

Concept Note

The Nation's Education Policy NEP 2020 aims to cover "**Adult Education and Lifelong Learning**". According to the government, this program under the national scheme aims to give opportunity to attain foundational literacy, obtain an education, and pursue a livelihood. It believes that volunteerism, community involvement and mobilization are key success factors of adult literacy programmes, in conjunction with political will, organizational structure, proper planning, adequate financial support, and high-quality capacity building of educators and volunteers.

It aims to build an outstanding adult education curriculum framework by NCERT that is dedicated to adult education. The curriculum framework for adult education will include at least five types of programmes, each with clearly defined outcomes:

- (a) foundational literacy and numeracy;
- (b) critical life skills (including financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare);
- (c) vocational skills development (with a view towards obtaining local employment);
- (d) basic education (including preparatory, middle, and secondary stage equivalency); and
- (e) continuing education (including engaging holistic adult education courses in arts, sciences, technology, culture, sports, and recreation, as well as other topics of interest or use to local learners, such as more advanced material on critical life skills). The framework would keep in mind that adults in many cases will require rather different teaching-learning methods and materials than those designed for children.

Second, suitable infrastructure will be ensured so that all interested adults will have access to adult education and lifelong learning. A key initiative in this direction will be to use schools/ school complexes after school hours and on weekends and public library spaces for adult education courses which will be ICT-equipped when possible and for other community engagement and enrichment activities. The sharing of infrastructure for school, higher, adult, and vocational education, and for other community and volunteer activities, will be critical for ensuring efficient use of both physical and human resources as well as for creating synergy among these five types of education and beyond. For these reasons, Adult Education Centres (AECs) could also be included within other public institutions such as HEIs, vocational training centres, etc.

Third, the instructors/educators will be required to deliver the curriculum framework to mature learners for all five types of adult education as described in the Adult Education Curriculum Framework. These instructors will be trained by the National, State, and district level resource support institutions to organize and lead learning activities at Adult Education Centres, as well as coordinate with volunteer instructors. Qualified community members including from HEIs as part of each HEI's mission to engage with their local communities will be encouraged and welcomed to take a short training course and volunteer, as adult literacy instructors, or to serve as one-on-one volunteer tutors, and will be recognized for their critical service to the nation. States will also work

with NGOs and other community organizations to enhance efforts towards literacy and adult education.

Fourth, all efforts will be undertaken to ensure the participation of community members in adult education. Social workers/counsellors travelling through their communities to track and ensure participation of non-enrolled students and dropouts will also be requested, during their travels, to gather data of parents, adolescents, and others interested in adult education opportunities both as learners and as teachers/tutors. The social workers/counsellors will then connect them with local Adult Education Centres (AECs). Opportunities for adult education will also be widely publicized, through advertisements and announcements and through events and initiatives of NGOs and other local organizations.

Fifth, improving the availability and accessibility of books is essential to inculcating the habit of reading within our communities and educational institutions. This Policy recommends that all communities and educational institutions - schools, colleges, universities and public libraries - will be strengthened and modernized to ensure an adequate supply of books that cater to the needs and interests of all students, including persons with disabilities and other differently-abled persons.

Finally, technology will be leveraged to strengthen and even undertake the above initiatives. Quality technology-based options for adult learning such as apps, online courses/modules, satellite-based TV channels, online books, and ICT-equipped libraries and Adult Education Centres, etc. will be developed, through government and philanthropic initiatives as well as through crowd sourcing and competitions. In many cases, quality adult education could thereby be conducted in an online or blended mode (NEP 2020)

This webinar aims to bring experts and academicians from the field of Adult and Continuous Education/Lifelong Learning from different Universities. The objectives of the webinar are to;

- 1. To deliberate on the perspectives of Lifelong Learning in the light of NEP 2020.**
- 2. To explore the opportunities, scope and role of lifelong learning programmes under NEP 2020.**
- 3. To learn and exchange new ideas, new programmes and best practices of the Lifelong Learning departments across Universities.**
- 3. To understand the challenges involved in imparting lifelong learning education under the new context.**

Date: **23rd June 2020, Friday**

Time: **3pm to 5pm**

Online Mode

RSVP

Prof. Bipin JoJo, Chairperson, CLL & Dean of School of Social Work

Dr.Sabiha Vasi – CLL Faculty

Dr.Lata Das- CLL Faculty

Dr.Saigita Chitturu- CLL Faculty

Mr.Dilip Kale- Secretariate Staff, CLL

Mr. Ritesh Vaity-Secretariate Staff, CLL