



**UPE Second Phase Sponsored
National Seminar on**

**Empowering Human Capital
through Lifelong Learning:
21st Century Perspectives**

23rd & 24th January 2020

Organized by the

Department of
Lifelong Learning and Extension

In collaboration with

Interdisciplinary School (IDS)
(Humanities & Social Science)

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(Formerly University of Pune)

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About the Seminar

In the second volume of his trilogy '*Lifelong Learning and the Learning Society*', Professor Jarvis (2007) examines how lifelong learning and the learning society have become social phenomena globally. He shows that adult education/learning only gains mainstream status because learning becomes more work oriented. Lifelong learning as the combination of processes throughout a lifetime whereby the whole person – body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses) — experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person's biography resulting in a continually changing (or more experienced) person.

Education, health, and social well-being are crucial to human capacity as well as productivity. While, social safety nets are vital support mechanisms to cope up with crises. The role of governance in providing these services remains important, particularly to rural and tribal communities that are both physically and economically isolated. The lack of informal and formal education restricts the capacity building of people to take advantages of alternative job opportunities. The incidence of chronic ill-health due to poor accessibility and affordability to health services and its effects on reducing labour productivity has been grossly underestimated.

Secondly, education facilitates the social and occupational mobility among the members of a society. Educational achievements, to a large extent, determine the nature and scope of job opportunities that become available to people. The functional literacy programmes and rural entrepreneurship programmes, of course, bring out the results of target oriented education.

Three approaches adopted by Government for improving the quality of life are i.e. (1) Building capabilities of the people and improving quality of life. (2) Focusing on high potential sectors. (3) Transforming governance.

With majority of Indian population living in rural areas and agriculture being their mainstay, it is quite natural that the policy issues evolve around agriculture and allied fields. Since the pressure of population increasing and land being a limited resource, there has been emphasis on increasing the productivity of the land. On the other hand, the average land-holding being small, cultivation cannot be in commercial lines unlike some countries. Moreover, the faulty public distribution system has contributed to malnutrition and hunger. With the failure to connect rural households digitally, the slogans and schemes of the governments could hardly bring any qualitative change in rural life. Hence, the rural development policies have focused more on poverty alleviation. Given the social and physical environment prevailing in rural areas, the major policy intervention is required to address the issues of generating appropriate social environment, rural infrastructure, facilitating technology, empowering people, and so on.

In order to maintain its economic development with human face, India has to realize the millennium development goals and sustainable development goals. However, despite best efforts, rural India has failed to come up to the decent standard of living and is nowhere near to its urban counterpart. The growing income inequality and corresponding social discriminations have had adverse impacts on the social fabrics and the functioning of the state. The reasons for this are many and include, besides others, economic as well as social marginalization. In order to rectify the socio-economic imbalances and to develop the rural areas, renewed efforts and affirmative actions need to be undertaken and realized through lifelong learning both for promoting social capital and human resource development at the rural level.

Adult Education (Presently Lifelong Learning) plays a major role in rural socio-economic development. Adult Education has the potential to improve the quality of life of individuals living in rural areas by enhancing their access to income and employment opportunities as well as creating resources for them. Adult education is a continuing process where adults, who perform multiple social roles, participate in organized learning activities to improve their human resource skills or their human capital assets. Economists view participation in adult education as an investment in the capital assets of the individual. These investments may be viewed as existing levels of education (stock) or what is under development (flow). Benefits from investment in adult education accrue to both the individual and community. Rural economic development is linked

to the existence or improvement of physical, material, capital, and human.

At this backdrop, a two-day national seminar is organized by the Department of Lifelong Learning and Extension, Savitribai Phule Pune University during 23rd and 24th January, 2020. The seminar shall deliberate upon the problems of the lifelong learning activities and seek to contribute meaningfully to the discourse on development.

Themes:

- Lifelong Learning Skill for Women and Youth Development
- Status and stratagem of Skill Training in the 'Make in India' Programme
- Role of Lifelong Learning in the 'Digital India' Programme
- Vocational / Entrepreneur programmes for the potential aspirants Vocational Training in Unorganized sector – Need for Standardization
- National Skill Qualification Framework – A step towards Quality Assurance
- Vocational Skill Development for Economic Development of Deprived and Marginalized sections
- Lifelong Learning: Role of Institutions of Higher Education
- Soft Skill Development through Lifelong Learning
- Issues involved for the lifelong learning development programmes.
- Strategies for promotion of life-skill development for Empowerment

- Role of Government and Non-Governmental agencies for promotion of vocational skills.

Mode of submission of Papers

The contributors are requested to submit the papers only on the themes mentioned above. The papers are either in English or Marathi only no other languages. The contributors are requested to send a soft copy of full paper with an abstract should reach the seminar organizers on or before 10th January 2020 (adultseminar2016@gmail.com). The paper must contain the title of the paper and affiliation of author(s) etc.,

The papers will be scrutinized by a constituted screening committee comprising the subject experts. Priority will be given to research papers and experimentations. The papers presented in the seminar will be edited and published in the form of a book with ISBN or Journal with ISSN.

Communication regarding the status of paper will be informed time to time.

Travel & Accommodation

The paper presenters are requested to make their own arrangements for meeting their travel expenses from their parent institutions. However, local hospitality will be provided to all the members and travel grant (III-AC train fare) will be provided to the limited resource persons. To claim train fare, original tickets are required. Limited accommodation would be arranged at University Guest House, SPPU, Pune to outstation delegates on first come first serve basis.

Further Details

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