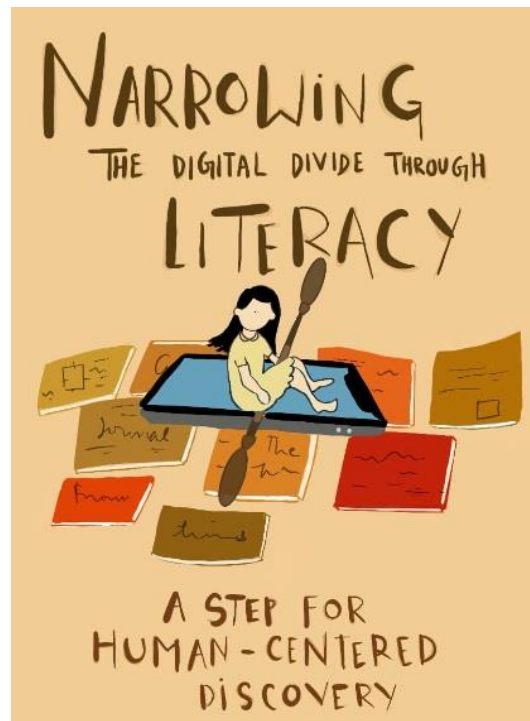




OBSERVANCE OF INTERNATIONAL LITERACY WEEK 2021

A SPECIAL NEWSLETTER



**DEPARTMENT OF ADULT, CONTINUING EDUCATION
& EXTENSION**

FACULTY OF SOCIAL SCIENCES

UNIVERSITY OF DELHI, DELHI - 110007



UNIVERSITY OF DELHI
दिल्ली विश्वविद्यालय

Professor P. C. Joshi
Pro-Vice-Chancellor
Vice-Chancellor (Acting)



MESSAGE

I am glad to learn that the Department of Adult Continuing Education and Extension, University of Delhi is observing International Literacy Week 2021. September 8th was proclaimed as the International Literacy Day by UN Educational, Scientific and Cultural Organization (UNESCO) on November 17, 1965. It was first celebrated in 1966. Its aim was to highlight the importance of literacy to individuals, communities and societies.

Each year, this day is celebrated with the aim to sensitize and mobilize public opinion and to elicit their interest and appreciations. On this day throughout the world a message is spread to individuals, organizations and states, to demonstrate their support and solidarity for literacy and to promote non-formal education for all, particularly for those who have been excluded from the formal system of education.

I congratulate all the students, scholars and faculty members of the Department and wish them all the success for Literacy week observation and I am sure that this department will play an important role in terms of realizing the 100% sustainable literacy of India in coming days.

(Prof. P. C. Joshi)



दिल्ली विश्वविद्यालय University of Delhi



MESSAGE

I feel exuberant and elated when across the canvas of building foundations as well bridging gaps in all kinds of inequalities go hand in hand in the spectrum of higher education. It is a pride moment to see the Department of Adult, Continuing Education and Extension fill this very gap with a deep sense of responsibility and demonstrates "Ubiquity of Learning" with solidarity to promote non-formal education for all, particularly for those who have been excluded from the formal system of Education. Overpowering the challenge of both illiteracy and Digital Divide has been the cornerstone of this Department in particular; which the University of Delhi reckons with and upholds its scholars, faculty members and students in high esteem.

With the University of Delhi celebrating Azadi ka Amrit Mahotsav, and walking head high in its Centennial Year, the Department of Adult, Continuing Education and Extension has added another colour in its rainbow by observing the International Literacy week on the theme "Literacy to bridge Digital Divide and Empower India". To my mind, it is sheer pleasure to boast that the Department has curated a broad-base structure on this occasion, with an Essay and Poster Competition alongwith with release of e-newsletter, Panel discussion, and Tree Plantation drive to sensitize the youth for holistic perspective of literacy especially when India is on its way to celebrate Azadi Ka Amrit Mahotsav.

I once again congratulate all the Students, Scholars and Faculties of the Department and wish them all the success for Literacy week celebrations.

Vikas Gupta



PÉCSI TUDOMÁNYEGYETEM
UNIVERSITY OF PÉCS

Reflections from Hungary

Literacy for Human Centered Recovery: Narrowing the Digital Divide

Let me hereby indicate that your programme to commemorate International Literacy Day 2021 is a very important initiative and effort to highlight the problems of inequity, inequalities and exclusion in the world referring to lifelong learning. In case we want to successfully fight back illiteracy and under education, we have to start with the improvement of literacy and necessary basic skills. Lifelong learning in this regard means the overall development of education from initial/basic education, which is prerequisite of further education and lifelong learning for all. Also, this overall theme reminds us of illiterate adults who also need education through literacy programmes connecting generations, and members of different vulnerable groups. Moreover, literacy programmes need further funding to provide access to more potential learners, thereby, supporting their lives be more stable both in social and economic dimensions. As for economies, only literate people can step forward to vocational education and trainings to become employable and engage with quality forms of production in smart and inclusive communities.

Only literate people can understand how community responsibility and action can make us respond to social injustice and environmental crisis. In accordance with the UN SDGs, Learning to become, a recent initiative of UNESCO cannot be realized without growing attention to access and participatory issues to help people suffering shortages of basic human needs. In Hungary, educators and trainers at HEIs are concerned that lifelong learning must imply literacy work with those who need help to become resilient. This work is deeply reflected in your own initiative, you must be proud of.

We wish you all success and ask you to share your experience with us in Europe!

With all best regards,

Balázs Németh
Associate Professor in ALE – University of Pécs, Hungary
EAEA Board member



जीवन पर्यन्त शिक्षण संस्थान दिल्ली
विश्वविद्यालय
Institute of Lifelong Learning
University of Delhi



प्रोफेसर पंकज अरोड़ा
निदेशक

Professor Pankaj Arora
Director



Message

I am extremely delighted to know that the Department is celebrating International Literacy Week. Moreover, the initiative to launch a special edition newsletter on the occasion of International Literacy Day 2021 is timely, as it highlights the need for each of us to take ownership and move towards achieving UN's SDG 4 of 'ensuring inclusive and equitable quality education & promoting lifelong learning opportunities for all'. Education including higher education is envisaged as an instrument of social transformation. Universities are expected to perform an important role in promoting social change and extend the knowledge gained to the community at large, for our nation's overall development. Therefore, education is viewed as a lifelong learning process. The Department of Adult, Continuing Education & Extension then becomes the focal point of facilitating extension activities in academic department for reinforcing theory and practice as part of the University-system.

This year International Literacy Day will be celebrated under the theme "Literacy for a human-centred recovery: Narrowing the digital divide". The COVID-19 crisis has disrupted the learning of children, young people and adults at an unprecedented scale. It has also magnified the pre-existing inequalities in access to meaningful literacy learning opportunities, disproportionately affecting 773 million non-literate young people and adults. Another challenge is posed now with acceleration of digital innovations. Therefore, to gain employment and respond to social, economic and environmental challenges effectively, new skills need to be inculcated among the population. It is in this regard that creating lifelong learning opportunities for all becomes indispensable. On this International Day, I wish that the Department continues its mobilization efforts which help our society in becoming 100% literate, globally.

Best wishes for the successful celebration of the International Literacy Week!

Warm regards,
Pankaj Arora



Kudos to DACEE!

I am delighted to know that the Department of Adult, Continuing Education and Extension of the University of Delhi will be celebrating *International Literacy Day* with a variety of programmes viz. Essay and Poster competition for the students and a panel discussion by eminent scholars. I am sure all these activities will not only sensitise the student community about the importance and role of literacy in our society, but also motivate them to participate in various activities aimed at the promotion of literacy. As mentioned in the National Education Policy 2020, *“The opportunity to attain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. Literacy and basic education open up whole new worlds of personal, civic, economic, and lifelong-learning opportunities for individuals that enable them to progress personally and professionally. At the level of society and the nation, literacy and basic education are powerful force multipliers which greatly enhance the success of all other developmental efforts. Worldwide data on nations indicate extremely high correlations between literacy rates and per capita GDP.”*

The student community can play a key role, not only in imparting literacy to non-literates through the programme of Each One Teach One, but also sensitise the community members through street plays and songs. As mentioned by Mahatma Gandhi, the focus of literacy programme should be to educate the minds of adults. I am sure under the dynamic leadership of Professor Rajesh (Head of the Department) the student community of University of Delhi will play a key role in the promotion of literacy, thereby furthering the objective of achieving 100% literacy by 2030.

Professor S.Y. Shah

Director

International Institute of Adult & Lifelong Education

17-B, I.P. Estate, New Delhi-110002

Telephone No.: 011-27667280 (O), Extn. 1590

**DEPARTMENT OF ADULT CONTINUING
EDUCATION & EXTENSION,
(Faculty of Social Sciences)
UNIVERSITY OF DELHI**

Prof. Rajesh
Head

Delhi – 110007
Email: head.dacee@gmail.com
Ref: ACEE/2021




MESSAGE

The Department of Adult, Continuing Education and Extension is a full-fledged multidisciplinary Department under faculty of social sciences currently running the courses of Master in Lifelong Learning, M.Phil. , Ph.D. and several skilled based short-term courses like Counselling and Guidance, ELPC and Tour & Travel. The department has piloted the Courses like Cyber security and Journalism. Department has national and International MOUs and MOU under Vidya Vistar2 scheme of University of Delhi.

The recent Academic Council and Executive Council approved four General Elective Courses for undergraduate students in the tune of New Education Policy, 2020. The department is planning for full-fledged multidisciplinary four years competency oriented Undergraduate program. In coming time, it has been planning to work for Recognition of Prior learning among unorganised sectors workers in Delhi and NCR. It is also planning to introduce skill based short term courses for training of functional literacy, foundational literacy, numeracy, financial literacy, legal literacy, digital literacy, with help of other partner organizations under New Education Policy 2020 and Unnat Bharat Abhiyan of the Government of India.

On the occasion of Centenary Year of University of Delhi, Department has planned to launch a new journal on Lifelong Learning and Extension at the National Level for development of knowledge society and affirm the Sustainable Development Goals 2030.

Today, Department of Adult, Continuing Education and Extension is going to celebrate the International Literacy week on the theme "**Literacy to Bridge Digital Divide and Empower India**" with a motive to make India 100% literate and simultaneously help to bridge the Digital Divide and promote the inclusiveness of Education and Learning to all.


(Prof. Rajesh)

साक्षरता : समग्र विकास का आधार

डॉ.राकेश कुमार परमार



विभागाध्यक्ष- गणित विभाग

माखनलाल चतुर्वेदी शासकीय कन्या स्नातकोत्तर महाविद्यालय, खण्डवा मध्यप्रदेश

साक्षरता का बड़ा ही सरल और सामान्य अर्थ है पढ़ने- लिखने की योग्यता । किसी भी राष्ट्र या समुदाय के समग्र विकास से इसका गहरा सम्बन्ध है। समग्र विकास की महती एवं सर्वव्यापक आवश्यकता को ध्यान में रखते हुए ही यूनेस्को ने 17 नवम्बर 1965 को यह निर्णय लिया कि प्रतिवर्ष 8 सितम्बर को अंतर्राष्ट्रीय साक्षरता दिवस मनाया जाएगा ।

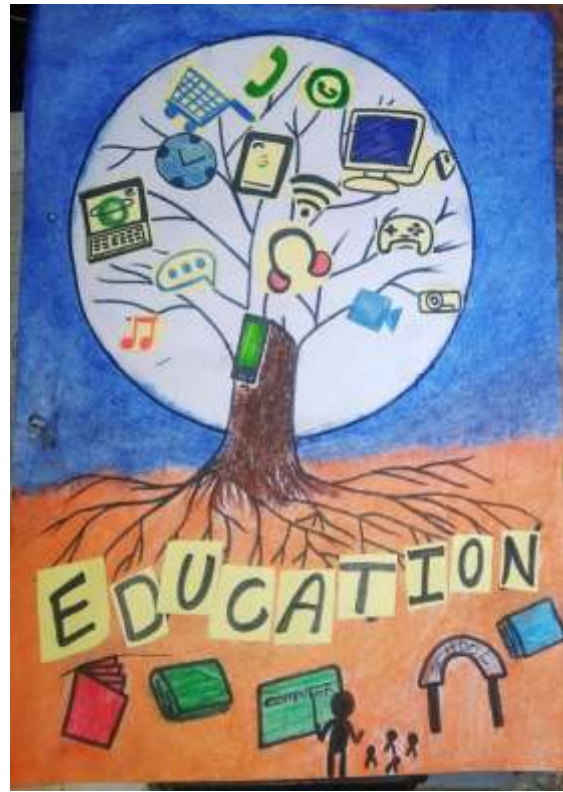
भारत जैसे बहुविविधता वाले लोकतांत्रिक देश के समग्र विकास में साक्षरता का महत्व कुछ अधिक ही है । लोककल्याणकारी शासन में साक्षर नागरिक ही केंद्र व राज्य सरकार द्वारा लिए गए हर फैसले को अच्छे से समझ सकते हैं और सरकार द्वारा उनके लिए चलाई गई योजनाओं का लाभ भी ले सकते हैं। साक्षर नागरिक सरकार द्वारा किये गए हर अच्छे काम में सरकार का न केवल रचनात्मक सहयोग करते हैं सरकार की गलत नीतियों का विरोध भी करते हैं ।

भारत में राष्ट्रीय साक्षरता मिशन के अनुसार अगर कोई व्यक्ति अपना नाम लिखने , पढ़ने योग्य हो जाए तो उसे साक्षर माना जाएगा। अनपढ़ या अशिक्षित व्यक्ति भी हमारे समाज के ही अंग हैं। समाज का पूरा विकास तब तक संभव नहीं होता , जब तक देश का हर नागरिक शिक्षित नहीं हो जाता। लोकतंत्र में प्रजा ही असली शासक होती हैं।यदि ऐसे में प्रजा ही अनपढ़ होगी तो वह देश की बागडोर कैसे संभालेगी? भारत को गांव का देश कहा जाता है।हमारे देश में अधिकतर लोग गांव में रहते हैं। इनमें किसान और मजदूरों की संख्या बहुत अधिक है।निरक्षर लोगों में सबसे अधिक संख्या इन्हीं की है।और सबसे ज्यादा शोषण का शिकार भी निरक्षर व्यक्ति ही होता है। चालक व्यापारी, चतुर व कुटिल नेता एवं सरकारी अधिकारी सभी इनका लाभ उठाते हैं।यदि देश के सभी नागरिक पढ़ लिख कर साक्षर हो जाय तो , वो इन बुरे लोगों के बनाये जाल में फंसने से बच जाएंगे।

स्वतंत्रता के भारत में साक्षरता दर सिर्फ 12 % थी। स्वतंत्रता के बाद भारत की शिक्षा व्यवस्था में काफी सुधार हुआ। सरकार ने कई योजनाएं चलाकर लोगों को पढ़ने लिखने के लिए प्रेरित किया। लेकिन आज भी हमारे देश में पुरुषों के मुकाबले महिलाओं की साक्षरता दर काफी कम है। 2011 की जनगणना के अनुसार भारत में साक्षरता की दर 74.04 प्रतिशत थी। लेकिन अभी भी भारत में संसार की सबसे अधिक निरक्षर जनसंख्या निवास करती है। 2011 की जनगणना के अनुसार देश में अब 82.1 प्रतिशत पुरुष और 64.4 प्रतिशत महिलाएं साक्षर हैं। पिछले दस वर्षों में ज्यादा महिलाएं (4 फीसदी) साक्षर हुई हैं। पहली बार जनगणना आंकड़ों में इस बात के सकारात्मक संकेत भी मिले हैं कि महिलाओं की साक्षरता दर पुरुषों की साक्षरता दर से 6.4 प्रतिशत अधिक है। विश्व संगठन का आकलन है कि दुनिया के 127 देशों में 101 देश ऐसे हैं, जो पूर्ण साक्षरता हासिल करने से दूर हैं, जिनमें भारत भी शामिल है। भारत में साक्षरता दर वैश्विक स्तर से नीचे है। भारत में अब भी साक्षरता की दर संतोषजनक नहीं है। संयुक्त राष्ट्र सहस्राब्दी विकास लक्ष्यों के सूचकांक के मुताबिक भारत में अब भी साक्षरता का प्रतिशत इसके 75 प्रतिशत के वैश्विक स्तर से काफी नीचे है।

साक्षरता और स्वास्थ्य में भी गहरा संबंध है। स्वास्थ्य के प्रति जागरूकता फैलाकर शिशु और मातृ मृत्युदर में कमी लाना, लोगों को जनसंख्या विस्फोट के दुष्प्रभावों के प्रति जागरूक करना इसके उद्देश्यों में शामिल है। किन्तु आज भी कुछ क्षेत्रों में निरक्षरता और जाति और लिंग आदि जैसे कारणों से मौजूद भिन्नता सिरदर्द बनी हुई है। साक्षरता का अर्जन एक सशक्तिकरण की प्रक्रिया है और यह विकास तथा स्वास्थ्य के लिए अनिवार्य है। स्वतंत्रता प्राप्ति के बाद हमारी सरकार ने साक्षरता के प्रसार प्रचार के लिए अनेक योजनाएं शुरू की। अनेक शिक्षा कार्यक्रम (जैसे प्रौढ़ शिक्षा) चलाकर गांव के बड़े बुजुर्गों को पढ़ाने का भरसक प्रयास किया। साक्षरता अभियानों को सफल बनाने में विश्वविद्यालय महत्वपूर्ण भूमिका अदा कर रहे हैं । सामुदायिक विकास कार्यक्रमों तथा राष्ट्रीय सेवा योजना ईकाइयों की सक्रिय सहभागिता है । दिल्ली विश्वविद्यालय ने इस मामले में अपना एक आदर्श देश के सामने प्रस्तुत किया है । दूरस्थ आदिवासी एवं ग्रामीण अंचलों में स्थापित महाविद्यालयों के साथ MOU हस्ताक्षर करना इसका श्रेष्ठ उदाहरण है ।

THROUGH THE CREATIVE LENS!



Literacy and Recognition of Prior Learning for the Migrant Workers in Delhi

Delhi is the epicenter of migrant workers. As per the report in 2020, it had approximately 2 crore population out of which 40% are migrants i.e. persons who come from other states for certain purposes. If we analyze the socio-economic dimensions of these workers we find, they do not have adequate resources as per the sustainable requirements to stay in the city and most of them are also illiterates and unskilled. On 8th September every year, we celebrate International Literacy Day. While world is planning for the activities on the gracious occasion to spread the knowledge and awareness of literacy, it provided me with opportunities to plan an interview with migrant workers from Bihar and Orissa who are currently engaged with renovation of my house. Nearly 15 workers including plumbers from Orissa and carpenters from Bihar are continuously working throughout the day since over a month now. While interacting with them, it came to my knowledge that there is no meaning of International Literacy Day for them as none of them are aware about it and several literacy imparting initiatives by the government as well as non-governmental agencies. Neither do they have bank accounts in Delhi, nor do they have awareness about the Minimum Wage Act. Lack of 3Rs (Reading, Writing & Arithmetic) along with financial and legal illiteracy of these migrant labourers put them in vulnerability.

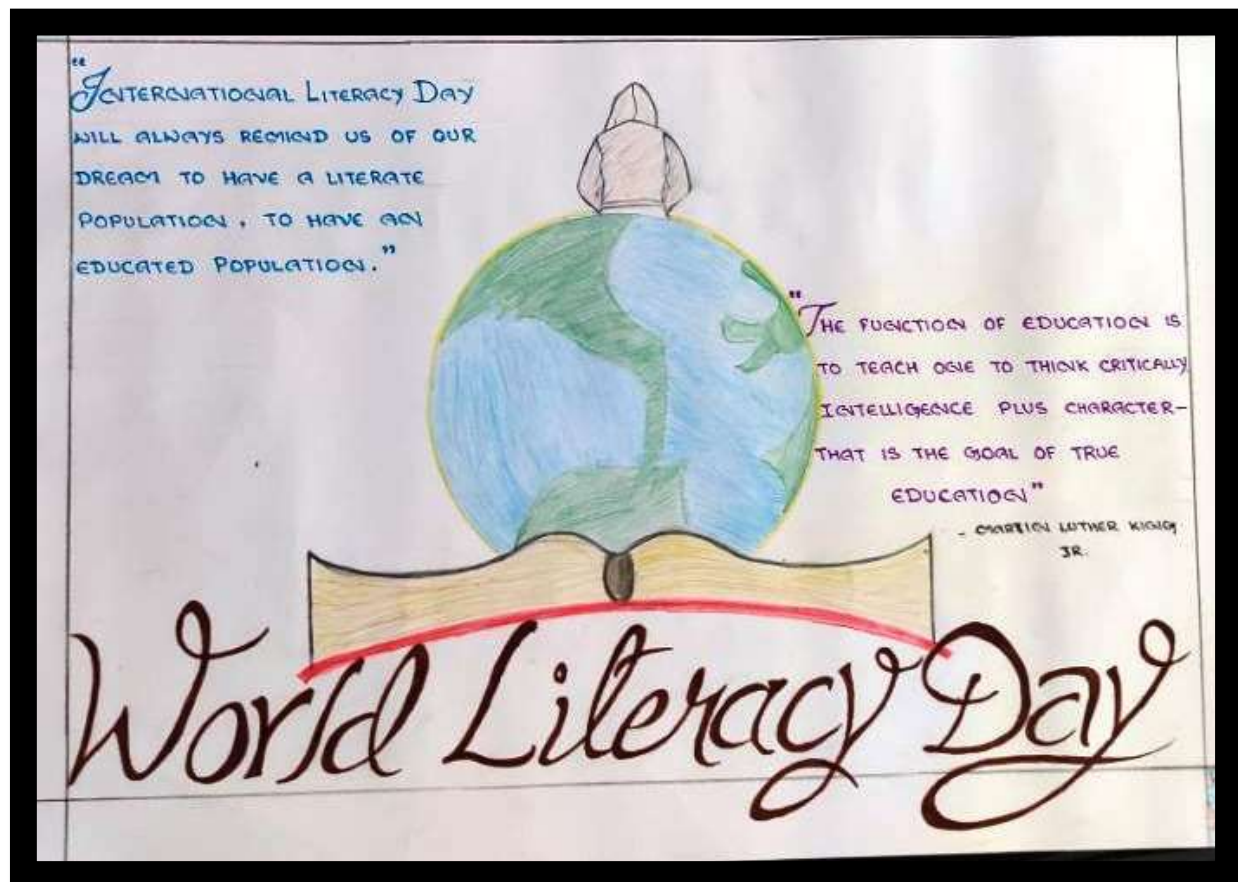


I was surprised to know that they migrate as unskilled workers initially and gradually learn some practical skills to be the bread earners for their families. However, due to lack of soft skills and lack of awareness about basic labour laws, they are being exploited by the owners and also refused pay/wage, post allocated work is over. As they belong to the unorganized sector, they deserve the basic human right of accessing knowledge on financial literacy, legal literacy and soft skills such as negotiation and communication skills to sustain a dignified life.

After evaluating the history of one of the labourers (as a case-study), Mr. Jitendra Kumar along with his group in Rohini, it was found that even after finishing work, approximately Rs 50,000 was not paid by the owner. They were often exploited & abused by the owner. Unfortunately, these incidences are very common in mega cities.

Department of Adult, Continuing Education and Extension is working on the principle of *Extension*; the Department extends the services to needy communities under outreach programmes. It has been working for the migrant labourers for imparting literacy skills and awareness, but due to the large number of population there is an urgent need of partner agencies to successfully lead the literacy and continuing education programmes for them. To execute these initiatives, the Department may launch Literacy Training Programme along with providing the certification of prior skills to migrant labourers under the scheme of Recognition of Prior Learning (RPL), as per the objectives of New Education Policy 2020 so that migrant workers can be provided with opportunities towards lifelong learning.

Asha Kumari
Alumna, DACEE, D.U.



.....कछु दुख मानत नाही।

आज जब हम बंधनों की मान्यताओं को सुरक्षा का धुर्व मान चुके हैं, कूछ अतीत की परछाइयां आज भी रास्तों से अपना परिचय पूछती हैं। बुढ़ापा हो या बचपन, निर्बोध ही परिभाषित होता रहा है। आज बात सड़क पर बूढ़ी होती एक तारुढाई की जो शायद अपने बजपन में मासूम रही होगी ।

एक लड़का मुझे रोज सेक्टर 15 की लाल-बत्ती पर मिलता था। उसने बताया तो था पर, छोटू का असली नाम में भूल गया हूँ। मैं भी तो इसी समाज का हिस्सा हूँ। तालाबन्दी के बाद उसे ढूढने निकला तो एहसास हुआ की उस नाम और हल्लिए के कई बचपन पुलिस से बचते फिर रहे हैं। दिल्ली का दिल कर्नाट प्लेस बेहोश था पर उसके एक अंडरपास के नीचे एक दूसरा छोटू सांस लेने की कोशिश कर रहा था। उसकी हालत अच्छी नहीं थी। वजह भूख थी या मुँह में दबे कपडे का सूख जाना, पता नहीं। सोशल डिस्टन्सिंग के खयाल ने मुझे उसके पास बैठने नहीं दिया। मेरे ड्राइवर साहब भी इस बात से खुश नहीं लग रहे थे। सो मैं उसे पैसे दे कर वापिस गाड़ी में बैठ गया। तभी से एक एहसास, वायरस की तरह मेरे साथ रहने लगा है। कितना मुश्किल है एक ही नाम के चेहरों में पहचान वाले को आवाज़ देना।

अपनी पीठ पर बड़ा सा बैग लटकाये, ऐसे ही कूछ चहरे हमें अक्सर देखने को मिलते हैं। माफ़ कीजियेगा प्लास्टिक की मैली सी बोरियों से बने बड़े से थैले को बैग कह बैठा। गंदे से कपडे, कभी नंगे पैर तो कभी क्षतिग्रस्त चप्पल को खींचते ये बच्चे, हमारे आस पास के कूड़े में अपने लायक संभावनाएं बटोरते मिलते हैं। इन्हें अक्सर छोटू या छोटे कह कर पुकारा जाता है। इसी नाम के चेहरे आपको ढाबों या ठेलों पर काम करते मिल जायेगे। कूछ गणित के जानकार इन्हें चवन्नी भी कहते है। हमारी बची हुई इंसानियत का चौथा हिस्सा शायद इन्हें समाज में इससे ज्यादा सम्मान का अधिकारी नहीं मानता।

इनकी आयु 4-5 साल से लेकर 12 -15 वर्ष तक होती। इसके बाद ये 'ओ लड़के' या 'ए लड़के' के नाम से प्रख्यात होते हैं। सभ्य समाज की गलियों के आवारा कृते भी इन्हें बखूबी पहचानते हैं। ये कूछ कहें या ना कहें, वो इन्हें नज़रअंदाज़ नहीं करते। मुँह में रुमाल दबाये देश का यह भविष्य ज्यादातर मुफ़्त में ही खाता है। कभी खाना तो कभी मार। हाँ, पर इंक वाइटनर हो या पंचर लगाने की ट्यूब, बाम हो या गुटखा, इन्हें खरीद कर ही खाना पड़ता है। देश की अर्थव्यवस्था में इतनी हिस्सेदारी तो इनकी भी है। सड़क किनारे फ़ुटपाथ पर या फ्लाईओवर के नीचे ये अपनी नींद पूरी करते हैं। इन्हें सपने आते हैं या नहीं कभी ध्यान नहीं गया इस पर। नाले पर बने पुल के नीचे ये मीटिंग करते हैं। खाली पड़े सीमेंट के बड़े बड़े पाइप तो लक्जरी है साहेब। रेलवे स्टेशन हो या चलती ट्रेन, इनसे कोई टिकट की उम्मीद नहीं रखता। और शायद देश भी नहीं। पर 'छोटू' को गरीब समझने की गलती में नहीं कर सकता। आधे मिले विश्व शांति पुरस्कार का एक हिस्सा इन्हें भी तो समर्पित हुआ था। नोबेल समिति ने कुर्सी तो खाली रखि थी पर कोई छोटू आया ही नहीं ।*

ऐसा नहीं के राजनीति किसी काम की नहीं। पिछले इलेक्शन के बैनर्स से ही तो उसने नहर के किनार अपने रहने की जगह बनाई थी। उम्र 40 -45 की होगी। पर नाम क्या होगा ? 'लंगड़ा' यही जवाब था रिक्शे वाले भैया का। 'अष्टावक्र' भी कुछ ऐसा ही नाम रहा होगा। पर वो तो सम्मान से लिया जाता है ना? सीधे सीधे नाम पूछने की हिम्मत नहीं हुई तो मैंने चाय का सहारा लिया। 'अज्जू - अज्जू -अज्जू ' लकवे की वजह से लड़खड़ाती बोली मैं समझ पाऊँ सो वह जोर जोर से बोलने लगे। बोलें भी क्यों ना, समाज और सरकार केवल ऊँची आवाजें ही तो सुनते हैं । तालाबंदी के १७वे दिन पता चला की सिविल सर्विसेज की परीक्षा पास न कर पाना 'अजय' को दिमागी रूप से विक्षिप्त कर गया था फिर लकवे के प्रहार ने उसे बेरोजगार से भिखारी बना दिया। ये तरक्की थी या गिरावट पता नहीं। कुछ भी हो, पर वो अब सरकारी आकड़े का हिस्सा नहीं। और शायद ऐसे लोग होते भी नहीं ।

इनको मिले नाम उम्र, धर्म, पहनावे और मान्यताओं की स्याही से लिखे जाते हैं। आम तौर पर बाबा कहे जाना वाला अधेड़ उम्र का आदमी अगर लिबास बदल ले तो बड़े मिया या चचा के नाम से पुकारा जाता है। अम्मा या बड़ी-बी में सिर्फ कपड़ों का अंतर भी चलता है। मुझे इनमें 'मैडम जी' या 'भाई साहब' नाम का कोई नहीं मिला। ऐसा नहीं के इन के Mr या Ms जैसे टाइटल नहीं होते। 'ओए' 'अबे' 'ओ' या फिर 'छी-छिच' कुछ भी लगा लीजिये, ये पलट कर देख लेते हैं । खुद से बाते करने वालों को 'बावला' 'पागल' या 'पगली' की उपाधि से भी सम्मानित किया जाता है।

जनसँख्या रजिस्टर में ऐसा कोई नाम न मिला है और न मिलने की उम्मीद है। पर हर दिन शहर का अखबार भी इनकी 'पहचान की अपील' करता है। वो बात और है की तब तक तस्वीर, परछाई से ज्यादा स्याह हो चुकी होती है।

अतुल गौतम

Alumnus, DACEE, D.U.

Digital Literacy: Need of Digital India

Covid 19 pandemic has accelerated the shift from traditional method toward technological aspect of life which has now become a new normal in today's era. The present scenario is that every sector has transitioned into the new evolving online system with an immediate effect, compelled by the pandemic induced global lockdown. The workplace has rapidly shifted to the digitally enabled business solution, the education and medical assistance going online, contactless digital transaction is now being promoted very rapidly. This represents the ubiquitous presence of the digital technology in the day to day business. However, the pandemic has also exposed the prevailing digital divide in the society. The stark reality of digital illiteracy and digital divide persisting in the Indian society is an impediment to the development of India. The current transition of demography, an estimate says that in upcoming 20 years, India will have the largest working age population. If this population is not catered to and utilized efficiently, it will become the burden for India and its resources. Hence, digital literacy is a way and medium towards achieving the dream of utilizing this demographic dividend.

Digital Divide

As per the Indian Telecom Services Performance Indicators for July-September 2020, on 30 September 2020, the total number of internet subscribers per 100 people in India stood at 57.29, with this number being around 3 times higher for urban India (101.74)¹ compared to rural India (33.99). As per the report of the 75th round (2017-2018) of the National Sample Survey (NSS), household-level statistics reveal that only 4.4% of rural households own a computer as compared to 23.4% for urban households. In terms of access to the internet, 42% of urban households have access to the internet while the corresponding figure for rural households is only 14.9%. Digital deprivation is an ongoing problem in India, even technology is gendered. If we observe the society very closely, then we will be able to find that the first mobile in our household is brought by the male member, its use and any financial related transaction is solely managed by the male member. A female member has neither say nor any bargaining power with respect to owning and controlling digital assets in a household. Even in the primary school books, it is the 'father' of computer i.e. Charles Babbage which is talked of, barely anybody knows about the 'mother' of computer.

Adult Education: Bridging the Existing Gap

It is very important to have the adequate digital infrastructure in order to bridge the existing gap of digital divide. However this is crucial in one way, but another thing must be considered of *digital skilling* which will truly fulfill the required demands of having a digitally literate population.

The Ministry of Electronics and Information Technology defines digital literacy as “the ability of individuals and communities to understand and use digital technologies for meaningful actions within life situations. Any individual who can operate computer/laptop/tablet/smartphone and use other IT related tools is being considered as digitally literate.” Based on this definition, we define households as being digitally literate if at least one person in the household has the ability to operate a computer and use the internet (among individuals who are 5 years of age and older). Based on the above definition, we find that only 38% of households in India are digitally literate. In urban areas, digital literacy is relatively higher at 61% relative to just 25% in rural areas. Here, the role of adult education and lifelong learning comes into play, where also in the NEP 2020 chapter 21 is dedicated to adult education and lifelong learning. Adult Educator will utilize the infrastructure of schools and government institutions in order to make an adult literate and we can achieve the idea of 100% literacy by target year of 2030.

The NEP 2020, taking cognizance of the present scenario of education in India, seeks to encourage “carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides”. As part of its recommendations for leveraging digital technology for learning, the NEP aims to build a new autonomous body – National Educational Technology Forum (NETF) – that will standardize the content and pedagogy, and promote adoption of continuously evolving technologies for digital learning nationwide. Adult education will prescribe the syllabus and curriculum for the adult learner and thus it will help in achieving the idea of lifelong learning and extension activities. NEP 2020 after a long gap of 34 years has considered the recent scenario of making India truly digital. It is very important to bridge the gap of digital divide. So, creation of digital infrastructure is very important along with digital education.

Kumar Gaurav
M.Phil. Research Scholar
DACEE, D.U.



Literacy and Digital Divide in India

In India, Literacy is defined in terms of 3Rs i.e. Reading, Writing and Basic Arithmetic Calculation. After independence, India mapped illiteracy as the weakest link in socio-economic development and enacted several flagship programmes like: Social Education Programme, National Adult Education Program, Total Literacy Program, Saakshar Bharat Program, Padhna Likhna Abhiyan, NIPUN Bharat program to impart the functional literacy and numeracy to all illiterate adults and provide them with an opportunity for continuing lifelong education. All the flagship programs helped in development of unique methodologies which have been impactful such as, literacy through the folk display to imparting the literacy skills via integrated day to day activities. Since last two decades, the evolution of digital media has started to create a meaningful space to facilitate the literacy program in India and world. The concept of digital literacy in India came into being as a common parlance after the year 2000, in the view of the Global Digital Revolution, national policy formulations, enactment of Information Technology Act 2000, establishment of BSNL, launch of DTH in 2003, mushrooming of mobile-based technology which later led to firm policy initiatives by launching “Digital India”. It helped to strengthen the Optical Fiber Network, Digital Mobile Library, common service center, and many more for reaching out with digital technology among common people. As India’s demography has longitudinal and vertical diversity in terms of caste, class, gender, and geographical setup, it always poses the biggest challenge in the implementation of policy.

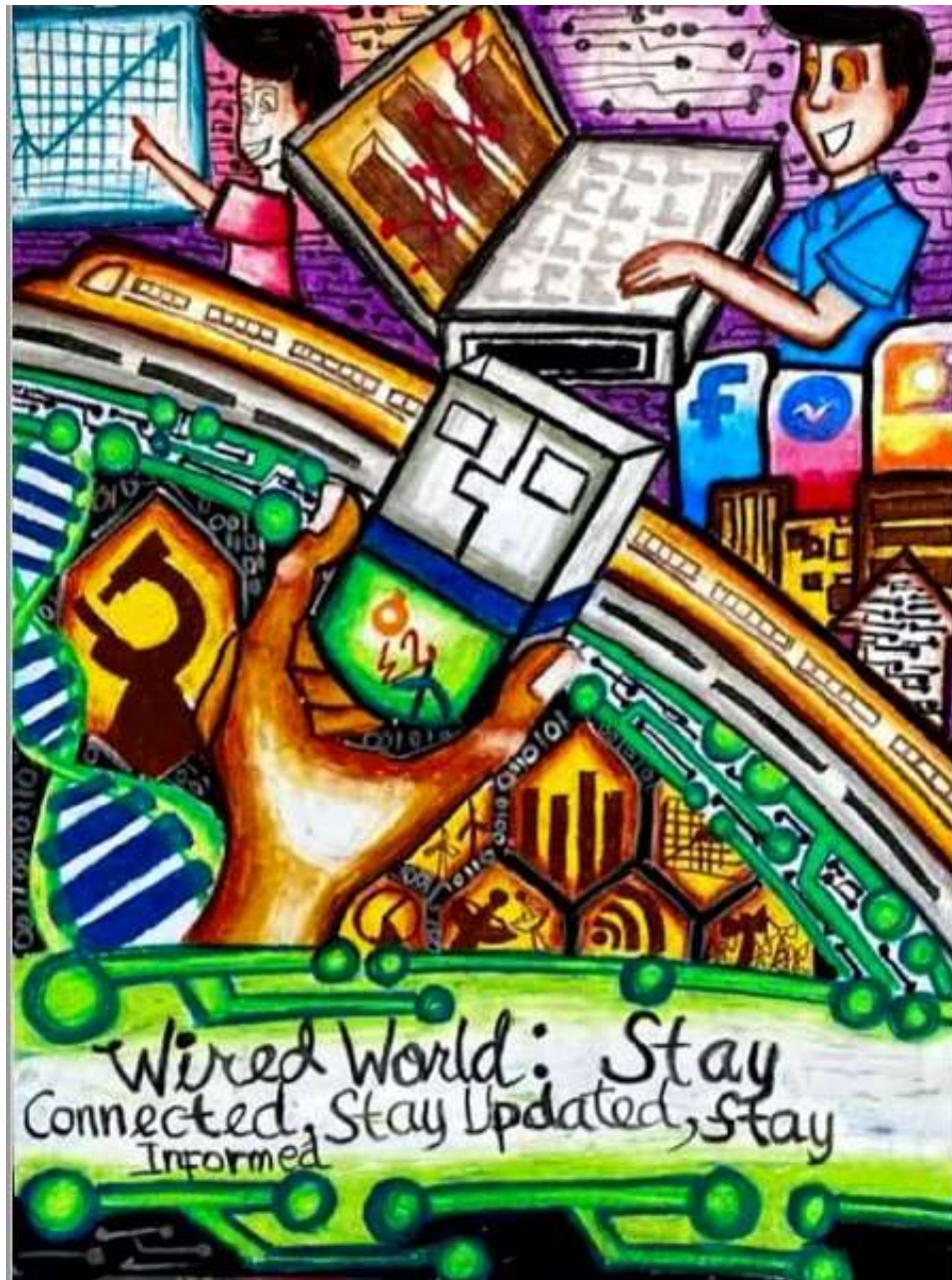
The digital divide refers to the gap between those with regular, effective access to digital and information technology, and those without this access. According to a report released by the Telecom Regulatory Authority of India (TRAI) on Feb 2020, the country had over 1,160 million wireless subscribers, among them 643 million urban population & 517 million rural population uses mobile phones. Also according to the survey conducted by NSSO between July 2017 and June 2018, just 4.4 percent of rural households have a computer, against 14.4 percent in an urban area along with the digital gender divide. As per the report, 14.9 percent of rural households have access to the internet against 42 percent of households in urban areas. The multidimensional unevenness in terms of digital access in India not only creates problems in day to day transition of digital governance, but also creates a division. Digitalization/e-governance has reduced the time and cost of action in recent decades, owing to many e-schemes and e-programmes launched by the government like: DBT, Aadhar, e-banking, online education through MOOCs, SWAYAM, etc. that promote digitalization but still suffer from issues of inclusion based division. In recent times during Covid-19, the learning loss and stagnation of outreach programmes for literacy training also reinforced for the role of digital literacy to rectify the concerns of illiterate masses.

This is possible only through imparting 3Rs along with digital literacy skills. For that, ensuring low-cost internet services, mobile-based technology, and engaging resources of schools/Departments of Adult Education/Lifelong Learning in training and research are essential in achieving the literacy target, so as to bridge this division in future.

Nitish Anand

Ph.D. Research Scholar

DACEE, D.U.




Access to Legal Literacy - A Transformational Tool for Women

Violence affects the life of millions of women worldwide, in all socio-economic and educational classes. It cuts across cultural and religious barriers, impacting the right of women fully in the society. Violence against women takes a dismaying variety of forms, from domestic abuse and rape to child marriages and female circumcision. All are violations of the most fundamental rights. Webster's dictionary describes "Harassment is the trouble caused by repeated attacks or incursions to disturb personality or torment as with troubles, cares bother continually".

The Protection of Women from Domestic Violence Act-2005 defines violence as any act, omission or commission or conduct of any adult male person of the family, which harms or injures or endangers the health, safety, life, limb or well-being, whether mental or physical of the women or tends to do so and includes causing physical abuse, sexual abuse, verbal and emotional abuse, and economic abuse and harassment or coercion to meet any unlawful demand for any dowry constitutes domestic violence.

PEN PORTRAIT OF THE DOMESTIC HELP



Name: Reema
Age: 39 years
Gender: Female
Marital Status: Married (Alcoholic Husband)
Children: Two (In Village)
Place of origin: West Bengal (Moved to Delhi as a migrant labourer in 2002)
Occupation: Domestic help - Cook, Washing Utensils, Dusting, Washing Clothes etc.
Nature of Employment: Part-time
Average Monthly Income: Rs. 14000/-
Challenge Faced: Subjected to Domestic Violence

Violence Against Women is a global phenomenon that is rooted in the unequal balance of power between women and men, resulting in women suffering severe forms of physical, emotional, sexual and economic harm and abuse. Ms. Reema is one such victim facing domestic violence at the hands of her alcoholic husband. Taking necessary steps and mustering courage for making independent decisions during such circumstances, calls for an urgent need to provide legal literacy to women, which can have a transformational impact in the lives of many women!

Parinita Batra
DACEE, D.U.

Promoting Literacy: Everyone's Responsibility

The first sign of literacy is that “the quality of being literate...able to read and write”, or say, the act of being educated. Literacy is an essential need for development. The countries with low literacy rate economically fail and their progress rate becomes low. The personality of individuals is polished if he/she is educated, but an illiterate person can be disrespected in society. The value of literacy can be imagined by taking the example of some African areas where literacy rate is below average. The International Literacy Day is celebrated to raise awareness and concerns for literacy problems. In this way, the UNESCO has made a proclamation which is to remind the public about the importance of literacy, as a matter of dignity and human rights. The UNESCO is deliberately working for the promotion and overall development of literacy in the society. For this reason under the UNESCO banner, September 8th has been known as the International Literacy Day which is being observed and celebrated all over the world. The aim is to equip individuals & communities to transform their lives by improving overall standard of living.

‘Literacy for human-centered recovery: Narrowing the digital divide’ has been selected as the theme of 2021 due to the COVID-19 crisis which disrupted the learning of children, young people and adults at an unprecedented scale. Despite the situation, access to literacy learning opportunities however has not been evenly distributed. The rapid shift to distance learning also highlighted the persistent digital divide in terms of connectivity, infrastructure and the ability to engage with technology as well as disparities in other services such as access to electricity which has limited learning options. Literacy is an integral part of education and lifelong learning premised on humanism as defined by the Sustainable Development Goal-4. Literacy, therefore, is central for human-centered recovery from the COVID-19 crisis.

According to UNESCO Global Monitoring Report on Education for All (2006), South Asia has the lowest regional adult literacy rate of 58.6%, followed by sub-Saharan Africa of 59.7%. Countries with the lowest literacy rates in the world are Burkina Faso (12.8%), Niger (14.4%) and Mali (19%). The report shows a clear connection between illiteracy and countries in severe poverty; and also between illiteracy and prejudice against women. Some 775 million persons lack minimum literacy skills; one in five adults is still not literate and two-thirds of them are women. 60.7 million Children's are out of school and many more attend irregularly or drop out. Despite progress in improving literacy rates for more than fifty years since the first International Literacy Day, illiteracy remains a global problem. The literacy rate India stands at 74.04%. The state of Kerala at 96.2% had the highest literacy rate, while Bihar at 70.9% had the lowest literacy rate in the country. The adult literacy rate is counted at 69.3%.

With a much needed intervention, the New Education Policy 2020 in the field of Adult Education and Lifelong Learning wishes to achieve 100% youth and adult literacy rates by 2030, and significantly expand adult and continuing education programmes.

Be Responsible Literacy Campaigners

As we celebrate International Literacy Day, it is once again reminded to us that organizations or individuals are all responsible to encourage and assist those, who are facing difficulties on how to read and write. Few activities that we all can practice are highlighted below:

- i. Donate Books to Classrooms:** Elementary school classroom libraries always need fresh reading materials to keep young students interested in reading. So we can ask teachers for a wish list of books that they know, students will enjoy for sure. We can request ask our coworkers, relatives or neighbors for donating to children’s classroom libraries;
- ii. Gift a Book:** Children are naturally curious about the world around them. Reading satisfies their desire to learn and stirs their imagination. Books are much appreciated gifts for birthdays, holidays, or simply as a good gesture. Hence, isn’t International Literacy Day the perfect day to say “I was thinking about you” by giving a book to at least one child known to us in our lives. We shouldn’t forget that adults appreciate receiving books as a gift too.
- iii. Start a Community Lending Library:** We can gather our family, friends, or neighbors together today and start a small lending library in our neighborhood. In 2009, Todd Bol of Hudson, Wisconsin started the first “Free Little Library” to make book sharing easily accessible and available anytime for people in his community. His concept of “take a book, return a book” is based on the honor system. We love that these little libraries are accessible 24/7 and there is never a late fee or fine. So, this movement is your call!
- iv. Practice Each One Teach One:** The act of voluntarism should be in one’s heart. All of us are responsible for the overall societal progress. In the first half of the 20th century, the phrase was applied to the work of a Christian missionary Dr. Frank Laubach, who utilized the concept to help address poverty and illiteracy in Philippines. In this manner, be it students or employed people, one can volunteer to tutor children/youth/adult in their local community.
- v. Create a Reading Society or Club:** Creation of reading societies or club can bridge the gap between literate and illiterate persons, however the contexts may vary. So, under the guidance of active students or employed persons, people can cover the literacy programmes and organize competition in schools/colleges where students get opportunities to present speeches, take part in essay competition, create literacy day slogans, posters and models to demonstrate the value of literacy.

To conclude, literacy is a blessing often taken for granted. Reading is essential in our daily lives. Navigating through the world without being able to read or write is a challenge and a blockade for experiencing many things. Besides, parents too have an important role in the development of children but if the parents are illiterates they are unable to cope up with the needs of this century. Hence, children suffer. So, in this regards promoting literacy is everyone's responsibility. Everyone has their own way of contributing in some way or the other. Pledge and steps must be taken so that a child should not be deprived of attending school - a basic right to education. We should promise ourselves on this International Literacy Day that we will be the part of a literacy campaign!

Letginlen Doungel
Ph.D. Research Scholar
DACEE, D.U.



काम के बोझ तले वे दब रहे,
क्या वे साक्षरता ऐसे प्राप्त कर रहे ?
कठिन है उनकी जिंदगी का सफ़र ,
पढ़ने की चाह है उनमें,
फिरभी ख्वाहीशो को कर रहे वो दफन ।
अज्ञात है तुमको तो यह जान लो,
शिक्षा का धर्म तुम मान लो ।

नेता अभिनेता निरक्षर बैठे हैं,
वर्तमान को तुम सम्हाल लो ।
इन बच्चों को देकर शिक्षा
देश को नई उड़ान दो ।
प्राण लेलो आज सभी,
साक्षरता का रख लो मान सभी ।
किताबो से तुम प्रेम करो ,
जीवन को नई राह प्रदान करो ।

कर्तव्य सभी निभा कर,
साक्षरता का अर्थ समझा कर।
अपने अधिकारों को जान लो ,
ज्ञान ही तुम्हारा अभिमान हैं
इसके बिना जीवन अंधकार है ।
शिक्षा है सबसे बड़ा धन
साक्षरता को करते हैं नमन ।

- जागृति शर्मा

**B.COM. Student
P.G.D.A.V. College, D.U.**

Need for Digital Libraries

Digital divide refers to the gap between those with regular, effective access to digital and information technology, and those without this access. It encompasses both physical access to technology hardware and, more broadly skills and resources which allow for its use. Factors like gender, physical disability, physical access, age, access to the contents, and lack of ICT skills contribute to the digital divide. Digital libraries can address the issue of bridging the knowledge divide in India. Digital Libraries play an important role in providing equal access to information for all people regardless of their geographical locations.

In the wake of Covid-19, digital libraries have enabled people to learn online, at the comfort of their homes which empowers both adults and youth to acquire digital literacy skills on demand. Lessons learned from Covid-19 indicate that digital libraries are the way forward regarding teaching-learning processes and soft skills are a prerequisite in order to function in the 21st century.

Fransina.N Ndunge

M.A. Student, DACEE, D.U.



साक्षरता जरूरी है।

साक्षरता जरूरी है,
स्वयं से स्वयं की पहचान के लिए।
साक्षरता जरूरी है,
विचारों के आदान - प्रदान के लिए।
साक्षरता जरूरी है,
स्वयं के कर्तव्यों और अधिकारों को भाने के लिए।
साक्षरता जरूरी है,
अपनी सभ्यता के मान के लिए।
साक्षरता जरूरी है,
अपनी मर्यादा के आन के लिए।
साक्षरता जरूरी है,
अपनी संस्कृति के ज्ञान के लिए।
साक्षरता जरूरी है,
एक नए युग के निर्माण के लिए।
साक्षरता जरूरी है,
विश्व कल्याण के लिए।

Shiva Singh
DACEE, D.U.



Literate Population through Digital Literacy

Nowadays, technology is an essential factor in the world where we currently live in. As we know, a new software or gadget is being brought into the market with each passing day that serves to improve people's lives and make life much easier. Technology is increasingly growing and it is important in the education sector too. More advancement there is in technology, more benefits it provides for students at every level. It allows students to unlock a huge collection of information and communication data (Information Technology, 2015). Each kind of task, regular task or a job specific task requires digital proficiency or literacy. Digital literacy can be defined as "the ability to use digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society" (Lemke, 2003).

Digital Literacy

The internet and modern technology have changed the way society communicates and operates, transforming education. Digital literacy is the ability to use technology to find information, evaluate sources, create content, and communicate with others effectively. It's a skill set used to navigate the new technological paradigm in which society operates. To be an effective learner in an online environment, it's extremely beneficial to be digitally literate. The digital literacy landscape comprises many skills and tools. The ability to use computers and mobile devices, access information online, and communicate with others online through social media are all essential building blocks to a strong technological skill set.

Why is Digital Literacy Important?

With technology and online interaction affecting our lives and our society's operations, it's crucial to be able to navigate the available tools and technology. Likewise, the modern workplace has seen incredible shifts due to technology. New job duties, expectations, and forms of communication are making an impact in every sector. Becoming digitally literate prepares learners for these changes and, perhaps more importantly, teaches them to become adaptable as new innovations arise.

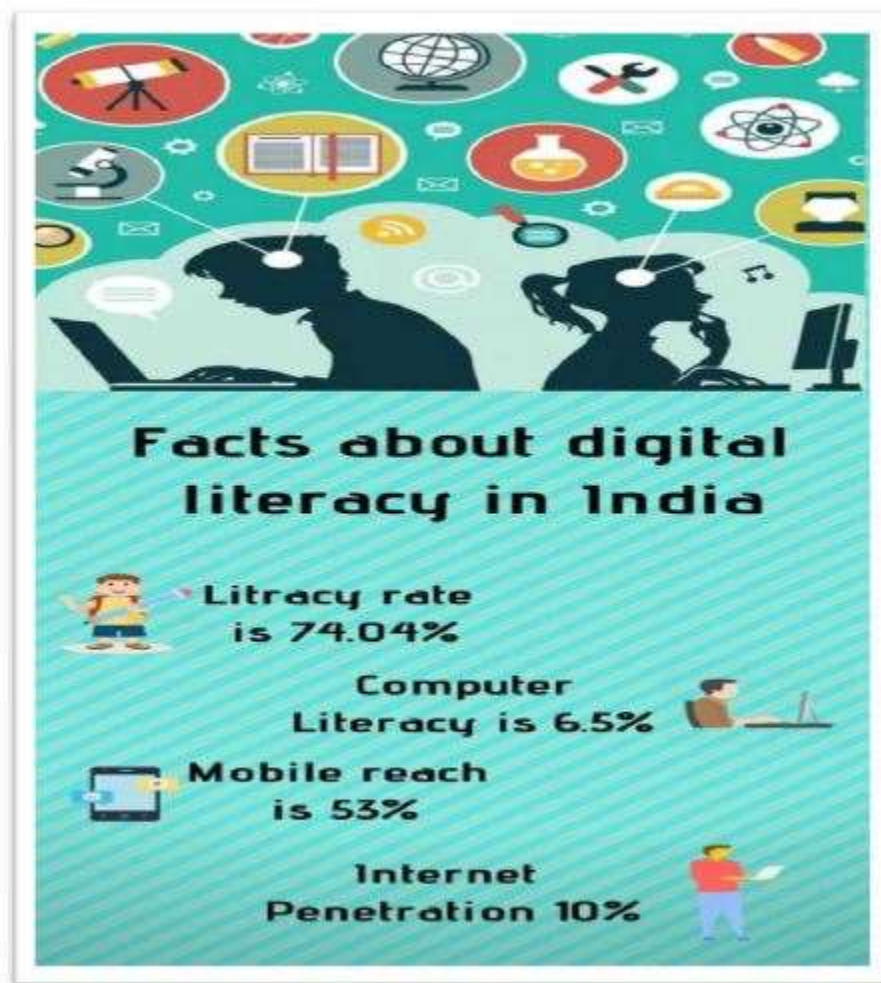
Literacy in the Classroom

When it comes to education, you can think of digital literacy in the same way as you would for traditional literacy - the ability to read. You wouldn't expect a learner to succeed in a literature course on Shakespeare if they lacked the basic skills to read and comprehend those texts. Similarly, as learning environments come to integrate more sophisticated technology - especially in the case of online learning - students need to know how to access information.

With digital skills, however, student can learn, keep up with peers, participate, and advance to more complex topics.

Digital Literacy & India

While we have achieved commendable strides in certain areas, we have yet to cover a vast portion to unleash our unexplored skill force that could contribute in making India the future power. To prepare India for the coming generations, we should strive to making at least one adult from each household, be digitally literate. However, targeting a population of 330 million, in the absence of a dedicated and vast budget, would be next to impossible. Hence, we have to adopt a different method.



The present government's *National Digital Literacy Mission* focuses on imparting digital literacy at primary school level itself. Once every household has at least one single student or guardian digitally literate, this would help in increasing the digital literacy penetration as a whole.

Special Areas Which We Could Target To Achieve 100% Digital Literacy

In India 70% of population is from rural side. By targeting them wisely we can increase the digital literacy levels. The rural development ministry can target around 3 million rural people through its Council for Advancement of People's Action and Rural Technology. Local governing bodies like panchayats have three million elected members across the length and breadth of our nation. 98% of them are digitally illiterate. This category is the most important and basic category to target first for a deeper digital literacy penetration. Panchayati Raj Ministry can be targeted by involving 250,000 gram sabhas. Another vast area where the government could focus its digital literacy efforts is for the 18.7 million government officials. Giving them rigorous training in Information and Communication technology will produce definite and visible results. The ministry of health and family affair has around 1.8 million health workers amongst which 80% are women. The ministry can offer digital literacy programmes to this population, by facilitating the digital literacy programmes and schemes for women involved in this sector.

Conclusion

Technology is playing a bigger role in education than ever before, both in traditional classrooms and online. With sweeping changes stemming from the internet, mobile devices, and other technological advances, there are a variety of opportunities to learn and thrive.

Abhishek Mishra

Ph.D. Research Scholar

DACEE, D.U.





Compiled & Edited By: Parinita Batra



DEPARTMENT OF ADULT, CONTINUING EDUCATION & EXTENSION

FACULTY OF SOCIAL SCIENCES

UNIVERSITY OF DELHI, DELHI - 110007