

## All India Adult Education Conference to be held at Siliguri

The 63rd All India Adult Education Conference will be held at Siliguri from November 27-29, 2018 in collaboration with the Department of Lifelong Learning & Extension, University of North Bengal, Siliguri, Darjeeling. The theme of the conference is **Lifelong Learning and Rural Development: National Perspectives in the context of Sustainable Development Goals 2030**. The sub-themes are:

1. Lifelong Learning and Women Empowerment
2. Role of SHGs in Micro Financing
3. Rural Housing Scheme: A Boon for Assured Shelter for Socially/Economically Backward Sections
4. Gram Sadak Yojana: A Route for better Connectivity
5. Role of Panchayats in Village Development
6. Importance of Financial Literacy in Micro Managing Economic Activities
7. NFS Grundtvig and his Contribution in the field of Lifelong Learning and Rural Development

For presenting thematic papers submission of **full paper** through e-mail directoriaea@gmail.com (MS Word, Font - New Times Roman, Font Size - 12, Spacing - one and half) is extended upto **October 31, 2018**.

Registration fee is **Rs.1000/-** (non-refundable) for **out station participants** (subsidized boarding, lodging & conference kit) and **Rs.500/-** (non-refundable) for local participants, including students and research scholars (will be provided working lunch only & conference kit). **Mode of Payment:** Through **Demand Draft** drawn in favour of "Indian Adult Education Association" payable at New Delhi.

**No registration will be done after October 31, 2018.**

All are cordially invited to attend the conference.

Kindly confirm your participation to IAEA by sending your complete postal address with pin code (both personal and official), e-mail ID, telephone number (including STD Code), mobile number through e-mail: **iaeadelhi@gmail.com** followed by registration fee through Demand Draft. The **demand draft for the registration fee may be sent by post** to General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002.

The month of **November will be winter** and hence, participants attending the conference may please **come with adequate warm clothing for proper protection.**

(Dr. Madan Singh)  
General Secretary

R.N.I. No. 53577 /1991  
Postal Regn. No. DL(C).01/1160/2016-2018  
Published on September 27, 2018  
Posting Date: 29-30th of every month in NDPSO

## DSLIP organized Literacy Week - 2018

As part of social responsibility the schools of Delhi came together to form Delhi Schools' Literacy Project (DSLIP) around three decades ago to spread literacy among the poor and downtrodden with the help of student volunteers. Dr. Rajni Kumar of Springdales Society took a leading role in founding DSLIP and till date she is guiding the project as Honorary Advisor. When DSLIP was started there was a lot of enthusiasm in the country for literacy and government was fully involved to make India literate. Infact, literacy programmes were implemented on mission mode with the specific targets for achievement. However, over the years the enthusiasm started fading away and government funding for programmes was reduced drastically. As far as DSLIP is concerned no reduction or gap in enthusiasm due to which it could sustain continuously the literacy programmes in its operational areas and made a great impact in making the non-literate people literate and also provide opportunities for the neo-literates to further their literacy skills through mobile libraries.

Every year DSLIP organizes Literacy Week as part of International Literacy Day celebrations in which a number of competitions are organized and the students participate to showcase the importance of literacy and education in life. This year also it was organized for which the valedictory function was held at Springdales School, Dhaura Kuan on September 14, 2018. Shri Sanjay Goel, IAS, Director of Education and Sports, Government of NCT of Delhi was the Chief Guest. In his address he complemented the efforts of Delhi Schools for taking-up the noble cause of eradicating illiteracy as no society can progress with a large majority of its population illiterate.

Dr. Rajni Kumar congratulated the schools and literacy volunteers for their untiring work due to which the project is sustained for long.

Dr. Jyoti Bose, Director, Springdales Schools in her address said that this year alone around 11,000 persons have been made literate with inputs like skill development, income generation, financial literacy, legal literacy and digital literacy.

At the end Smt. P. Loomba, Honorary Secretary, DSLIP proposed vote of thanks.



# IAEA NEWSLETTER

Vol. 27 No.9 Re. 1 per copy September 2018 Total Pages 12



## Indian Adult Education Association

### IIALE organized Visiting Scholars Colloquium

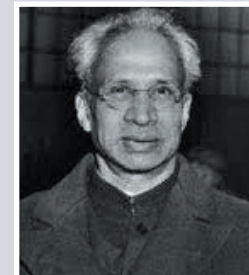


A five day Visiting Scholars Colloquium was organized by the International Institute of Adult and Lifelong Education (IIALE) from September 11-15, 2018 in the office of Indian Adult Education Association. The main objective of the Visiting Scholar Award is to provide an opportunity to the doctoral students to consult and collect data from the vast collection of adult education publications (books, documents, theses, research and evaluation studies and journals available in the Amarnath Jha Library of IAEA) and also benefit from the presentation and discussion of their individual research topics with the

faculty of the institute. Professor S.Y. Shah, Director, International Institute of Adult and Lifelong Education planned and organized the programme.

In all ten scholars have attended the colloquium and they were - Shri Aurodeep Deb, Pt. Ravi Shankar Shukla University, Raipur, Shri Deepak Goswami, University of Delhi, Shri Akhtar Ali, University of Turku, Finland, Shri Nitish Anand, University of Delhi, Shri Bukke Ravi Naik, Sri Venkateswara University, Tirupati, Ms. Ibadasuklin Kharshandi, North East Hill University (NEHU), Shillong, Ms. B.R. Leelavathi, Sri Venkateswara University, Tirupati, Ms. Iwiwaninin Jones D Kharlukhi, North East Hill University (NEHU), Shillong, Shri G.V.Hari, Rajiv Gandhi National Institute of Youth Development (Deemed to be University), Sriperumbudur and Shri Sunil Dabade, Savitribai Phule Pune University, Pune. The outstation scholars have been given a lumpsum amount of Rs.10,000/- to cover travel and other contingent expenses besides food and accommodation at the IAEA Guest House. Delhi based scholars were given Rs.2500/- to cover the local travel cost for five days.

The colloquium started with the introductory address by Professor S.Y. Shah. He said that the Indian Adult Education Association since its inception in 1939 is



September 5th  
Birth Anniversary of  
**Dr. S. Radhakrishnan**  
is observed as  
**Teacher's Day.**

"It must be borne in mind that knowledge capital, skills and ability which cannot be used to help the poor and needy will not bring contentment and peace within".

- Justice Deepak Misra  
Chief Justice of India

Printed, Published & Edited by Dr. Madan Singh on behalf of Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002 and Printed at M/s. Prabhat Publicity, 2622, Kucha Chelan, Darya Ganj, New Delhi - 110 002.

Tel: 011-23379306, 23378206, 23379282,  
23378436, 43489048

Editor: Dr. Madan Singh  
E-mail: [iaeadelhi@gmail.com](mailto:iaeadelhi@gmail.com) Website: [iaea-india.in](http://iaea-india.in)





playing a pivotal role in the field of adult and lifelong education in India through conferences, seminars, meetings, round tables and publications. The Association is also equally concerned about the need for quality research in this field for improving the programmes and up-scaling the activities. Hence, the programme like visiting scholar colloquium is organized to encourage the researchers for better contribution in their chosen areas of research. He further said that it is often noted the students pursuing research many times lack due exposure of the field chosen by them and hence the programme for the colloquium is designed in such a way that it incorporates not only self-study but also interaction with academicians par excellence and field visit. He wanted the participants to avail this opportunity by raising as many questions/points for clarification as possible so that it ultimately enhances their understanding of the subject better. He also wanted the participants to have in-depth discussion amongst themselves and have their research work peer reviewed.

Shri K. C. Choudhary, Chancellor, IIALE and President, IAEA welcomed all the participants and desired to have continuous contact with the organization so that they also become part of adult education movement in the country. He further said that there exists huge misconception about adult education, its definition, nomenclature, clientele and area of operation even amongst the top policy makers who very often equate it with mere literacy due to which except in one or two Five Year Plan periods adult education always found to be in the periphery of the education sector and today it is finding difficult to get a place in the periphery also. He was of the opinion that both formal and non-formal stream of education is complementary and supplementary to each other as there found to be dropouts in the school system due to various social and economic causes. Unless the alternative system takes care of the dropouts, India cannot dream of achieving a fully literate country.

Speaking on this occasion Dr. Madan Singh, Registrar, IIALE and General Secretary, IAEA explained the

changing contours of lifelong learning in India and said that this field has got immense opportunity not only for the learners but also the practitioners. It has an interdisciplinary character with inbuilt flexibility and hence, students of adult and lifelong learning can find suitable employment opportunities across the social sector both in India and abroad.

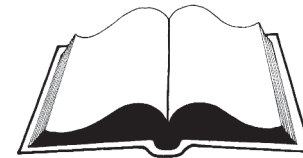


After the inaugural session was over Shri M.L.Sharma, Assistant Director (Library and Information Services) and Smt. Neha Gupta, Jr.Librarian-cum-Documentation Assistant took the participants to Amarnath Jha Library and National Center for Documentation to show the valuable academic resources available so that they can access the desired books and reference material for their ongoing research work.



Apart from a special presentation on COMPALL (Comparative Studies in Adult Education and Lifelong Learning) by Professor (Dr) Regina Egetenmeyer, Julius

## Documents



Ali, SK Akta. **Matrix of Literacy: Shifting towards total quality learning.** Mauritius, Lap Lambert Academic Publishing , 2017: 124p.

Total Quality Management (TQM), a philosophy developed for industrial purposes is now attracting increasing attention in the field of education. Using a case study, the book tries to understand critically whether there is any scope to introduce TQM in Adult Continuing Education Programme (ACEP) in India. The similarities and differences between underlying principles and methods of TQM and Adult Literacy (AL) identified in a literature review, and the feasibility of integrating the TQM principles into AL is investigated. The book is trying to open a new academic debate and comprehend whether this amalgamation of TQM and AL principles can empower learners, facilitate change, aid problem solving and value continuous improvement and growth.

International Labour Organization. **India Wage Report: Wage policies for decent work and inclusive growth.** International Labour Organization, 2018: 140p.

This report provides an overview of recent trends in wages, including wage gaps between different categories of workers, gender wage gaps, wages by sector and occupation, and trends in wage inequality. It

analyses the existing market labour institutions and framework; particularly focussing on minimum wages and collective bargaining, and also suggests some policy-oriented recommendations.

Part I provides a comprehensive view of the recent wage trends. It empirically analyses the sectoral and structural composition of employment and highlights the wage inequality between workers based on such categories. It also incorporates a discussion on the dualistic character of the Indian economy – organized and unorganized, or formal and informal. The organized sector consists largely of regular workers although there is a growing trend to employ casual and contract workers on short term or fixed term contracts. The trends on regular/salaried and casual are also examined from different perspectives (for example, location or gender). Further, it provides an insight into the functional income distribution focussing on labour income share.

Part II analyses the role of labour market institutions, particularly minimum wages and collective bargaining, in affecting wage levels and the distribution of wages. There has been a considerable debate on both the trends in real wages and the wage policy in India, especially about setting a national floor level minimum wage and the implementation of minimum wages in different states. This part of the report explains the key challenges involved in implementing an effective wage policy and the measures needed

to improve its implementation. Part III describes ways in which the system could be improved in order for the minimum wage policy to achieve its objectives that is eliminate the exceptionally low wages, fulfil the essential needs of workers and their families, and enable equitable distribution for economic development.

United Nations Development Programme. **What does it mean to leave no one behind? A UNDP discussion paper and framework for implementation.** United Nations Development Programme, 2018: 29p.

This paper suggests a framework that governments and stakeholders can use to act on their pledge in a way that enables and accelerates progress to achieve the Sustainable Development Goals (SDGs). It also seeks to inform the manner in which UNDP works with countries to implement the 2030 Agenda.

World Health Organization. **World Health Statistics 2018: Monitoring health for the SDGs.** World Health Organization, 2018: 100p.

The World Health Statistics 2018 edition contains the latest available data for 36 health-related Sustainable Development Goal (SDG) indicators. It also links to the three SDG-aligned strategic priorities of the WHO's 13th General Programme of Work: achieving universal health coverage, addressing health emergencies and promoting healthier populations.

Compiled by **Neha Gupta**  
Jr. Librarian-cum-  
Documentation Assistant



## आगोश

कन्याकुमारी के किनारे  
पैर भिगोए हिंद महासागर में  
तरंगें फैलीं  
और घुलमिल गईं  
बंगाल की खाड़ी और  
अरब सागर की लहरों में।  
मौजों के छिड़काव से मैं भीग गई  
अंतर्मन की गहराईयों में।

ऊपर आकाश में उड़ते  
सफ़ेद-नीले बादल  
उत्तर में हिमालय के  
शिखरों को छूकर  
दायें-बायें बंटकर  
गर्भ में जल को भरकर  
रिमझिम-रिमझिम बरस पड़े  
थार की मरुभूमि पर  
चिल्का सरोवर पर  
सराबोर धरती  
स्नेहजल से।

मन करता है गले लगा लूं  
नदी-पर्वत, खेत-मैदानों को  
विभिन्न रंग-रूपों से सजी प्रजा को  
बंदगी और बोलियों की अनेकता को  
अनोखी धरती की समृद्ध सुंदरता को .....  
लेकिन.....

मेरे दो हाथों के आगोश में  
ये सारा कैसे समाएगा?  
दिल का दरवाजा जो खोल दूं  
तो पूरा देश भीतर आ जाएगा!  
व्यक्ति में समष्टि  
इसे ही तो कहते हैं।

— डॉ. वर्षा दास

## Scholars from four Countries undergo Academic Training at UIL

Four scholars from Belize, Ethiopia, India and Lao PDR have joined the UNESCO Institute for Lifelong Learning (UIL) for one month in an effort to advance policy development, open and distance learning and adult literacy in their countries. During their stay at the Institute, the scholars will work at the UIL Library, which has one of the largest collections of lifelong learning publications in the world.

With the help of the Library's extensive resources, peer learning activities and guidance from UIL specialists, the scholars will acquire valuable insights, policy proposals and action plans in their fields of research. The current UIL scholars are:

**Teshome Gudissa Degu**, from Dilla University in Ethiopia, will undertake research for a publication entitled 'Empowering women through adult literacy: Lessons for and from Ethiopia'.

**Lamphoune Luangxay**, from the Skill Training Division of the Ministry of Education and Sports in Lao PDR, will consider what kind of lifelong learning policy would be appropriate to the national context of Lao PDR.

**Anita Priyadarshini**, from the Indira Gandhi National Open University in India, will undertake a study entitled 'Increasing participation and inclusion in adult basic education through open and distance learning'.

**Joy Ysaguirre**, from the Belize National Library and Information Service, will explore ways in which the Belize literacy strategy can be improved using a library and lifelong learning perspective.

'Because UIL is a player at global level, we can learn from challenges and approaches from around the world,' explains Mr Luangxay.

The CONFINTEA Research Scholarship Programme was launched by UIL in 2012 as part of its monitoring and coordination function within the follow-up process of CONFINTEA VI (the Sixth International Conference on Adult Education). The aim is to support researchers from across the globe, in particular from the Global South, to bring about a positive impact on the education sector in their home countries, especially in the areas of lifelong learning, adult and continuing education, literacy and non-formal basic education. So far, 48 scholars from 29 countries have taken part in this programme.

Source: <http://uil.unesco.org/library/uil-scholars-work-lifelong-learning-belize-ethiopia-india-and-lao-pdr>



Maximilian University, Wurzburg, Germany there were six technical sessions in which the scholars presented their research work. Professor Regina in her presentation explained in brief how the strategic partnership is developing a joint module in comparative studies in adult education and lifelong learning which will be offered in study programmes related to adult education. COMPALL is to motivate and encourage students from various countries coming together to pursue academic career in the field of lifelong education in the ever changing global perspective.

The **First Technical Session** was chaired by Professor Anita Dighe, Former Director, Campus for Open Learning, University of Delhi and the research work presented were:

1. A study on the causes of low female literacy, illiteracy and its impact on their socio cultural and economic status in Dantewada district by Shri Aurodeep Deb, Pt .Ravi Shankar Shukla University, Raipur.
2. Demographic and employability challenges: A study of skill education and its sustainability by Shri Deepak Goswami, University of Delhi

The **Second Technical Session** was chaired by Professor (Dr) Regina Egetenmeyer, Julius Maximillian University, Wurzburg, Germany and the research work presented were:

1. *Translating Lifelong Learning: Transnational policy cooperation between India and Europe* by Shri Akhtar Ali, University of Turku, Finland.
2. *University competence for knowledge economy: A study of Indian universities* by Shri Nitish Anand, University of Delhi.

The **Third Technical Session** was chaired by Professor Rajesh, Department of Adult, Continuing Education and Extension, University of Delhi and the research work presented were:

1. *A study of knowledge, attitude and utility of maternity benefits schemes* by the women in Chittoor district of Andra Pradesh by Shri Bukke Ravi Naik, Sri Venkateswara University, Tirupati
2. *Assessing job quality and its implication on security of street vendors in Shillong* by Ms. Ibadasuklin Kharshandi, NEHU, Shillong

The **Fourth Technical Session** was chaired by Professor Bikram Keshari Pattanaik, School of Development Education, Indira Gandhi National Open University and the research work presented were:

1. *A Study of knowledge, attitude and practices of women in selected aspects of Environmental Sanitation* by Ms. B.R. Leelavathi,

Sri Venkateswara University, Tirupati

2. *National Rural Health Mission: A study of Asha on health Care Practices in Rural areas of Meghalaya* by Ms. Iwiwaninin Jones D Kharlukhi, NEHU, Shillong

The **Fifth Technical Session** was chaired by Professor V.K. Dixit, Dean, School of Social Sciences & Head, Department of Adult, Continuing Education and Extension, University of Delhi and the research work presented was:

1. *Effectiveness of National Service Scheme in developing leadership skills among volunteers of higher secondary schools in Kerala* by Shri G.V.Hari, Rajiv Gandhi National Institute of Youth Development (Deemed to be University), Sriperumbudur.

The **Sixth Technical Session** was chaired by Professor N.K. Ambasht, Former Chairman, National Institute of Open Schooling (NIOS), New Delhi and the research work presented was:

1. *A study of initiatives of Scheduled Caste students in higher education* by Shri Sunil Dabade Savitribai Phule Pune University, Pune
- Each of the presentation was followed by comments/observations given by the chairpersons and fellow scholars.

The concluding session was presided over by Shri K.C.Choudhary, Chancellor, IIALE and the Certificate of Participation was given away to the scholars by Professor N.K. Ambasht. While



expressing their opinion about the programme the scholars said that it was useful and satisfactory and wanted more number of research scholars to get such an opportunity so that quality research work in the area of adult and lifelong learning is done. Others present on the occasion were Professor S.Y.Shah, Dr. Madan Singh, Smt. Kalpana Kaushik.



## Professor Sabine delivered James A. Draper Memorial Lecture



Dr. James A. Draper.

Professor Sabine broadly tried to analyze the impact of money vis-à-vis of time on the learning outcomes of learners, specifically the adult learners, in the modern context of learning and globalization. Quoting a famous statement of Dr. Draper that "Professional Challenge means: preparing people for an unknown future" she delved deep into the interwoven quantitative and qualitative aspects of time and said that across the societies learning is much more influenced by the temporal constraints as compared to its financial aspects. Time is an important aspect of learning and time constraint ultimately degenerate the process of learning. Because of this, slow learners are often found to be left behind. She was also of the view that time has a specific and strong gender implication too. As women bear the brunt of managing household activities along with rearing the child, across the world they get leisure time less than their counterpart and hence, very often they are unable to harbor any hobby or to pursue learning whether it is rudimentary, elementary or afterwards. This lecture invited a number of supplementary as well as interpretative comments from academicians like Professor N.K. Ambasht, Shri Sanjeev Roy, Dr. M.V. Lakshmi Reddy, Professor Arun Kumar and many others.

The lecture session was chaired by Shri K.C.Choudhary, Chancellor, IIALE while the introduction of the speaker was given by Professor S.Y.Shah, Director, IIALE. At the end Dr. Madan Singh, Registrar, IIALE gave the vote of thanks.

James A. Draper (1930-2004) was one of the most distinguished scholars in Canadian Adult Education history. He belonged to that remarkable generation of Adult Educators who not only believed in the inherent democracy of adult education, but also fought to create a space in the academic world for the study of adult learning and tried to work towards professionalization of adult Education.

Professor Draper has played an important role in establishing the first University Department of Adult Education at Rajasthan University where he served as a Visiting Professor (1965-67). Since then he has been regularly visiting Indian universities and working towards development of adult education as a field of practice and discipline of study. He was closely associated with Indian Adult Education Association and World Literacy of Canada. His contributions to Indian adult education were recognized by the Rajasthan University by conferring upon him Honorary Doctorate.

Keeping in view of his long association with Indian adult

education and his manifold contributions, International Institute of Adult and Lifelong Education has been organizing annual James A. Draper Memorial Lecture and this year it was delivered by Professor (Dr.) Sabine Schmidt-Lauff, Department of Education, Helmut-Schmidt-University/University of the Federal Armed Forces, Hamburg, Germany on September 12, 2018 in the Conference Hall of Indian Adult Education Association, New Delhi on the topic "Learning towards the Future - Rethinking Temporal Contingencies" which was attended by eminent academicians, adult educators, doctoral students and faculty members of the Department of Adult, Continuing Education and Extension, University of Delhi, IGNOU and JNU. All the scholars participating in the Visiting Scholars Colloquium and along with the members of Autumn School delegation, Julius Maximilian University, Wurzburg, Germany availed this opportunity to acquaint themselves with the life and vision of adult and lifelong education promoted by

## अंदमान निकोबार द्वीप समूह में कार्यरत समाजसेवी

सर्व भाषा सेवा समिति, पोर्टब्लेयर, अंदमान निकोबार द्वीप समूह के संस्थापक एवं निदेशक श्री सीएच हेमंता राव एक जाने-माने लेखक, शिक्षाविद् तथा सामाजिक कार्यकर्ता हैं। अपनी मातृभाषा तेलगू सहित उन्हें कुल 16 भाषाओं में महारत हासिल है। हिन्दी में 'भारतीय भाषा शिक्षण सूत्र' तथा 'अंदमान निकोबार द्वीप समूह: विविध आयाम' शीर्षक आपकी दो पुस्तकें भी प्रकाशित हुई हैं। राज्य साक्षरता मिशन प्राधिकरण के मनोनीत सदस्य एवं तेलुगू साहित्य कला परिषद जैसे प्रतिष्ठित सामाजिक, साहित्यिक एवं सांस्कृतिक संस्थाओं से संबद्ध रहते हुए आपने साक्षरता कार्यक्रमों के क्रियान्वयन में महत्वपूर्ण भूमिका निभाई है।

श्री राव राष्ट्रभाषा हिन्दी में अपनी गहरी रुचि के लिए जाने जाते हैं और इसके प्रचार-प्रसार में सतत सक्रिय रहते हैं। हिन्दी के प्रचार-प्रसार में उत्कृष्ट योगदान देने के लिए गत 5 मई 2018 को डॉ. एस. एन. सुब्बाराव फाउंडेशन द्वारा आपको डॉ. एस. एन. सुब्बाराव सम्मान - 2018 से सम्मानित किया गया। बहुमुखी प्रतिभा के धनी श्री राव भारतीय प्रौढ़ शिक्षा संघ के आजीवन सदस्य भी हैं।



## National level Consultation on SDG 4 organized by NCE India



National Coalition for Education (NCE), India, along with a few national and international institutions organized a National Level Consultation on SDG 4 on September 18, 2018 at the Constitution Club of India, New Delhi. The consultation was organized with an objective to review the status of implementation of SDG 4, discuss the policy challenges and further make recommendations to ensure implementation of the goal. The objective was also to collect suggestions and information from participants from various states of India on the ten different themes related to SDG 4 to include in the 'Spotlight Report'. The Spotlight report, being prepared by various organizations aims to present the CSO's analysis and perspectives on the status and implementation of SDG 4 and will be submitted in HLPF 2019. The collaborating organizations for this report are OXFAM, CBM, Malala Fund, Save the Children, ASPBAE (Asia South Pacific Association for Basic and Adult Education), AIPTF (All India Primary Teachers Federation), CSEI (Centre for Social Equity & Inclusion), Nirantar, PAIRVI (Public Advocacy Initiatives for Rights and values in India), World Vision India, AZAD Foundation, Action Aid, CBGA and Sphere India.

There were Panel discussions held during the

consultation. The first session with speakers on ECCE, Elementary Education, secondary and Senior secondary Education and Higher Education was chaired by Ms. Sunita Sharma, Country Head of Malala Fund and the second session with speakers on Youth and Life Skills, Adult Education, Equity and Justice, Education Financing, Education in Emergency and Teachers and teachers Education was Chaired by Dr. V. Mohankumar, Director, Indian Adult Education Association. The Panelists included representatives from the partner organizations as well as Ms. Anuradha De from Collaborative Research and Dissemination (CORD) and Dr. Pradeep Choudhury from JNU.

NCE along with WVI also released the Report of Global Action Week for Education 2018, the campaign which was undertaken in 20 states of India with the



support from NCE Partner organizations and Teachers Union. The report was released by Dr. Arun Kumar, Member of Parliament, Rashtriya Lok Samta Party.

- Noopur  
Executive Director, NCE



## NLMA Organized International Literacy Day Celebration at National Level



The National Literacy Mission Authority, Department of School Education and Literacy, Ministry of Human Resource Development, Govt. of India organized the 52nd International Literacy Day on September 8, 2018 at Pravasi Bharatiya Kendra, Chanakyapuri, New Delhi in which around 650 people from all over the country have participated. Shri Praksah Javadekar, Union Minister of Human Resource Development was the Chief Guest. In his address he said that even after 70 years of independence and allocation of large sum of amount for education in the Five Year Plans to establish schools at the door steps of children but still the country has a large number of illiterates. Hence, he wanted intensified special programmes so that the illiterates are given education and training to enable them to join the mainstream of development and be an integral part of inclusive growth. As the illiterates are massive in number he gave a clarion call to the children to play a key role to eradicate illiteracy from the country, first by focusing on their own family members who are illiterates. He also wanted the teaching-learning materials be in simple language so that adults have no problem in understanding the contents for assimilation.

On the occasion of International Literacy Day the Director General, Unesco sent special message which was read by Mr. Al-Amin Yusuf, Unesco Representative, India.

Shri Shekhar Mehta, Chairman, Rotary India Literacy Mission in his brief address said that Rotary Club is spread all over India with more than 2.0 lakh members who will be too happy to be associated with the literacy programmes whatever way possible.

Smt. Rina Ray, Secretary to Govt. of India, Department of School Education and Literacy gave the welcome address while Shri Sachin Sinha, Joint Secretary (Adult Education) & Director General, National Literacy Mission Authority proposed the vote of thanks.

As part of the celebration a panel discussion was held immediately after the inaugural session of the function in which contemporary issues of adult literacy to determine the future course of action to eradicate illiteracy in the country was discussed.



The Directorate of Adult Education, Government of India put-up a photo exhibition to showcase the efforts taken by the government so far to mitigate illiteracy in the country.

### 8th September International Literacy Day



*The first International Literacy Day was celebrated in 1967 and this year it was 52 in series.*

## German Students visited IAEA and IIALE



Six students pursuing Master's course (Vanessa Beu, Eva-Maria Endrich, Luisa-Marie Knecht, Michelle Kraus, Christin Krumpholz and Joana Rieger), one Research Scholar (Jenny Fehrenbacher)

from Julius Maximillian University, Wurzburg, Germany visited Indian Adult Education Association/ International Institute of Adult and Lifelong Education on September 12, 2018. Faculty members

accompanied the students were Professor (Dr.) Regina Egeenmeyer and Professor (Dr.) Hans-Joachim Petsch, Faculty of Human Sciences Institute for Education, Julius Maximillian University, Wurzburg and Professor (Dr.) Sabine Schmidt-Lauff, Department of Education, Helmut-Schmidt-University/University of the Federal Armed Forces, Hamburg, Germany.

Both the students and the faculty had a lively interaction with Shri K.C.Choudhary, Chancellor, Professor S.Y.Shah, Director and Dr. Madan Singh, Registrar, International Institute of Adult and Lifelong Education. Smt. Kalpana Kaushik, Finance Officer was also present.

## Unesco International Literacy Prizes 2018

UNESCO International Literacy Prizes are given for excellence and innovation in the field of literacy. Currently there are two prizes - **King Sejong Literacy Prize** which was established in 1989 with the support of the Government of the Republic of Korea and it gives special consideration to the development and use of mother-tongue literacy education and training and **Confucius Prize for Literacy** established in 2005 with the support of the Government of the People's Republic of China and it gives special consideration to literacy amongst adults in rural areas and out-of-school youth, particularly girls and women.

Unesco King Sejong Literacy Prize 2018 went to Aid Afghanistan for Education (AAE) for its programme "Accelerated Education for Marginalized Women and Girls" and The Ministry of Education and Culture, Uruguay

for its programme "Programa Aprender Siempre (PAS)".

**Aid Afghanistan for Education (AAE)** is the non-profit organization created in Afghanistan in 2003 following the



war during which many boys and girls fell out of the education system. AAE's objective is to prepare marginalized women and girls to complete their education and fully participate in society. Students receive their high school diplomas (official certificate by the Ministry of Education), as well as vocational training that enables them to work as office managers,

accountants, or administrators. They also acquire skills to establish their own businesses. Thus, AAE focuses on three main activities - accelerated education (covering 12 years study programme in 8 years), participation in extracurricular activities (computer skills and English language learning) and vocational training for office management, basic accounting and leadership skills. Since 2003, through AAE's programme in six provinces across Afghanistan, 3000 girls and women have benefited from these educational opportunities and 80% of the 2217 graduates have gone on to higher education and/or stable employment. AAE and the Ministry of Education have recently signed a five-year agreement that will expand the programme to cover 26 provinces and rural areas to benefit 12,500 female students in



36 schools by 2022.

The 'Programa Aprender Siempre (PAS)' (Permanent Learning Programme) offers non-formal citizenship education in a



framework of lifelong learning, including literacy and technical/vocational education and training to young people in detention centres and penitentiary units. The programme has special reading and writing sessions designed to detect and assess levels of illiteracy which are then addressed through other programmes. In the classes, literacy, arithmetic and vocational skills are combined allowing the learners to be able to write a resumé, prepare a recipe, calculate quantities of materials, write a song or a theatre script, etc. Educators include psychologists, social workers, actors, musicians, agronomists, nutritionists, literature and communication graduates and specialists in recreation, all of which are trained by PAS's regular staff in person and by distance learning mode.

The beneficiaries are mostly young learners (between 20 and 35 years old), in detention centres. Their formal education has been interrupted but they now have access to penitentiary education at primary, secondary and in some cases tertiary levels. In 2017 alone 9500 learners attended the programme and 8000 completed it, among them 68% were women. PAS plans to

develop 45 educational proposals related to health, art, language, work and sport, with 6 dedicated to the development and promotion of reading and writing skills. Around 90% of this work will take place in penitentiary units and adolescent detention centres in 9 departments of the country.

Unesco Confucius Prize for Literacy 2018 gone to The Literacy Movement Organization in Islamic Republic of Iran for its programme 'Consolidated teaching of literacy and ICDL basic computer skills', The Nigerian Prisons Service (NPS) for the 'National Open University of Nigeria - Prison Study Centres and Inmates General Education Programme' and The Foundation Elche Acoge from Spain for its programme 'Spanish as a second language for adult immigrants'.

The Literacy Movement Organization (LMO) established in 1979 is the main and largest literacy organization in the Islamic



Republic of Iran with more than 50,000 instructors and 6000 administrators working all over the country. It has branches located in more than 300 villages in 28 provinces. The Organization is officially in charge of eradicating illiteracy and educating illiterate youth and adults. LMO actively promotes literacy and continuing education through a range of programmes for children and adults particularly targeting women and girls in rural areas and from minority tribes.

The Programme aims to

combine basic literacy skills with International Computer Driving License (ICDL) skills. It combines computer courses, which include English language and computer skills training and literacy courses, which include Persian literature, mathematics, Islamic teachings, culture and sciences. In 2017 more than 4200 girls have benefited from the programme and it is hoped to continue its implementation till 2021.

The Nigerian Prisons Service (NPS) is a governmental organization which began its operation in 1861 and has as its mission establishment of a prison



service that seeks lasting change in the offenders' attitudes, values and behaviours in order to ensure their successful reintegration in society. NPS equips prisoners with skills and professions that can make them employable and/or self-employed upon release and encourages them to become crime-free citizens.

The education programme is composed of five modules combining lectures and practical trainings. Nigerian Prisons Lifelong Education learning is conducted through literacy classes in English and national languages. It incorporates practical skills learning in workshops, farm centres, and training sessions. Courses are taught through the National Open University of Nigeria-Prison Study Centres which guide undergraduate inmates to Ph.D level taught courses while Yelwa College leading to the

Education conducts Teaching Diplomas. The NPS tutors and volunteers run education courses, leading to the West African Senior School Certificate Examination (WASSCE).

In March 2018, the NPS had placed a total of 71,522 inmates in 240 correctional homes. All of the NPS custodial correctional centres offer literacy courses and technical education and vocational training (TVET) for inmates. Next year, the NPS plans to expand literacy and TVET lifelong learning, across all 240 Nigerian Prisons as well as to prisons in Sierra Leone, Liberia, the Gambia and other ECOWAS countries.

The Foundation Elche Acoge, located in Elche in the Valencian Community started its work in 1994 with the aim to provide a better solution to the challenges

arising from immigration. The goal of Spanish as a second language for adult immigrants is to implement an educational programme which allows immigrants to integrate in society and the labour market. The programme combines Spanish classes with other activities that improve language learning and facilitate the acquisition of skills and competencies to access employment. The courses and workshops consist of basic computing, citizens' rights and duties, knowledge of the city, active citizenship, insight into leisure activities and cultural visits.

The participants are mainly women (80%) and mostly from Morocco (60%), aged between 35 and 50 years (79%). In 2016 around 235 adult immigrants benefited from the programme.



Out of the three levels taught at the Foundation, 60% passed the first level of literacy, 75% passed the initial level and reached the advanced level and 90% passed the advanced level. For the first time in 2017, the Spanish Ministry of Employment and Social Security, General Directorate of Migration decided to fund and support the programme (US\$ 38,000). The Foundation also works closely with the City Council of Elche.

Source: Unesco website.

## ILD celebrated in Savitribai Phule Pune University

The Department of Lifelong Learning and Extension, Savitribai Phule Pune University in collaboration with Bahujan Hitay Project, Dapodi celebrated International Literacy Day which was presided over by Professor Dhananjay Lokhande, Director, Department of Lifelong Learning and Extension. The Chief Guest was Dr. Vijaya Khare, Dean, Faculty of Humanities and Director, International Student Centre.

The Chief Guest in his address said that the literate person has greater powers of communication, critical consciousness and control over his or her environment. The mobilization of human potential for social and collective action in ancient Egypt, Babylonia and Greece and even with partially literate populations, dramatically surpassed that of pre-literate tribes or nomadic groups. Education is also a basic human right which expands personal choice, control over one's own environment, and allows for collective action not otherwise possible. Much of the concern today in under-developed and

developed countries about illiteracy stems, at least in part, from this consideration.

Professor Dhananjay in his presidential address said that before independence educating adult illiterates was an integral part of the community development work taken-up by the social reformers, voluntary

workers and Christian missionaries. However, after independence different wings of the government departments came into the picture and implemented programmes in different names called community education, social education, functional literacy, non-formal education, etc. However, in course of time eradication of illiteracy took a centre stage with the result the union government brought programmes implemented simultaneously throughout the country with area specific and time bound approach.

Others spoke on the occasion were Professor Vilas Adhav, Dr. Kailas Bavale and Dr. P. Viswanadha Gupta. Certificates were distributed to the participants who have completed the skill development courses organized by the department.

Smt. Malati Wankhede, Project Director, Bahujan Hitay Pune Project gave vote of thanks

