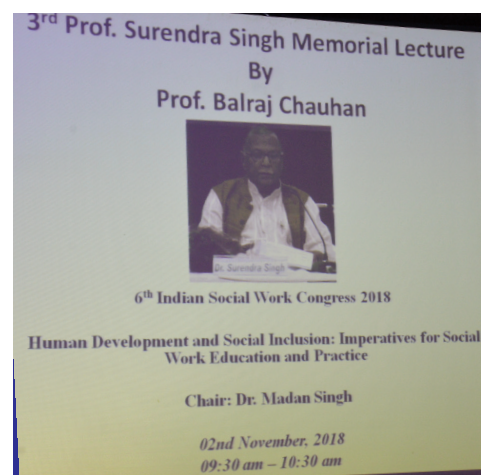


Ms. Amelia Davis who did Post-Graduate course in Adult Education from an American University visited IAEA on November 6, 2018 to meet Professor S.Y.Shah, Director, IIALE. Ms. Davis is now-a-days staying in Gurugram, Haryana and is keenly interested to know adult education programmes being implemented in India and if possible associate herself to be a partner in organizing programmes. During the discussion Ms. Davis was briefed adequately on adult education programmes and was given a few publications brought out by IAEA for reading. Dr.V.Mohankumar, Director was also present during the discussion.

“The children of today will make the India of tomorrow. The way we bring them up will determine the future of the country”

- Jawaharlal Nehru  
India's first Prime Minister

## Professor Surendra Singh Memorial Lecture organized at Delhi University



The National Association of Professional Social Workers in India (NAPSWI) and Department of Social work, University of Delhi organized Professor Surendra Singh Memorial Lecture (third in series) on November 2, 2018 during Sixth Social Work Congress 2018. While sixth edition of Indian Social Work Congress has focused on "Human Development and Social Inclusion: Imperatives for Social Work Education and Practice" Prof Balraj Chauhan who is currently Vice-chancellor of Dharmashastra National Law University, Jabalpur

and earlier Vice Chancellor of three National Law Universities has chosen to speak 'Human Rights and Morality: Role of Social Work Education'. As a chairperson, Dr. Madan Singh, General Secretary, Indian Adult Education Association has introduced the subject, speaker and Professor Surendra Singh. Dr. Madan Singh has recalled his association with Professor Surendra Singh and remarked that he was an eminent scholar, academician of repute, curious researcher, able educational administrator, visionary Vice Chancellor, good friend and above all a nice human being who excelled in all walks of life.

Dr. Kumarappa Reckless Awardee for his contribution in the field of Criminology, Common Wealth Foundation Fellowship recipient and Fellow of Indian Society of Criminology, Professor Balraj Chauhan adorned Professor Surendra Singh as an excellent teacher, efficient leader, powerful motivator and fine human being. He gave noteworthy facts about him and remembered his contribution in field

of social work and even in the field of criminology. Professor Chauhan focused on the gaps between legal and social morality and explained the close relationship between rule of law and positive morality. He enquired the role of professional social workers in ensuring rights of the marginalized and opined that professional social workers should work with other professionals as team for strengthening their own profession. The profession of law and social work are complimentary to each other and both can work for betterment and well-being of the society. Professor Chauhan has emphatically remarked changing and progressive role of judiciary in triumphing constitutional commitment.

Dr. Madan Singh in his concluding remark has appealed social workers to work for advancement of profession and NAPSWI should achieve vision and ideals of Professor Surendra Singh which he has dreamed for NAPSWI as its founder member and first President.

- Professor Sanjay Bhatt

## IAEA President's visit to Centre for Social Change



Shri K.C. Choudhary, President, Indian Adult Education Association along with Professor S.Y. Shah, Director, International Institute of Adult and Lifelong Education visited Centre for Social Change, Noida, an organization working for the overall development of women and children on October 31, 2018. They had a fruitful discussion with Dr. Bani Bora on the issue of

developing a plan of action for long term basis for the organization so that the programmes and activities carried out are of immediate help to the beneficiaries. Professor Shah also accepted in principle to financially support one of the activities, i.e. women's meeting every week to discuss on any important issue chosen by them so that they not only participate by expressing their opinion but also such meetings create others to motivate to participate apart from gaining awareness. It is also expected that the women's group in course of time concentrate on team building and try to solve their common problems united.

Shri K.C. Choudhary had a brief interaction with the trainees of sewing class and encouraged them to learn and develop their skills to the fullest extent possible as they may be self-employed in future for which the market trend offers stiff competition in which only people with good skills can succeed.