



International Labour Organization. **ILO Global Estimates on International Migrant Workers – Results and Methodology**. International Labour Organization, 2018; 78p.

This report draws the current state of labour migration and the key characteristics of migrant workers in the world. If the right policies are in place, labour migration can help countries respond to shifts in labour supply and demand, stimulate innovation and sustainable development, and transfer and update skills. However, a lack of international standards regarding concepts, definitions and methodologies for measuring labour migration data still needs to be addressed.

This report gives global and regional estimates, broken down by income group, gender and age. It also describes the data, sources and methodology used, as well as the corresponding limitations.

S. Irudaya Rajan (ed.). **India Migration Report 2019: Diaspora in Europe**. Routledge; 2018; 376 p.

India Migration Report 2019 examines the issues of identity related to integration in European societies. It examines the different nature of social, economic and political engagements of the Indian dispersal with their host societies in Europe.

This volume:

- assesses the historical trends in migration to Europe, mobility paths and transnational networks of skilled Indian migrants, as well as recent tendencies in movements of migrants;

- explores the roles of Indian migrants in transforming host societies with their skills and capabilities;

- highlights their contribution towards the development of their homeland through knowledge transfer, philanthropy, capital flows, remittances and investment;

- takes stock of the impact of recent events, especially Brexit and anti-immigrant positioning of some political parties;

UNFPA. **From Commitment to Action on Sexual and Reproductive Health and Rights: Lessons from the Second Cycle of the Universal Periodic Review**. UNFPA; 2019; 42p.

The report assesses the successes, challenges and opportunities that the second cycle of the Universal Periodic Review (UPR) has offered for advancing and strengthening accountability on sexual and reproductive health and rights. It looks at the extent to which recommendations from the second cycle (2012–16) of the UPR have addressed sexual and reproductive health and rights (SRHR), and what issues within

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this field have received the most attention and which the least. It also looks at the type of recommendations that have been made in this area, and how Member States, UN Agencies and civil society actors have reported on SRHR issues, as well as differences across geographical regions. The report also assesses the extent to which SRHR recommendations from the first cycle have been implemented. The report finds that there is continuing and increasing engagement by Member States on SRHR issues, which reinforces the mechanism as an important tool in upholding and strengthening accountability for SRHR.

Unesco. **Recommendations on Assessment Tools for Monitoring Digital Literacy within UNESCO's Digital Literacy Global Framework**. Unesco; 2019; 23p.

This report summarizes a desk research project that aims to advise the UNESCO Institute for Statistics (UIS) in designing an instrument for the assessment of digital literacy skills in the context of collecting data on Sustainable Development Goal (SDG) Indicator 4.4.2:

- Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills

Currently, there are no standardised instruments for monitoring the SDG digital literacy indicator in accordance with UNESCO's Digital Literacy Global Framework. This report draws on an analysis of alternative methodological approaches and existing instruments for assessing digital literacy skills to recommend a suitable solution to measuring a minimum of digital literacy skills.

Some of the recommendations highlighted in the report include:

- Eurostat's Digital Skills Indicator survey is the easiest tool to adapt to meet minimum needs in assessing digital literacy.

- The EU's DigComp assessment undertaken in Estonia offers the widest coverage of competences covered in the Global Framework, with automatically scored items and both self-reporting and knowledge-based tests.

- The PIX test (pix.fr) is the best existing, open-source platform that can be adapted to assess competencies covered in the Framework.

- The Digital Competence Wheel in Denmark provides the most user-friendly, visually-attractive interface, but it is based on self-reporting only.

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Indian Adult Education Association

IAEA is organizing a National Seminar in collaboration with Saurashtra University, Rajkot, Gujarat

The Indian Adult Education Association is organizing a one day seminar on June 29, 2019 at Rajkot, Gujarat in collaboration with Saurashtra University. The main theme of the seminar is "Skilling India: Achievement & Future Prospect". The papers will be presented by students, research scholars and faculty members on the sub-themes which include Skilling India and its impact on Employment Growth & Reducing Skill Gap, Recognition to Prior Learning: Implementation and Outcome, Women Empowerment through Skill Development, Skill Development and Inclusive Growth, Improving Social Indicators through Skill Development, Education Reforms for the furtherance of Skilling India and Skilling India: An Impetus for Lifelong Learning.

On this occasion the State level Conference of Gujarat State Adult Education Council will also be held.

Friends of Senior Citizens – A Pilot Programme



The International Institute of Adult and Lifelong Education is planning to launch a few programmes for the senior citizens as part of lifelong education. In this regard the first brainstorming was done on January 29, 2019 with selected people who are keen to extend active support for such an effort. As a follow-up of the first meeting, the second meeting was held on April 29, 2019 at IAEA in which Shri K.C.Choudhary, Prof.S.Y.Shah, Smt. Nishat Farooq, Prof. V.K. Dixit, Prof. Rajesh, Dr. V.Mohankumar and

Smt. Kalpana Kaushik participated. The discussion went round on some of the issues like (i) whether IAEA/IAALE can start a senior citizens paid residential home with all facilities, or (ii) day care for the senior citizens who can spend time in the day time and use all the facilities available for them, or (iii) creating a pool of trained volunteers who can help senior citizens on demand/request and get paid some amount as honorarium for the service rendered. The discussion also included whether the student volunteers can be only from the Department of Adult, Continuing Education and Extension or it can be extended to students of other departments also based on their interest to serve the deserved section of the society.

As the discussion was inconclusive, the participants decided to meet again to give some shape to the programme focusing the welfare of the senior citizens.

व्यावसायिक पाठ्यक्रम की प्रायोगिक परीक्षा आयोजित



राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान द्वारा 'पुस्तकालय विज्ञान में प्रमाण पत्र कोर्स' शीर्षक व्यावसायिक पाठ्यक्रम का संचालन किया जाता है जिसका एक अध्ययन केन्द्र भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली भी है। इस केन्द्र से अब तक 16 बैचों के छात्र सफलता पूर्वक उत्तीर्ण हो चुके हैं। 17वें बैच के लिए नामांकित कुल 12 विद्यार्थियों ने विगत 14 मई 2019 को अमर

ज्योति स्कूल कडकडंडूमा, विकास मार्ग, दिल्ली 110 092 में आयोजित लिखित परीक्षा में भाग लिया। गत 20 मई 2019 को उक्त विद्यार्थियों के लिए प्रायोगिक परीक्षा भारतीय प्रौढ़ शिक्षा संघ, नई दिल्ली के कार्यालय में आयोजित की गई जिसमें 9 छात्रों ने भाग लिया। यह परीक्षा श्री मुरारीलाल शर्मा और श्री जय भगवान द्वारा ली गई जिसकी आर्वाॅर्ड सीट राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान नोएडा में जमा करा दी गई। संघ इन सभी विद्यार्थियों के उज्ज्वल भविष्य की कामना करता है।

— जय भगवान

फिरोजाबाद कारागार में प्रमाण पत्र वितरण कार्यक्रम



माध्यमिक कक्षा के 8, आठवी के 36, बीपीपी के 5 तथा इण्टरमीडिएट एवं इग्नू बी.पी.पी (साक्षरता) के 137 काराबंदी शामिल थे। इस अवसर पर कार्यक्रम की मुख्य अतिथि श्रीमती नेहा जैन तथा जिले के मुख्य विकास अधिकारी/प्रभारी जिलाधिकारी ने सभी सफल परीक्षार्थियों को शुभकामनाएं दी और यह आशा व्यक्त की कि जेल से जाने के बाद ये सभी लोग सम्मानपूर्ण जीवन जीने का प्रयास करेंगे। कार्यक्रम का संचालन राज्य प्रशिक्षक श्री योगेश शर्मा तथा धन्यवाद ज्ञापन जेलर श्री एल.पी. सिंह ने किया।

दिनांक 13 मई 2019 को जिला कारागार फिरोजाबाद में एक प्रमाण पत्र वितरण कार्यक्रम का आयोजन किया गया जिसमें कुल 196 काराबंदियों को प्रमाण पत्र प्रदान किये गये। इनमें इण्टरमीडिएट के 2, हाईस्कूल के 8, पूर्व

— मो. अकरम खॉन
जेल अधीक्षक

New Arrivals in IAEA Library

The following books have been recently purchased for IAEA Library and are available for reading and reference:

1. Prasad, Shweta. Women in India: Trials and Triumphs. Delhi, Viva: 190p.
2. Thomas, Desmond. The PHD Writing Handbook. Palgrave: 227p.

3. Olson, Matthew H. and Hergenbahn, BR. An Introduction to Theories of Learning. Routledge, 463p.
4. Government of India. India: 2019. Ministry of Information and Broadcasting: 750p.
5. Biswal, Tapan. Governance and Citizenship. Delhi, Viva: 464p.

Delhi Schools' Literacy Project - Presentation of Annual Awards



The Annual Certificate and Award giving function of Delhi Schools' Literacy Project was organized by Springdales Education Society on April 26, 2019 in the Hall of Friendship and Peace, Springdales School, Dhaula Kuan. Shri Amit Kataria, IAS, Land and Development Officer, Ministry of Urban Development, Govt. of India was the Chief Guest. The programme started with the welcome address by Dr. Jyoti Bose, Principal, Springdales School, Dhaula Kuan and lighting of the ceremonial lamp by the Chief Guest. Children from Dev Samaj Modern School, Sukhdev Vihar, Manav Sthali School, New Rajinder Nagar, St. Thomas School, Mandir Marg, Sachdeva Public School, Pitampura, Springdales School, Pusa Road, Gyan Mandir Public School, Naraina Vihar, New Era Public School, Maya Puri presented cultural programmes.

The Chief Guest Shri Amit Kataria



presented awards and certificates to the winners of different competitions organized by various schools who are part of DSLP. Some schools also got awards for their best performance which included Bhatnagar International School, Vasant Kunj (Sufia Ajmali Trophy for making the largest number of literates), Manavsthal School, New Rajinder Nagar (Henry Selz Foundation Trophy for making the second largest literates), Springdales School, Dhaula Kuan (Unicef Trophy for the school showing maximum participation), GTB 3rd Centenary Public School, Mansarover Garden (Baldev and Kamala Bhatia Memorial Trophy for its work in the community), New Era Public School, Maya Puri (Rotary Club Trophy for the Best All Round Performance) and Evergreen Public School, Vasundhara Enclave (Satpal

Singh Memorial Trophy for new programmes and initiatives). The M.L.Kapoor Memorial Trophy for excellence for the student who has made the highest number of learners went to Ajay Bose of class XII from Manav Sthali School, New Rajinder Nagar for making 108 learners literate.

Thereafter, while addressing the gathering Shri Kataria said that the community at large should come together and work in alliance with the government to make India a cent percent literate country.

A Power Point Presentation was made on DSLP which traced the history and progress of one of the most important outreach programmes taken by the schools. Smt. Rajni Kumar, Founder and Honorary Advisor to the DSLP greeted one and all on this occasion and expressed her satisfaction for the sustenance of the movement to educate unlettered people for over thirty years.

Dr. V.Mohankumar, Director represented the Indian Adult Education Association in this function.

Mainstreaming Transgender Persons – TRC Meeting with NACO Representatives

The Transgender Resource Centre of the Department of Adult, Continuing Education and Extension, University of Delhi



organized a meeting with the representatives of NACO & DSACS on May 5, 2019 to discuss about widening of the interventions by the centre in association with NACO and other government and non-government organizations working for transgender persons. The meeting was also attended by

Research Scholars, Faculty members and NGOs working in this field. At the end of the meeting it was resolved to take effective steps for:

- strengthening volunteer training for meaningful intervention and outreach programmes
- initiating helpline services for transgender persons
- coordinating with the Department of African Studies,

University of Delhi for targeted interventions of African Community studying in the University

- developing and conducting a certificate course on Leadership Development
- enhancing coordination with government and non-government organizations, and
- intervening in the area of health issues of transgender community.

- Dr. Rajesh

education. Many of the departments also could not take extension programmes in the form of projects so that students during the course and after could work in the same to gain experience and also contribute to the development of the society. Today most of these departments do only teaching and research like other departments and not linking the outcome of research findings for improving the quality of adult education programmes. It is high time that higher education learns the lesson from agriculture extension which brought research findings/innovations from lab to land for green revolution and dairy for white revolution or operation flood in this country.

Do you think that the DAE has played an effective role in promoting adult education?

Yes, it did a lot. The mandate of DAE is not an administrative office like other government departments but a technical one. Hence, the units DAE had was on the basis of subjects – Material Development, Training, Media, Monitoring, Jan Shikshan Sansthan, State Resource Centres, Publication, Research & Evaluation and of course Administration & Finance. Each unit was headed by subject specialists and assisted by Technical Assistants. There was a time State Directorates. State Resource Centres, Jan Shikshan Sansthan and NGOs look for guidance from this office. Over the period people slowly started killing this great organization and now it is only in name with empty rooms and few staff. DAE is the typical example of how the apathy of government not filling the posts in time ruins the organization. Can anyone reconstruct DAE and help bringing the old glory?

Do you think that there is a need for specialized adult education institution in India?

I do not think so. Already a number of institutions exist and they are not used properly. Hence, creating a new institution will be waste of money. It is an appropriate time for identification and consolidation of efforts so that the existing institutions and manpower are used in a unified manner so that duplication/wastage is avoided.

Do you think that the National Institute of Adult Education served some purpose? Then why it was closed by the government?

As an outsider I do not have much information about the work done by that organization. There was a general feeling that it was ill conceived and at a wrong time. It was told that the Institute will concentrate more on research and the outcome will be used to improve the quality of adult education programme. By then already a number of universities have established Departments of Adult, Continuing Education and Extension and their potential was not used properly. Hence, what was the necessity of opening another institution in the name of research.

Secondly, a rumor was also floated that after the

establishment of the Institute DAE will be wound-up. This aggravated the situation as a government office cannot be wound-up without solid reasons and also without cabinet approval. Somehow when senior officers in the Ministry retired/transferred and new ones took charge of the helm of affairs things started changing and finally the Institute was closed.

IAEA not only supported furthering the objectives of NLM but all the adult education programmes implemented in our country. IAEA is now 80 years old and right from inception it is working for adult education continuously. Dr. Zakir Husain was correct when he said in a meeting when he was the Vice President of India that the "history of IAEA is the history of adult education in India". The independent India planned and implemented various adult education programmes in different Five Year Plans and every time IAEA supported them through meetings, seminars, conferences and publications for which it spent its own funds. Information dissemination is one of the most important tasks of the Association and it does it in a systematic manner through Life and Institutional members. IAEA is the only organization which recognizes the services of individuals and institutions for their contribution to adult education by conferring Nehru and Tagore Literacy awards and trying to improve the quality of research by organizing Research Scholars Colloquium. The well established library and documentation centre serves the adult educationists and research scholars for long.

What is the future of adult education in India?

Future is in the hands of the government (meaning the policy makers). One thing is very clear that school education cannot arrest the dropout completely as it happens because of socio-economic conditions, which is not in the hands of education department. They can only reduce the dropout rate by taking some measures. Hence, there should be a separate stream of education to cater to the needs of dropouts. Hence, adult education is equally important like that of other sectors of education. India is a signatory of UN Sustainable Development Goals and committed to provide sustainable education to one and all (SDG4). Unfortunately, after Saakshar Bharat Programme came to an end by March 2018 no adult education programme is implemented in the country. This will create a negative effect to the literacy front. The year 2021 is next Census and an excellent opportunity to show the world countries and UN the progress made by India to achieve an appreciable literacy rate. The Census data will also help the government to accelerate the adult education programme, if there is any gap in achieving the literacy rate as committed for SDG4 so that by 2030 India is in a prestigious place in the literacy sphere.

Thank you Dr. Mohankumar for sharing your valuable experiences in the field of adult education.

An Interview with Dr. V. Mohankumar



Dr. V. Mohankumar is the Director of Indian Adult Education Association (IAEA), New Delhi. He has rich experience of working in the field of urban community development in the beginning of his career and shifting to adult education by serving both in the state and national level. When he was selected as an officer in the Directorate of Adult Education (DAE), Govt. of India he came with a lot of field experience due to which he was given several important subjects which he handled dutifully in various posts. He also coordinated many important programmes/projects of the National Literacy Mission and served as Resource Person in a number of workshops and seminars. In IAEA he has undertaken several evaluation studies assigned by DAE/NLMA and other organizations, besides coordinating the organization of All India Adult Education Conference, a prestigious annual event besides editing Indian Journal of Adult Education and IAEA Newsletter. He has also several publications to his credit. During this interview taken by Professor S.Y.Shah, Dr. Mohankumar spoke in detail about his experiences in the field of adult education which may of great interest to future scholars.

Thank you Dr. Mohankumar for agreeing to share your experiences in the field of adult education. As I understand, you have been working in the field for over three decades. When and how did you enter the field of Adult Education?

Thank you Professor. I am in this field for the last 46 years. Soon after I completed my Post-Graduate Course in Social work in the year 1971, I got my first posting as Residents Welfare Officer in New Residents Welfare Trust, Chennai and allotted to one of the very big Tamil Nadu Slum Clearance Board areas called T P Chatram, Shenoy Nagar in December 1972. The role of the Welfare Officer was to educate people to adjust to the new situation and lead a healthy life as they were originally slum dwellers and now shifted to multi-storied buildings constructed by the Board.

For this purpose women and youth clubs were formed to act as pressure groups to disseminate the information regarding educational components like health, hygiene, sanitation, nutrition, environmental cleanliness, family welfare, mother and child care, etc. As I was quite new to Chennai and not too many people known to me in that mega city, I devoted a lot of time to work by organizing a large number of programmes in association with Rotary club, NGOs, nearby colleges and also government departments. As my working area was located in the Assembly Constituency of the Chairman of the Slum Clearance Board, I got full support from the officers and also the Chairman himself. Hence, I feel that adult education does not mean only literacy but also creating awareness on aspects which are of importance to an individual or community for better living.

What are some of the important assignments you have undertaken over the years?

As already said I started my career as a Residents Welfare Officer in 1972 and promoted as Assistant Executive Officer in the same organization in November 1976. Thereafter, I joined State Resource Centre for Non-formal Education, Chennai as Head of the Department of Training in 1977. Dr. Malcolm S. Adiseshiah, a veteran educationist and economist and Vice Chancellor of the University of Madras was the Chairman of the Resource Centre. My working experience in Resource Centre further sharpened my knowledge in the field of non-formal and adult education, especially in the areas of training and teaching-learning material development which really helped me to get selected by UPSC as Deputy Director in the Directorate of Adult Education, GOI in the year 1985. Thereafter, I spent the rest of my service period in Directorate itself as Joint Director in 1995, as Additional Director in 1999 and Director from January 24, 2005 to August 16, 2006.

What are some of the specific contributions you have made to the field of adult education?

As an Officer in the Central Directorate of Adult Education, I was dealing two important subjects, one Jan Shikshan Sansthan (earlier called Shramik Vidyapeeths) and the other Media, Advertising and Publicity. I was and is of the firm opinion that Jan Shikshan Sansthan are the best vocational training institutions as their programmes focus on non-literates/less educated people, cost effective, short duration, need based, less of theory and more of practical (meaning more opportunity for hands on) and above all benefit a large number of women. I mostly guided them to improve the quality of programmes, encouraged for wider coverage of beneficiaries and projected their achievements properly through Annual Reports. Another area I concentrated was organizing training programmes regularly for different functionaries working in these

institutions to enable them to perform their duties and responsibilities properly. The professional training organized for the Directors in collaboration with IIM, Bengaluru was appreciated by one and all. During my tenure curriculum for 36 vocational courses popularly conducted by the Sansthans were standardized and are used till date.

For Media, a full-fledged studio was developed and large number of media software produced in different languages through empanelled producers. To my knowledge at that particular point of time Directorate of Adult Education was the first government department deviated from the age old practice of producing media software only through DAVP. Of course, the credit was not entirely of me but also of the support given by the Director Generals of National Literacy Mission.

In State Resource Centre, Chennai I gained a lot of experience in the area of training. In fact, I got the name of a good trainer because of that exposure to the field. The adult education primer in Tamil titled 'VIVASAYA COOLY' (Agricultural Labourer) jointly prepared by me and Shri MJA Ranjinadoss, my associate was the first one used in the field for long. The same way we both jointly prepared a training manual for different functionaries which also was used by many organizations in Tamil Nadu.

You might have worked closely with several senior civil servants, specially Education Secretary and Director Generals of NLM. What are your impressions about their understanding of adult education and inputs?

I was fortunate to work under Shri L. Mishra, Shri Sudeep Banerjee, Shri Bhaskar Chatterjee, Shri Jagan Mathews and Smt. Vandana K. Jena who were Director General of National Literacy Mission at different times.

Shri L. Mishra as the first DG of NLM (from 19.8.1987 to 18.11.1992) gave his heart and soul to adult education and worked very hard to mainstream it through mission mode. The entire planning of National Literacy Mission was done during his tenure. In order to bring perfection to the programme he used to tour a lot and conduct discussion with the cross sections of the society from panchayat to national level. In fact, his planning process of the entire programme was so strong that other DGs could take forward without much problem. When he left the Ministry after completing his tenure, Shri Sudeep Benerjee took over. He was a calm and quite person but industrious in nature. During his short tenure of two years as DG, NLM (from 3.2.1993 to 16.5.1995) he also contributed a lot to improve the quality and content of the programme.

When Shri Bhaskar Chatterjee took over the responsibility he was quite different to that of the previous two DGs. The adult education programme under mission mode took off nicely under his leadership and during his five year tenure (17.5.1995 to 30.9.2000) he made the programme to the

forefront of the Education Sector. He was very social and never hesitated to meet and speak to anyone who will be of use for the success of the programme. He used to travel a lot and bring information regarding islands of success to motivate others. He had a strong conviction that unless people are informed about the programme it cannot attract enough number of people as learners and volunteers. Hence, large number of attractive Audio-Video programmes were produced and mounted extensively on the prime slots of Doordarshan and AIR. This made wider visibility of adult education and more number of districts started showing interest to take-up the programme. He was the one who introduced NLM-UNESCO Award for the best performing institutions from panchayat to state level and made the national level function of International Literacy Day an attractive cultural pegentary. He was also instrumental in the setting-up of the National Literacy Resource Centre at Lal Bahadur Shastri Academy of Administration, Mussoorie to enable budding IAS officers to understand the importance of literacy. The National Literacy Mission got Noma Literacy Prize by UNESCO in 1999 in appreciation of the teaching material produced with quality and content.

Thereafter, Shri Jagan Mathews assumed charge as DG, NLM (from 3.10.2000 to 3.6.2005) when Shri Jagan Mathews assumed charge as DG, NLM, adult education was in a peculiar problem. The Finance insisted that all the districts which completed TLC and PLP should settle their accounts first and apply for continuing education afresh. This process took a long time as many districts could not settle the accounts in view of advance money given to carryout different activities and not able to settle in time. The DG tried his level best to depute officers to the field to help the districts and bring back again the level of enthusiasm seen in the field of adult education earlier. Unfortunately, many districts struck-up with the problem for long with the result continuing education programme could not pick-up to the desired speed and level.

The problems existed during the period of Shri Jagan Mathews persisted during the period of Smt. Vandana K. Jena also. However, in view of her previous experience in the field of adult education as Director in the Ministry and the added advantage of working in the Ministry of Youth Affairs she took a lot of interest to revive the programme with new thoughts and efforts. She was sure that two institutions in the field of adult education, State Resource Centres and Jan Shikshan Sansthans have done a lot for adult education and they require much needed support. Hence, she gave a lot of encouragement to both these institutions which accelerated their performance in the field. She was the one who motivated the central Directorate of Adult Education to organize fairs in the name of "KRITI" to promote sale of products crafted by the

beneficiaries of Jan Shikshan Sansthans.

Just before leaving the Ministry on completion of her tenure (from 5.9.2005 to 15.12.2007) she drafted a programme for adult education in XI Five Year Plan which was very innovative. She titled the programme as "LEAP" which stands for "Lifelong Education and Awareness Programme". This was considered the most appropriate one as most of the districts in the country have completed basic literacy through Total Literacy Campaign and Post Literacy Programme and not all could take Continuing Education Programme. She was of the opinion that instead of conducting basic literacy programme again and again it may be appropriate that the neo-literates are given lifelong education not only to retain their newly acquired literacy skills but also to take it forward for the next stage of independent learning. Unfortunately, this could not find a place in XI Plan Document and instead new programme came in.

I wish to say here that I was privileged to work in the field of adult education when Shri Anil Bordia was the Union Education Secretary. Though, he was to manage a very big Ministry with different Bureaus and Divisions and also huge allocation of funds, he devoted a lot of time to adult education. His innovative thoughts always found a place in the programmes. I found in him that he was one who can convince anyone at any time.

Of the different DGs, whom do you think has shown great interest in the subject? Can you recollect specific contributions of different DGs?

As already explained each one was unique and all of them have contributed their might to the field of adult education. When history is written about adult education in India, they all will find a place in it.

How would you rate the leadership qualities of different DGs?

In general the leadership quality is rated according to their vision, innovative thoughts, support extended to their subordinates and stakeholders and above all encouragement given even for a small success. This I found in all the DGs, may be with a slight variation in degree.

During your service, you may have visited several institutions in India. Which are the institutions impressed you the most and what were the reasons?

It is very difficult to name each and every one of the institution. However, I can say that I have high regards for the Jan Shikshan Sansthans and State Resource Centres as they are excellent support organizations for adult education and skill development. While the sansthans organize cost effective vocational training programmes for hundreds and thousands of people with less and no education, resource centres have become the best training institutions and have expertise in literacy material development.

Other institutions which I have high regards for their contribution to the field of education/adult education are - Bengal Social Service League, Kolkata, Indian Institute of Education, Pune, Indian Adult Education Association, New Delhi, Literacy House, Lucknow, Andhra Mahila Sabha, Hyderabad, BGVS, JSS Mahavidyapeetha, Mysuru, Avinashilingam Education Trust, Coimbatore, RK Mission Lokashiksha Parishad, Narendrapur, All India Council for Mass Education and Development, Kolkata and Mata Amritanandamayi Institutions.

Can you recollect the names of some adult educators whom you may have met and who served the cause of adult education in the best possible manner?

I used to travel a lot to personally see the implementation of programme in the field and on return submit detailed tour reports which used to have all names. Sorry, now I cannot recollect the individual names. One thing I can confidently say is that during TLC period everyone was charged with enthusiasm and almost all those involved were contributing to the best of their ability.

Do you think that the government takes into consideration the views of civil society for improving adult education? If yes, please elaborate.

It depends much on the credibility of the persons and the organizations they represent and also the quality and content of the views expressed. I have seen Shri Satyen Maitra, Dr. Chitra Naik, Shri Mushtaq Ahmad, Prof. Ram Lal Parekh, Shri B. B. Mohanty, Dr. M.P. Parameswaran giving a lot of suggestions and senior officials meticulously noting and subsequently including in policies. You may also know that all suggestions given cannot find a place in policies but giving a patient hearing and bringing it in the minutes itself is recognition.

What is your view about the role of universities in promotion of adult education? Please give the names of universities and academicians who have made some significant contributions.

Unfortunately till date the expertise and rich experience available in the universities have not been fully explored and used for adult education. It may be because of some misunderstanding. When UGC included "Extension" as the third dimension of higher education along with "Teaching" and "Research" in 1977 the component of Extension was applicable to all the departments so that they can serve adequately the society with proper linkage. At the same time the University Departments of Adult, Continuing Education and Extension came into existence and people in higher education thought that this department will do the extension work on behalf of the entire university.

Again in the beginning many universities started the Department of Adult, Continuing Education and Extension which in course of time started losing steam as students passed out could not get employment in the field of adult