February 2017

Fostering 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 years 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 with a set of 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 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.

5. Training should also involve using ICT to develop and sustain literacy and digital skills. 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.

‘विशेषज्ञ का सामाजिक दायित्व’ विषय पर परिचय सम्पन्न

कुजून का दायित्व है कि वह लीडर को अपने अभियुक्त का लाभ है।

- लैज. सिसोदियाह

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

- Welthy Fisher

Founder, Lucknow Literacy House

Indian Adult Education Association

IAEA NEWSLETTER

Vol. 26 No.2           Re. 1 per copy           February 2017

February 2017

IAEA Newsletter
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 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, cyber space and trade.”

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

A network of libraries exists in almost every country. There are around 3.20 lakh public libraries worldwide, of which about 3.20 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 longstanding trust of communities and already provide useful literacy services to children, youth and adults.


The third Global Report on Adult Learning and Education (GRLAE 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 (CPNTPEA 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.


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 problems. 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.

This document comprises of the following sections:
- A situational analysis of India. This sets out the country’s priorities, focuses on 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.


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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 UND partners and international donors.

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- Finally, details of UNESCO’s collaborative efforts already established in India with its various partners, both national and international.
State Resource Centre Kerala in collaboration with Kerala State Branch of Indian Adult and 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, Managing Director, Samad Medical & Allied Research Trust, Thiruvananthapuram. Around 30 members 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

PRIA turned 35

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 Rauashik, 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. Pratok Gupta, Center for WTO Studies on the topic “Marked Advances 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)”.

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

Workshop on Trade Facilitation in Services

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

The effort of PRIA is to enable the students of Adult and Lifelong Learning at Julius Maximilian University, Würzburg and Duisburg Essen University, Essen in Germany. I designed and taught the following courses. A course is called as Seminar in Germany.

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, Würzburg 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 stipulated 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 day. Sometimes one or 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 a few introductory remarks, I negotiated the transaction of curriculum with the students with a view to seeking their opinion. After the presentations were over, the students had the opportunity to raise questions for which the presenters gave suitable answers.

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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 programs, 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 obtaining of internships 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 ASEAN 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. (IZ/DVV)
   ● European Association for Education of Adults (AEA)
   ● Asia South Pacific Association for Basic and Adult Education (ASPBAE)
C. Networks and Organizations having limited interest in Lifelong Learning
   ● UNESCO WORLD BANK ACTIONAID
   ● Commonwealth Federation Common Wealth 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 outcomes
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

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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 in the IT sector. This course is billed as the “top skill to possess in the year 2017” by global analysts and field experts.

This course was inaugurated by the Hon’ble Governor of Kerala, Shri Justice P. Sathasivam on February 21, 2017 at Travancore Hall, Park Centre, Technopark, Thiruvananthapuram. While addressing the large gathering, he said that acquiring a degree in a college or university does not ensure a person to get employment unless the person has the potential skill(s) suitable to the market demand. Hence, employability is a major factor for the youngsters in India today. In this context a course like Search Engine Optimization can help the youngsters to get suitable employment in the IT and IT-enabled 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 the archives 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 atonement given to this course by the Department of Non-Resident Kerala’s 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 KIITU in the year 2016.

The function was presided by Dr. Usha Titus, IAS, Secretary to Govt. of Kerala, General Education Department and Chairperson of State Resource Centre. In her address she said that community colleges and technical institutions should address the vocational needs of the community so that employable courses are organized. Conducting a technical course like Search Engine Optimization will help to bring technology directly from the laboratory to field and in turn it will benefit the society at large. She also presented Admn Panel in which the Hon’ble Governor showed keen interest.

Shri Harilakshim Rai, CEO, Technopark addressed the gathering.

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

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 UL and understand its functioning and role in the promotion of lifelong learning. Students spent a whole day at UL listening to presentations by the staff members on various ongoing programmes and research projects. Students also got a chance to visit the UL 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 to help in broadening and deepening the impact of innovations in our society and economy. Diffusion of Innovations offers valuable insights into the process of social change: What qualities make an innovation spread successfully? Why do certain innovations spread more quickly than others? and why do others fail? The course will not only help the students understand the discourse on innovation and change but also develop an analytical insights into various dimensions with reference to selected case studies from the regions of Asia, Arabia, Africa, Latin America, Europe and North America.

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

Learning outcome
After the course the students are expected to:
- have an understanding of innovation, selected innovative programmes of adult and lifelong learning in different countries
- develop comparative perspectives on adult education in Europe, Africa, Arabia, Asia, Latin America and North America
- draw insights to evolve new strategies towards tackling the problem of illiteracy in Germany

Seminar-3
Asian Perspectives on Participatory Lifelong Learning and Information and Communication Technologies

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

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

Learning outcome
After the course the students are expected to:
- have better understanding of the magnitude and problem of illiteracy in developing countries specially India
- acquire knowledge and understanding of the policies and innovative programmes of adult and lifelong learning in India
- 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
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 that 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 be visit www.many-languagesoneworld.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 Coordination, UGC Special Assistance Programme (DRS-II), SVU College of Arts, Sri Venkateswara University, Tirupati, Dr. V.Nohankumar, 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 conducted – 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 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 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.

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 Mohankumar 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, 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 venturing 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 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.