



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

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

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

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

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

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

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

#### Advancing Youth Development

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

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

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

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

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

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# IAEA NEWSLETTER

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## Indian Adult Education Association

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



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

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

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

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

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

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

more efforts should be taken for proper integration.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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



## 'लकीरें'

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

साज़ झंकृत हैं प्रणय के  
रागिनी बजती हृदय में

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

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

हस्तियाँ जो गर्व पूरित  
आज मुखरित अध्ययनों में

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

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

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

बादलों के बीच कौंधी  
दामिनि ज्यों व्योम में

— कुसुम वीर

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

# Interactive Session on Challenges of English Language Learning in Schools

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

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

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

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

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

## काराबंदियों ने दी इग्नू की परीक्षा



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

— मो. अकरम खॉन

जेल अधीक्षक, जिला कारागार फिरोजाबाद

## Announcement

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

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

Continued patronage and support is solicited from one and all.

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

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

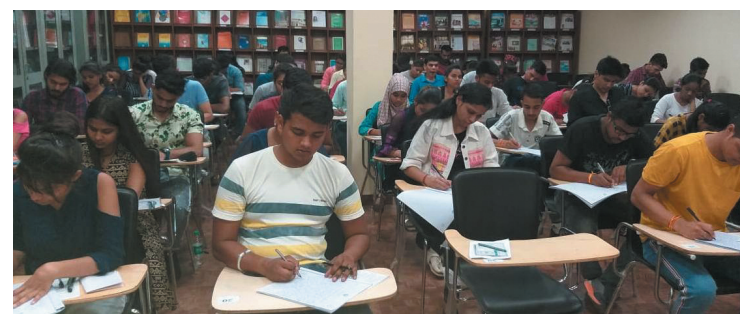
8. Training of volunteers and other AE functionaries is an area which needs special attention as the number of persons to be trained is huge. As per 2011 census the absolute number of illiterates in the age group 15 plus was 257.60 million. In case, an AEC covers 20 learners per batch the total number of AE teachers or volunteers will be 12.9 million. Apart from this other functionaries at different levels (national, state, block and GP) also need to be trained. What is the infrastructure and human resources available to train such a huge number in CIAE or in the AE units of SCERTs/DIETs. Training includes pre-service and in-service. Any failure or gap in conducting the training programme will directly affect the quality of AE programme. Hence, this needs to be addressed in a much more detailed manner.
9. Monitoring and evaluation are other two important areas which are not addressed sufficiently in the report. In case, the monitoring is online, what is the infrastructure to be placed at different levels with uninterrupted electricity supply.

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

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

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

## IGNOU Term End Examination June 2019



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

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

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

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

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

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

**Conference website:** [www.edst.educ.ubc.ca/AEGT2020](http://www.edst.educ.ubc.ca/AEGT2020).

**Other important dates are:**

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

**March 1, 2020** – Registration opens

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

**For questions about local arrangements the contact person is:**

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## SHIKSHA Plus: Meeting held to discuss Effective Learner Assessment Tool



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

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

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

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

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

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

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

national and international journals.

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

The Indian Adult Education Association conveys hearty congratulations to

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



## DU Students on Block Placement at IAEA



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

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

## IAEA President Bereaved

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

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

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

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

