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The average length of a manuscript should normally be between 1500 and 2500 words; in exceptional cases, longer articles can also be accepted. Mimeographed, xeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page. Authors are requested to submit one typed copy along with the floppy disc (MS Word). Articles can be sent by E-mail: iaea_india@yahoo.com, iaea@vsnl.com

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Change we need

This issue of the journal contains six articles and a book review. The first article is by Prof. Chris Atkin of University of Nottingham. In fact this was a lecture delivered by him in New Delhi in memory of Prof. James A Drapper. In this he has elaborated the importance of education and learning. According to him education is an art and the knowledge is the one putting one's potentials to the maximum use. He says that the present century is a century of skills and knowledge. Hence, we need technological skills infused into the curriculum as tools. The teachers should be capable of managing learning experiences and parents engaged in the process of learning and outcome. The learners should have control over their learning experience so that they can bring change in the educational process.

The second article is infact the keynote address of Prof. S.Y. Shah in the All India Adult Education Conference held at Kolhapur in December 2008. In this he tries to provide a brief overview of the emergence of Lifelong Learning and finally concludes with some of the issues and challenges. According to him Lifelong Learning is embedded in the Indian society and there is only a need to define the policy, clarify the concept and link it to the mainstream of educational policy agenda in India

Another article is by Prof. N. K. Ambasht who tries to clear certain fundamentals, argues about the status of adult education as a discipline in its own right and tries to establish it as a separate discipline like Medicine, Engineering, Law, Sociology etc. It will clear some of the fundamentals and make a case, generating a discussion, and starting a movement for introduction of programmes like B.A.Ed as a parallel to B.Ed.

The remaining articles are on Vocational Education in India and field studies. The book review brings out the important contents of the recently published book written by an eminent writer and an administrator.

Dr. V. Mohankumar
Guest Editor

Literacies of power: A renaissance for adult education in an evolving world

Chris Atkin

I begin with a big thank to the International Institute of Adult and Lifelong Education, New Delhi for the opportunity to deliver the Professor James Draper Memorial Lecture.

I would also like to take this opportunity to thank all the colleagues I have met during my visit to Delhi (in particular Professor Shah) who have been so generous with their time and support. My thanks also go to the British Academy and the Association of Commonwealth Universities who have funded my visit to India and Professor Shah's visit to Britain earlier this year as part of a scoping study to look at the role of adult education in developing and sustaining civil society.

In this lecture I argue that the multi-functional nature - which has long been a defining characteristic - of adult education is becoming dominated by human capital theory. This has led to an emphasis within the formal adult education sector on functional skills and certificated outcomes - workforce development - which although important is only part of the role of adult education programmes; issues which Draper challenged in his view that adult education should be broadened to include social action. An example taken from Europe is the emphasis on adult literacy programmes not as a vehicle for social engagement but as a way into employment. Indeed adult literacy levels are benchmarked against levels expected by government by children at different ages rather than any sense of functional literacy within an adult world.

It is important to stress at this point that I am not for one moment suggesting that skills development - linked to employability - is not an important function of adult and lifelong education. Particularly for the neo-literate who perhaps have the most to gain from a basic skills. More that we need to ensure we remain open to a broader agenda for adult education. An

The Professor James Draper Memorial Lecture delivered by Dr. Chris Atkin, UNESCO Centre for Comparative Education Research, School of Education, University of Nottingham, England at India International Centre, New Delhi on October 10, 2008.

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adult education offer at least in part focussed on achieving UNESCO's vision for a society 'learning to live together'. In this aspiration adult education programmes across the world have an obvious part to play in promoting dialogue, mutual respect and tolerance.

One reason for the recent pressure on adult education programs to realign with the demand of the workplace is its often difficult positioning within government. In conceptualising 'adult education' practitioners and policy makers have often struggled with what it means and where it should sit within a broader policy framework. Is it about:

- a model of delivery (part-time, in the evenings, in the workplace, in the community)
- second chance for older learners (a position which can lead policy makers to prioritise other public expenditure over adult education on the basis that 'we (taxpayers) have already paid for their (adult) school years; why should we pay again?')
- a study linked to everyday applications (rather than studies in an abstract sense) If adult education is about useful skills then it should be positioned within the authority responsible for employment or industry.
- a phase in life span – a chronological divide
- the relationships between learner and tutor, and, learner and learner.

In many organisational systems adult education - if it is recognised at all – is set within the broader compulsory education department. This has tended to mean that assessment criteria for adult education programmes have their roots in systems originally used within the schools sector; targets for enrolments, retention and achievement. Perversely within many departmental structures achievement would be seen entirely in terms of exam passes rather than a student 'dropping out' because they had secured employment. See as an example Comings, et al. (1999) work with literacy student in North America where research highlighted many adult student wanted to learning particular skills that they need at that point in their lives often choosing to leave rather than completing the programme of study. Very few structured adult literacy programmes allow adults to move in and out as their life circumstances dictate. The positioning of adult education within departments of education has also led to a blurring of terms which may prove to be unhelpful in the way adult education is conceptualised within society. As my colleague Alan Rogers has argued in the past the risk in using terms like

lifelong learning and lifelong education interchangeably is that we risk associating 'learning' with 'education' with its connotation of a specific place, time and cost. In doing this there is an obvious danger that we devalue the learning which takes place as part of our lived experience. This tends to reinforce the hierarchy of knowledge associated with cultural legitimacy; the dominance of academic over vocational in the middle classes.

Despite my concerns centred on the purpose of an emerging redefinition of adult education programmes there is a series of broader themes driving a global interest in adult learning processes and as a key tool to address global challenges:

1. Adult literacy as a core requisite for a prosperous society/economy. Language competence and the ability to read in particular should be seen as a key to unlocking the wider curriculum of learning. I include in this the emerging understanding of literacies based on an individual's ability to access and negotiate services; as an example: literacies of health, and, literacies of finance. The recent turmoil in the world's financial and banking structures have served to emphasize how important financial literacy is as our populations of retired increase and the capacity of government to meet their economic liabilities to older citizens comes under increasing pressure.

2. Democracy, peace and human rights. In promoting these values adult education can support individuals and communities to 'challenge social structures and working collectively gain more control on how these structures are formed'. (Jesson and Newman, 2004: 254)

3. Respect for diversity and conflict resolution within a pluralist society. Learning has a very important role to play in ensuring our communities have sufficient knowledge and understanding to reject fundamentalism – in all its manifestations – and embrace Buber's (1958) concept of the dialogical nature of existence and mutual respect for difference. See also a series of papers published by the School of Continuing Education at Nottingham focussed on 'Lifelong Learning in the Pluralist Society' edited by Leicester and Merrill (1999).

4. Economic and ecological sustainability and workforce development. This is particularly true in the emerging economies and economies which have seen dramatic change e.g. Hong Kong which has

transformed itself from a largely manufacturing to a service economy over a twenty year period.

5. The need to support a sense of citizenship - based on a core set of values? These values – again based in a series of democratic rights and responsibilities - in themselves are contentious and will at least in part depend on adult education programmes if they are to gain wide spread acceptance. The need to sustain civil society in this time of financial and industrial upheaval is an important role of adult learning programmes as governments across the globe retreat from services once considered the natural responsibility of local, regional or national government. Examples include public housing, the governance of schools and other public services, health services and crime prevention.

6. An emerging adult pedagogy based on the opportunities offered by new technologies to reach adult learners individually and through social networking sites. Perhaps a good example of this is the use of mobile phone technology by agricultural extension programmes around the world to bring together university based and local knowledge to provide solutions to real problems threatening farmer's productivity and income levels. Another is the rapid rise in family history and genealogy sites on the internet which allow user to research family trees accessing local and national records which are increasingly held in an electronic format.

To address these challenges UNESCO has called on authorities to ensure adult education is integrated with, and, articulates with formal education approaches. This has led to a further blurring of traditional boundaries and in many cases a new 14 – 19 year old sector which has embraced vocationalism within schools – often at a cost to traditional academic curricula - and prioritise direct currency in the workplace. This realignment of the education system for our younger people has been mirrored in much of the formal – perhaps 'funded' might be more accurate - adult education sector leading to a division between programmes designed to promote 'human capital' and those designed to develop 'social capital'.

Adult education as human capital

In describing them in this way I refer to formal adult education courses aimed at meeting perceived employment opportunities (within the formal

employment sector – largely urban) and as part of a wider social policy to lift disadvantaged groups out of cycles of deprivation by 'encouraging' them into work. These programmes may or may not have curricula directly linked to industrial skill shortages (real or perceived) or the more general employment skills considered to be 'core' or 'key' skills. One key difference between human capital and many other forms of capital is that it is substitutable, but not transferable like land, labor, or fixed capital (Becker, 1964). Hence government has increasingly seen its role to promote a universal education offer linked to the work place believing that human capital stocks are one of the key determinates of national prosperity and hence living standards.

These would include a mixture of pragmatic skills (literacy, numeracy and computer competence) and softer, corporate skills (Working with Others and Problem Solving). To pick up on a point made earlier these are often programmes organised and funded through the instruments of government and delivered in a place and time set aside for the purpose – characteristics that for me define 'lifelong education' rather than 'lifelong learning'.

Adult learning as social capital

In contrast to this pressure from government to direct funding and policy towards the perceived needs of industry informal learning groups are emerging to meet the needs of a section in society interested in learning for cultural, moral and leisure; learning as a process rather than as a route to a certificated outcome. I would argue here that this renaissance for locally organised adult education programmes is a return to the multi-functional nature of adult education and reflects the philosophical position that 'learning' is the natural human condition and hence not to learn is a corruption of nature. These informal learning communities achieve legitimacy from within their local context – e.g. elder learners within the U3A organisation – and are about meeting the local need without reference to the formal learning sector. Although informal there is a danger that being 'free forming' these learning groups will develop along the lines of existing social networks and emphasise the existing divisions in society. A challenge for adult learning tutors is to ensure groups cut across existing alliances and develop bridging capital (Putnam, 2000). This is a point emphasised by Schuller (2000) in his view that social capital itself (as distinct from the concept) can have socially undesirable effects, where trust and mutuality operate to enhance inequalities, exclusion or even criminality.

Learning as a 'spiritual activity' not focused unduly on subjects deemed to be 'commercially profitable.' – See Richard Tawney's view of education as essentially a spiritual activity set within a community of scholars. In this sector programmes would seek as a matter of public good to inform adults about science rather than setting out to produce scientists – a very different aim.

Having made this contrast between lifelong education and learning I now set out to highlight what in my view all adult learning programmes should set out to achieve in the 21st century.

First I would re-emphasise the original aims of the University Extension movement: to make the scholarship of the University (and the community) accessible to a wider audiences. This strikes me as particularly important if we are to ensure the mass of our population engage in the democratic debate and consultation process, and, provide a critical perspective on issues of the day e.g. climate change, financial instability, genetically modified crops, medical advances and their moral consequences.

Secondly to support the skills and characteristics valued in the workplace. Not just the technical competence – important those these are to particular industries – but the emerging core values and business ethics.

Thirdly to support and nurture the traditions of 'civil society' as it's role as a buffer between the state the individual citizen becomes increasingly important as authorities across the world withdraw from what was once seen as often the sole responsibility of the state. Examples of this around the world include the provision of public housing, elements of national and regional health care, policing and the management and governance of education.

This role of adult learning programmes in promoting civil society also relies heavily on adults having the ability to engage with decision and policy makers to ensure their views are considered. This brings me back to the title of this lecture 'Literacies of power'; I suggest that one of the key roles for adult education in the coming century will be to ensure adults are familiar and comfortable with literacies of power. This literacy of power - often urban – are 'evidence based' and linked to an economic model of cost/benefit analysis within the wider society/economy. Localised literacies may have little impact (indeed may not be understood or misinterpreted by those in

positions of power) beyond their community of practice/cultural group. This again links back to the multi-faceted role of adult education programmes in political action and notions of emancipation. Within many societies - facing the challenges of the global economy with all its emphasis on competitive advantage – a literacy that has been lost is perhaps spiritual literacy and its attendant set of morals and the concept of the greater good over individualism

I offer an example of 'text' literacy which unfamiliar to many of my generation is now becoming a literacy of power among young people.

Message from Monday: 'Emailin quic doz before school cos I need 2 tell u bout the newco game, good 2 – 2 draw as we where down 2 – 0 by the 45 minute mark but 1 goal 1 minute before and another 1 minute after the restart gave us hope, Amus has been txtin me about how evo deserved 2 win but I felt newco did gotta go 2 school now cu nw.'

The example above has much in common with my broader point about literacies of power. To many the text message seems impenetrable and of little reference to their everyday literacy context but for many young people (I'm generalising of course) the text literacy is central to their social interaction with peers. Like the literacy of power I have referred to in an abstract form it clearly excludes those who don't share the specificity of text literacy. This is precisely the point that adult education must address in its curriculum offer for the 21st century. If the adult population is to continue to engage with the issue of the day and make a meaningful contribution to the political decision making process then the mass of society must understand the literacy of power and influence.

How do we achieve this?

I will in part be following Draper's suggestion to 'value what we do as practitioners'. As professions working in the adult education field we can support local practitioners to turn observational and experiential data into 'legitimate' research evidence that can be used to support local and regional responses to federal policy. I would like to highlight a two year research programme I have been working on with colleagues (Dr's Convery and O'Grady) in Lincolnshire and Rutland in Eastern England in which adult educators have been supported to conduct a series of small scale research projects to inform local policy makers about practice in the field. The aim of the project was to support the Learning and Skills Council (responsible for

funding post-compulsory education and training – except higher education) in developing local policy responses to the learning needs of the Lincolnshire and Rutland population, based on well grounded, focused and contextualised 'action research' presented in an appropriate format. A format which represents a literacy of power in that it conforms to certain established pseudo 'scientific' norms of data presentation and – to some extent – data analysis. The project above all else would give 'voice' to experienced teachers and trainers who felt able to make a contribution to the local knowledge base through a structured research project grounded in the practitioners experience but evidence based.

It was important for the project team that the research was driven by the issues facing practitioners and learners, allowing all stakeholders to have an opportunity to inform the future of adult learning in a particular context – in this case a geographical area: Lincolnshire and Rutland in the East Midland region of England. Practitioners were invited to participate by submitting a simple research proposal outlining what they wanted to research and how this would help learners and/or local policy. We used the term 'practitioner' in a very inclusive sense to include all those working with learners in both a policy and pedagogic context. It is important to note and applaud the fact that so many practitioners in Lincolnshire and Rutland were both willing and eager to be involved in such an innovative project which enabled them to influence and inform local policy and practice directly.

It is, however, important to acknowledge at this stage, that not all proposals accepted for inclusion in the project were completed. Whilst practitioners were keen to participate in the project, unfortunately, issues of time did not enable all practitioners to continue with the project through to completion. Although this was disappointing for the team as a whole, we do not feel it compromised the robustness of the research projects which were undertaken.

At the end of the project two edited books have been produced recording the outcomes of the individual research studies (Atkin and O'Grady, 2007 and Atkin and Convery, 2008) and the collective recommendation for policy. This is again a key point; as the director of the International Institute of Adult and Lifelong Education in New Delhi reminded me; "adult educators are much happier talking and often don't write down their experiences". The practitioners were drawn from a wide variety of contexts and their research proposals – shown below - reflected the diversity of adult and youth learning

Phase one - Atkin and O'Grady (2007) 'The adult learning offer in Lincolnshire and Rutland: Voices from Practice'

Chapter 1: Retention of English for Speakers of Other Languages (ESOL) students working in the food industry in South Lincolnshire by Rachel Bowser from the University of Lincoln

Chapter 2: Community Venues – Do they have a role to play? (A study of the importance of local training centre for participation rates and learner retention) by Anne Donkin from DonkinITEX, Private Training Provider

Chapter 3: One year on – Did they take the Next Step? (A study of progression rates among older learners engaging in entry level basic literacy courses) by Chris Donkin from DonkinITEX Private Training Provider

Chapter 4: When do I jump? A case study looking at career paths for potential new Skills for Life tutors in rural Lincolnshire by Sandie Stratford from Lincolnshire and Rutland Skills for Life Continuing Professional Development Unit

Chapter 5: An exploration of the effectiveness of Reciprocal Reading within a group situation by Ann Wright from Lincolnshire County Council

Phase two – Atkin and Convery (2008) 'Adult learning in Lincolnshire and Rutland: voices from practice. Practitioner-led research projects Volume 2

Chapter 1: Discrete dyslexia groups for adults - What is their value in raising self esteem and developing confidence? By Doreen Chappell from Rutland Adult Learning (part of Rutland County Council adult learning offer).

Chapter 2: Qualifications in Family Learning: How important are they to adult learners? By Thea Croxall from Lincolnshire County Council's Family Literacy Unit

Chapter 3: Did the 'ICT Skills for Life' qualification improve the learners' skills for living? By Chris and Anne Donkin from DonkinITEX, Private Training Provider

Chapter 4: ICT: Is it just computers? By Jane Herson-Jarvis, et al. from Linkage Community Trust (a specialist charitable further education organisation providing high quality education, care and employment services for those with learning and other disabilities).

Chapter 5: Teaching Practices: Looking beyond learning achievement and observation grades by Lorna Page from Lincoln College

Although there was no conscious effort to theme the two publications the two phases of the research could be characterised as largely policy focussed (Atkin and O'Grady, 2007) and pedagogically focussed (Atkin and Convery, 2008).

Direct outcomes from the project included:

Major outcome:

Practitioners turn anecdotal knowledge into evidence-based data which can influence policy and enhance local provision

Additional outcomes:

- Increased knowledge of effective teaching and learning approaches
- Enhanced knowledge of the needs of particular client groups
- A set of practical recommendations for each context
- Increased confidence for practitioners in the value of action research and in their understanding of research approaches
- Empowerment of the adult tutors in managing their own CPD (Continuing Professional Development)

The long term effects of the project are still to be assessed but the capacity building element should prove a lasting legacy. The research project has supported an evidence base for local traditions, practice and how to operationalise national policy in a local context (or shape federal policy). One of the policy lessons Western Education policy can learn from the developing world is to value local/indigenous knowledge. It is increasingly obvious that a single policy response to address issues of national concern is likely to encounter difficulties when confronted with local custom and practice.

This type of project follows in the long tradition of adult education in supporting local communities to improve their condition economically and socially.

To conclude I wouldn't suggest that the project outlined above is a panacea for the difficulties of local communities disenfranchised from those in positions of power. What I would suggest is that it is one practice way to support the massification of literacies of power beyond those at the heart of federal, regional and local government and ensure local practitioners have the opportunity to engage with those who have a direct influence on their lives as equals and not as neoliterates. In short to provide programmes for adults which develop human, social and, very importantly, identity capital.

Draper, J. (1988:256) citing Coady (1939) expressed 'a profound faith that learning brings empowerment, increasing the control that people have and feel over their lives.' As adult educators our job is to offer the opportunity – often a second chance – to make a real difference to learners, their families, communities and the wider society. As Thompson (1980: 26) reminds us 'there is no such thing as a neutral education process'. As adult educators we need to be aware of the contradiction within education [Education both as a means of social reproduction - See Bourdieu, P. & Passeron, J-C. (1990) and others – and empowerment – see Freire (1972), Mezirow (1977) and others] and let opportunity be both our goal and judge.

Thank you for listening and I hope our shared passion for adult education remains strong and focussed in these changing times.

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Lifelong Learning in India - Opportunities and Challenges

SY Shah

I deem it a privilege and honour to accept the challenging task of delivering the keynote address on Lifelong Learning at the annual conference of Indian Adult Education Association being held at Shivaji University, Kolhapur. Although I have been reading and researching the policies and programmes of Lifelong Learning and keenly following the developments in this field in India and overseas, I am yet to fully comprehend the potentialities and complexities of this field. As all of us aware, the concept of Lifelong Learning is so broad that it encompasses all sectors of education and covers the entire lifespan of individuals. While this has provided multiple opportunities of learning for individuals, it has also posed several challenges to educational planners and administrators. Before I critically examine the various opportunities of Lifelong Learning currently available in India, I would like to provide a brief overview of the emergence of the idea of Lifelong Learning and finally conclude with some of the issues and challenges.

India has a rich and long tradition of learning throughout life. Infact, the philosophy of Lifelong Learning is embedded in the Indian society, culture and education. Its importance is reiterated in several educational policy documents and discourses. While globally it is viewed as a key organizing principle for education and training systems, in India it is used as an umbrella term to cover basic literacy, post literacy, continuing education and extension programmes of different governmental and non governmental organizations, universities, refresher courses of professional bodies, short term courses of private institutions and business houses. Although a wide range of Lifelong Learning programmes are offered by different agencies in the country, the bulk of the programmes continue to focus on adult literacy and continuing education mainly due to the massive number of non literates and neo literates in the country. It is only in 2007 that the Government of India put forward the idea of expanding the scope of the Continuing Education Programme by developing it as Lifelong Education and Awareness

Programme (LEAP). This may be partly influenced by the global discourse on Lifelong Learning and partly due to the socio economic changes taking place in the country.

What type of programmes are designed and implemented by different organizations in the country? What are their thrust, quality and coverage? Several researches and evaluation studies have shown that the extent of coverage and impact of these programmes have been extremely limited. Why has it been so? Is it due to the dearth of resources? Or is it due to the limited professional expertise in designing relevant programmes catering to the different sections of society?

I will attempt to answer these questions mainly based on the review of policy documents, programme reports of different implementation agencies, observation of select programmes and interviews with programme managers and community members and argue the need for allocating adequate resources, strengthening the professional capability of programme managers and developing an effective strategy of networking different organizations with a view to optimizing the utilization of resources, avoiding duplication of programmes and sharing of experiences.

Socio Economic Context of Lifelong Learning

India is the second most populous country in the world with a population of 1028 million (*Census Report, 2001*). According to the *Human Development Report (2007)*, India ranks 128 out of 177 countries. In spite of having the third largest education system in the world with 348 universities and 17625 colleges (Thorat, 2007) and the increase in literacy rates from 52.11% to 64.84% during the decade 1991-2001, there is a massive backlog of 304.11 million non literates in the country which comprises of nearly 30% of global non literates. (*National Literacy Mission, 2005 & Premchand, 2007*). Besides it is estimated that there are 110 million neo literates in the country (Planning Commission, 2007).

The Gross Enrolment Ratio in higher education is only 10%. The demographic data shows that 68.9% of Indian population is below the age of 35 (*Census Report, 2001*). Mainly because of these factors, the focus of India's Lifelong Learning programme continues to be on adult basic literacy and continuing education for the younger age group. The Republic of India has 28 States and 7 Union Territories with different languages and levels of

development. Although 40% of the Indian population speak Hindi—the national language; the rest follows twenty two different official languages and 1652 mother tongues (*Malayala Manorama Year book, 2007*). Hence the task of providing learning opportunities to millions of Indians becomes very challenging given the multi - lingual, multi -ethnic and multi- religious character of Indian society .

The role and importance of Lifelong Learning in India have increased in recent times due to several socio economic factors. The growth of Indian economy at an average rate of 9.2% per annum during 2006-07 (*Economic Survey 2006-07*), tremendous expansion of Information Communication Technology and the rapid globalization seems to have encouraged multinationals to set up their offices in India .More than 180 of the 500 top multinationals outsource their IT needs to Indian companies (*The Hindu, August 29, 2007*). While new jobs are being created specially in the Service Sector which contributes to 68.6% of the GDP, (*Economic Survey, 2006-7*) the changes in the job skills demand that the workforce keeps on learning and updating their skills to be globally competitive.

The country's economic performance depends critically on access to and the adoption of new technology and improving the skills of the labor force. It has been observed that the majority of informal workers learn their skills on the job, something that is common to both the formal and informal sectors (*Chouksey, Mehrotra & Palanivel, 2006*). Though, informal apprenticeship might provide basic skills, it may not familiarize the workers with new technologies or managerial skills. Constraints of both time and money often prevent workers in the formal and informal sectors from acquiring further training, even when such facilities exist. In the manufacturing sector, indigenous forms of training may be sufficient for adapting technology to simple production and labor-intensive activity, but that does not necessarily mean more efficient production or market competitiveness (*ILO, 2002*).

Modern technical training probably needs to complement, rather than replace indigenous work techniques. This can be effectively done not only by creating more provisions for Lifelong Learning by the industries but also subsidizing training of weaker sections of society.

In a technology driven knowledge based competitive economy; the landscape of learning is changing. Since 92.4% of India's workforce is in the

unorganized sectors (*National Sample Survey, 61st Round, 2004-5*), they need regular upgrading of skills to compete in the globalize economy. Equipping the labor force with relevant skills implies the need for creating a variety of learning and training opportunities. This task becomes more challenging due to extreme poverty. Although the percentage of population of extremely poor has dropped from 30.7% in 1993-94 to 21.8% in 2004-5, the percentage of very poor has risen from 51.2% to 55% (811 million to 836 million) during the same period. In fact 77% of the population living off with upto Rs. 20 (half a US dollar) per day is categorized as "poor vulnerable" (*National Commission, 2007*). How to provide a variety of learning opportunities to such a large percentage of poor in different languages in the background of liberalization, privatization and globalization of economy is one of the challenges facing the educational planners in India.

Historical Prespective on Lifelong Learning

The ancient Indian religious tradition and culture have accorded prime importance to acquisition of knowledge and upheld the virtues of learning and observes that transmission of learning gratis is one of the greatest virtues worth practicing. The sacred texts viz; *Vedas, the Upanishads, Dharma Sutras*, give glimpses of ancient society and importance accorded to acquisition of knowledge. The word, "veda" is derived from the root, 'vid', meaning, to know. *As far as Hinduism is concerned, the scriptures are replete with references to Lifelong Learning, to self learning, words like swadaj, one of the most important statements in the GITA, is that learning is worthwhile; it liberates (Bordia, 2002)*. The Hindu temples in India were the centers of learning as they held public lectures, religious sermons and philosophical debates.

While several eminent leaders like Mahatma Gandhi, Gopal Krishna Gokhale, Rabindranath Tagore espoused the cause of education through their writings and speeches, the social reform societies viz; *Brahmo Samaj, Arya Samaj*, and Aligarh Movement did pioneering work by establishing educational institutions and libraries and creating literate environments (Shah, 1999). Besides, in several regions of India especially in the south there were strong library movements which promoted the culture of reading and learning among the masses. (Vrinda Devi, 2007 & Pillai, 2002). Notwithstanding the varied provisions of Lifelong Learning, literacy remained as an important strand of educational discourse in India for it was considered

to be a pre requisite for most forms of learning and also the foundation for Lifelong Learning.

The first major *Report on Adult Education (1939)* observed that *the function of Adult Education...cannot be confined to promotion and maintenance of literacy...Every encouragement must also be given to the adults fully literate so far as the 3R'S are concerned, who will feel the need to continue their education, whether their object is to improve their efficiency as workers or citizens or simply to increase their capacity for intellectual enjoyment and recreation... Suitably graded part time courses or classes should be held in the evening and taken up as a priority programme (Report of Adult Education Committee, 1939).*

Reiterating these recommendations, the subsequent *Report of the Education Commission (1964-66)* observed that *education does not end with schooling but is a lifelong process. The adult ...need an understanding of the rapidly changing world and the growing complexities of society.*

Even those who had the most sophisticated education must continue to learn; the alternative is obsolescence...Thus viewed the function of Adult education in a democracy is to provide every adult citizen, an opportunity for education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life. (Report of Indian Education Commission, 1964). Notwithstanding these policy recommendations which recognized the importance of Lifelong Learning, there was hardly any effort to operationalise it as full-fledged programme.

Although the importance of Lifelong Learning was never overlooked and the *Policy Statement on National Adult Education Programme (1978)* considered Continuing Education as an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society (*National Adult Education Programme, 1978*), there was practically no shift from the exclusive focus on adult literacy. Despite the changing concept of Adult Education from basic literacy, civic literacy, functional literacy and developmental literacy and various programmes undertaken during the second half of the twentieth century, the thrust of Adult Education programmes in India continued to be on eradication of illiteracy among adults. (See the table on the next page).

CHANGING CONCEPT OF ADULT EDUCATION IN INDIA

Approaches	Cycles & periods	Key Concepts	Main Programmers
Traditional & Religious	First Cycle (1882-1947)	Basic Literacy	Night Schools, Social Reform Movements
Life-oriented	Second Cycle (1949-1966)	Civic Literacy	Social Education
Work-oriented	Third Cycle (1967-1977)	Functional Literacy	Farmers Education and Functional Literacy Programme, Shramik Vidyapeeths
Social change	Fourth Cycle (1978 till date)	Developmental literacy	National Adult Education Programme, Mass Programme of Functional Literacy, Literacy Campaigns, Continuing Education.

Source: S.Y.Shah, *An Encyclopedia of Indian Adult Education*, New Delhi: National Literacy Mission, Government of India, 1999.p-5

Current Scenario of Lifelong Learning

The present system of education which follows the *National Policy on Education in India - 1986* (modified in 1992) considers *Lifelong Education as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them.* (Government of India, 1986). It observes that the critical development issue is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. It suggests that the future thrust will be in the direction of Open and Distance Learning. These policies were translated into practice, and a number of Lifelong Learning programmes were planned by governmental and non governmental organizations and universities (Government of India, 1992). However, it was the organization of

two international conferences on Lifelong Learning in India and the formulation of *The Mumbai and Hyderabad Statements on Lifelong Learning* in 1998 and 2002 which highlighted Lifelong Learning as a "guiding principle" and an "overarching vision" that seems to have publicized the concept. (Singh, 2002 & Narang and Mauch, 1998). The Hyderabad Statement on Lifelong Learning clarified the role of Lifelong Learning in creation of a learning society and learning community. It emphasized empowering people, expanding their capabilities and choices in life and enabling individuals and societies to cope with the new challenges of the 21st century. (Singh, 2002). Though the definition of Lifelong Learning includes '*all learning activity undertaken throughout life-whether in formal, non-formal and informal settings- with the aim of improving knowledge, skills and competence within personal, civic, social and for employment related perspective*' (Torres, 2002), its focus in India continues to be primarily limited to learning acquired by those who are outside the formal system.

The discourse on Lifelong Learning in India continued to be dominated by adult literacy during 1980s and 1990s. The National Literacy Mission (1988) projected eradication of illiteracy as an important national mission and spelt out the different facets of the policy and the programme. According to this policy which emphasized functional literacy, the following components were included: achieving self reliance in numeracy, becoming aware of the causes of one's deprivation and moving towards amelioration of conditions through organization and participation in the process of development and acquiring skills to improve the economic status and general well being and imbibing the values of national integration, conservation of environment, women's equality, observance of small family norms (Government of India, 1988). The policy was operationalised through the Total Literacy Campaigns launched in 597 districts in the country during the period (1989-2000) which succeeded in imparting literacy to 120.35 million of non-literates (www.india.gov.in/sector/education) and generating much awareness besides laying the foundation of a learning society (Karlekar, 2000). The subsequent policy initiative on continuing education in India conceived learning as a continuum of basic literacy, post literacy and continuing education and envisaged its operation through the Continuing Education (CE) Programme. This programme was implemented through the Continuing Education Centers in different parts of the country since 1997 (National Literacy Mission, 2000). Each CE Center was expected to cater to the diverse learning needs of a population of 2000-2500 with a view to sustain and further their skills acquired and also to create lifelong learning environment

for the community. One important feature of the CE programme is the integration of vocational skill training and quality of life improvement programme with post literacy activities (National Literacy Mission, 2000). As on March 2007, there were 1,12,000 CE centers spread over 328 districts in the country. (Jena, 2007). The scope of the CE programme was further expanded in 2007, when they were designated as the Lifelong Education and Awareness Programme Centers (Planning Commission, 2007).

In pursuance of the policy directives of the State, several Governmental and Non-Governmental organizations and universities planned a variety of Lifelong Learning programmes. However, the Universities were also guided by the policy directives framed by the University Grants Commission which conceived Extension as the Third Dimension of Higher Education and encouraged them to undertake community based extension activities, training programmes and offer short term continuing education programmes for the student and non student youth (University Grants Commission, 2005). With the beginning of the Eleventh Plan the UGC proposes to give top priority to Lifelong Learning.

Role of Government Departments in Lifelong Learning

The Ministry of Human Resource Development of the Government of India plays key role in the promotion of Lifelong Learning programmes mainly through the National Literacy Mission (NLM). Apart from formulating policies on Lifelong Learning, NLM provides funds to several institutions like the *Jan Shikshan Sansthan*, (Institute of Peoples Education) *Zilla Sakharta Samities*, (District Literacy Committee) and State Resource Centers to implement the programmes. As on March 2007, there were 198 *Jan Shikshan Sansthan*s and 328 *Zilla Sakharta Samities* which are offering a number of Lifelong Learning programmes through 1,12,000 Continuing Education Centers in the country. (National Literacy Mission, 2007)

During the field visits to several Continuing Education Centers located in three districts viz; Iddukki, Kasargode and Kadappa – all National Award winning districts for the excellence in implementation of CE programmes, it was observed that in all the CE centers visited, the following activities were going on: - Literacy Classes, Equivalency Programme (EP), Income Generating Programme (IGP), Quality of Life Improvement Programme (QLIP), and Individual Interest Promotion Programme (IIPP). In addition to

these, some of the centers were serving as Information Centers, *Janasevana Kendras* (public service centers), Marketing Centers, Tuition Centre/Career Advance Centers and Training Centers (Shah, 2006). It was observed in all the three districts visited, the Equivalency Programme which aims at providing an alternative education programme equivalent to the formal education to neo-literates and school dropouts was highly sought after by the local community. Equivalency Classes are conducted for IV, VII and X standards and the learners appear in the examination conducted by the State Open Schools. It was reported that the Income Generating Programmes helped the participants acquire or upgrade vocational skills. The different skill programmes undertaken in the districts included - Vermi Culture, Mushroom cultivation, dressmaking, Artifacts, Umbrella making etc. While the QLIP is designed to enhance the well-being of the community and aims at equipping learners and the community with essential knowledge, attitudes, values, and skills to enable them to improve quality of life as individuals as well as members of community; the IIPPs aims at providing learning experience to promote and improve individual interests in social, cultural, spiritual areas of all adults, especially youth, women and the elderly people in rural areas. (National Literacy Mission, 2000). All these Programmes are conducted with the help of Resource Persons drawn from local institutions, especially *Jan Shikshan Sansthas* and Community Polytechnics in the Districts. Evaluations of CE programme conducted by different agencies bear testimony to their effectiveness in imparting relevant skill trainings and learning opportunities to the neo-literates besides creating a literate environment by setting up libraries (Evaluation Report 2006).

Jan Shikshan Sansthas (JSS): These institutions funded by the National Literacy Mission and run by NGOs at district level aim at imparting short term skill training to neo-literates and unemployed youth. It is estimated that 198 JSSs offer 255 different types of vocational courses which are generally of short duration -ranging from 3-4 days to 3-4 months (National Literacy Mission, 2003). Apart from offering programmes at their own premises, they provide academic support to the CE centers in imparting skill training. The evaluation reports of JSS show that most of them have been very effective in imparting vocational skills to the local community members who were able to start income generation activities after the training (Evaluation Report of JSS, 2006; www.nlm.nic.in/jss). The regular publication of success stories of JSS in the monthly publication of the National Literacy Mission -*NLM Newsletter*, bears testimony to their effectiveness in imparting skill training to the community members.

Apart from the Ministry of Human Resource Development, several other Ministries have been providing an array of Lifelong Learning programmes through formal and non-formal channels in their respective fields. The Khadi Village Industries Commission, Department of Small Scale Industries and Development, Ministry of Tribal Welfare, Ministry of Rural Development, Ministry of Health & Family Welfare, Ministry of Social Justice & Empowerment, Ministry of Tourism, Ministry of Industry, Ministry of Food Preservation and Ministry of Agriculture are some of the Ministries/ Government Organizations, which are offering such facilities in India (Chouksey, 2006).

The Training of Rural Youth for Self-Employment (TRYSEM). The Ministry of Rural Development funds this programme originally started in 1978 and later brought under the *Swarna Jayanti Gram Swarozgar Yojana* (Golden Jubilee Village Self Employment Programme) of 1999. The programme aims at developing technical and entrepreneurial skills among rural youth from families below the poverty line with a view to enabling them to take up income-generating activities in the area of electrical work, pump set repairing, tractor repairing, ready made garment making, carpentry etc. The target group is aged between 18 and 35. Training given under this scheme is based on the needs of the area, and is provided at the local Community Polytechnics, Extension Training Centers, *Krishi Vigyan Kendras*, (Agriculture Science Center) State Institutes of Rural Development or institutions run by voluntary agencies. Training under this scheme is normally for six months, during which the trainees receive a stipend. However, evaluation of the programmes has revealed that the training is generally not related to the capacity or aptitudes of the trainees and unrelated to the demand for a particular skill. www.drd.nic.in/trysem & <http://planningcommission.nic.in/reports>).

Support to Training and Employment Programmes for women (STEP): The Ministry of Women and Child Development coordinate the programme with funding support from NORAD - (Norwegian Agency for International Development). The programme is operationalised through the NGOs and aims at employment cum income-generation by providing training to women and school dropouts in selected nontraditional trades such as electronics, watch-manufacturing and assembly, printing and binding, handlooms, weaving and spinning, garment making, beauty culture, typing and shorthand. It is reported that the programme is well received by the women.

Condensed courses of education and vocational training programme for women: The programme started by the Central Social Welfare Board in 1958 aims at providing second chance for schooling for needy women belonging to weaker sections of society. Two year condensed course is offered to women to prepare them for appearing for class tenth examination. Along with acquiring requisite qualification, women are helped to develop or upgrade skills in various trades so as to make them eligible for meeting the changing requirements of work (*Annual Report of 2003-04* in www.wed.nic.in/cswb). The continuation of this programme over the years shows its relevance to the needs of women.

Farmers Training: The Indian Council for Agricultural Research under the Ministry of Agriculture has established 492 *Krishi Vigyan Centers* (Agricultural Science Centers) for training farmers to update their knowledge and skills in improved agricultural technology and training of extension workers. It has been reported that these centers were very beneficial for farmers.

Skill Training and up gradation: The Ministry of Small Scale and Agro and Rural Industries provide a number of training programmes through Khadi And Village Industries Commission (KVIC) and National Small Industries Corporation (NSIC). The KVIC is a Statutory body established by the Parliament which provides training in 128 courses in nine broad areas: Khadi courses, forest and agro based industry, Hand paper and fiber industry, polymer and chemical based, general management; salesmanship; marketing management; entrepreneurship development; supervisory courses; accountancy; and refresher courses. The courses are run through 32 training institutes. (www.kvic.org.in) .It has been reported that training provided under KVIC has not been much of a success. A study undertaken by the Institute of Applied Manpower Research (IAMR) in 1997, shows that apart from not being employment-oriented, the training does not appear to encourage self-employment among the rural youth. The study also observed that some of the courses are outdated and the quality of training is poor. The certificates awarded by the KVIC are not recognized by employers, other than the KVIC itself. The infra-structural support available in training centers is inadequate as most of them are not equipped with modern equipment. Furthermore, only a quarter of the existing teaching staff is suitably qualified to teach. Another striking observation brought out by the study is the complete absence of linkages between KVIC and other institutions such as the Department of Rural Development, small-scale industries and community polytechnics, which offer similar courses to rural youth. Besides, NSIC has

been offering Skill Development Programme to train unskilled and semi skilled workers employed in the small-scale industrial units for upgrading their technical skills and knowledge. The duration of the programme is 3-6 months and cover the trades viz; Fitter, Mechanists, Welders, carpenters, electric motor winding etc (Chouksey, 2006). All these programmes have been catering to the learning and training needs of those who are outside the formal system of education.

LIFELONG LEARNING THROUGH UNIVERSITIES AND COLLEGES

Academic Staff Colleges: Indian university system provides several avenues of Lifelong Learning programmes especially through the Academic Staff colleges, Institutes of Lifelong Learning and Departments of Adult Continuing Education and Extension. Beginning in 1987, currently there are 51 Academic staff colleges and 74 recognized Universities/Specialized institutions in the country which organize refresher courses for in service teachers in different academic disciplines and orientation courses for the new teachers. (Sharma J.P. & Tanushree Jain, 2006). According to an estimate 992 programmes were conducted during the period 1997-2005. Most of the programmes were of three weeks duration. An evaluation showed that the programmes were beneficial in terms of academic value, development of skills and management techniques, teaching contents and methodologies. (Pathania, Kulwant Singh, 2007). The University of Delhi has recently changed the name of the Academic College into an Institute of Lifelong Learning with a view to expanding the scope and coverage of programmes (www.du.ac.in).

Departments of Adult Continuing Education and Extension: According to a survey about 20% (62 out of 348) of Indian universities have been actively involved in Lifelong Learning programmes mainly through the Departments of Adult Continuing Education and Extension (Narang, 2005). These programmes may be classified into four types (1) Education Related: Literacy classes, non-formal education for dropout children, equivalency programs, continuing education (2) Employment Oriented: Dress making, Tie and Dye, bags and toy making, handicraft, beauty culture, food preservation, carpentering, plumbing, mushroom cultivation repair of equipments (3) Health related: Reproductive and Child Health, Adolescent Sexuality, Nutrition, Yoga, Population Education HIV /AIDS (4) Socio economic development and awareness about environment, social issues, rural energy, cooperatives, self- help groups (Shah, 2005). A review of the 62 departments of Adult

Education carried out in 2004, revealed that 71% of the Departments conducted 675 certificate courses catering to 30,000 learners in Home Science, Arts, Health, Technology, Education, Agriculture, Empowerment etc (Narang,2005). Some of the Universities like S.N.D.T, Gandhi Gram, Rajasthan Vidyapeeth, Saurashtra, Kerala, Jadavpur and Bharatidasan have developed a wide range of innovative Lifelong Learning Programmes and they are considered to be pioneers in the field (Chakravarthy,2004). These programmes are generally conducted with the help of part time experts and charge nominal fees. Since, they are conducted by universities; they are well recognized by employers.

Community Polytechnics: The Community Polytechnics (CP) introduced in 1978, are not separate institutions but a wing attached to the Polytechnics with the mandate to bring about socio-economic development and improve quality of life by providing location and culture-specific, non-formal, need based, short-term training in skill-oriented technical and vocational trades irrespective of age, sex or educational qualifications. The target groups for training include unemployed and under employed youth, school and college dropouts and the under privileged and disadvantaged groups including women, minorities and weaker sections of society. Currently, there are 675 CPs training about 450,000 persons per year in civil construction, plumbing, manufacturing, welding, sheet metal, molding and electrical (Chouksey,2006). The impact of this programme as a whole has been limited as they work in a limited and isolated manner. In most of the cases, the benefits of the scheme go to well-off groups and this entails a waste of scarce resources. Because of the multiplicity of Government and voluntary agencies involved in rural development, it is difficult for CPs to collaborate with all of them. This has resulted in considerable duplication of efforts.

Community Colleges: Beginning in 1995, currently there are 95 Community Colleges in eleven states in India which provide alternative system of education to the weaker sections of the community. The curriculum is covered in 52 weeks and is divided into four parts. The part one includes training in life skills and part two imparts training in work related skills. Part three and four are for internship and preparation for employment. While Certificate programme for a Xth passed learner is of 26 week duration, the Diploma Programme for a XIIth passed is of 52 week duration (Alphonso,2004). A research study sponsored by the Planning Commission showed that Community Colleges succeeded in promoting Lifelong Learning

programmes among the deprived sections of the society leading to empowerment (Research Study, 2005).

LIFELONG LONG LEARNING THROUGH OPEN DISTANCE LEARNING INSTITUTIONS AND ICT

Open Universities and Schools: The emergence and expansion of Open Distance Learning Institutions in India during the last two decades have given tremendous boost to Lifelong Learning programmes. Apart from two leading private organizations viz; the National Institute of Information Technology (NIIT) and APTECH, India has twelve State Open Universities, one National Open University (Indira Gandhi National Open University - IGNOU), 104 Correspondence Institutes which have been offering a number of Lifelong Learning programmes covering different fields viz; Languages, Technology, Developmental Concerns, Health, Education, Agriculture etc.. (Garg, 2004, & Joshi, 2004). Besides, twelve State Open Schools, the National Institute of Open Schooling- the largest Open Schooling system in the world also offer Lifelong Learning programmes for neo-literates and other learners. Some of their popular programmes are Life Enrichment Programmes, which include special programmes for women (*Paripoorna Mahila*) Culture, Yoga, etc. The Programmes are offered through 249 Accredited Institutions, 917 Vocational Study Centers and 1805 Academic Study Centers. (Pant, 2007)

Sakshat : This is an educational portal launched by the Ministry of Human Resource Development of Government of India in 2006 with the objective of providing barrier free web based learning resources to cater to the learning needs all sections of society. The e-portal consists of virtual classes which follow quadrant approach to include written course materials, video lectures related websites and online question and answers. (<http://portal.sakshat.gov.in>)

Information Kiosks: A number of villages in India are equipped with information and communications technologies (ICT) kiosks as a result of governmental or commercial initiatives. Since each kiosk is provided with Internet and telephone connections, they can provide useful information to the villagers. These kiosks known as Tele-centers or Cyber cafes are operated by governmental and nongovernmental organizations in several parts of India and have been recognized as an effective way of ensuring greater access to information. *Gyandoot*, the Government of Madhya

Pradesh initiative has set up 800 *Soochanalaya* (Information Centers) in rural areas to provide information related to land records, health and marketing to the villagers (<http://gyandoot.nic.in.>). *Drishtee* -a limited company operates a franchise of 1000 kiosks across the country offering a cocktail of 58 services (www.drishtee.org). Datamation Foundation has been offering special programmes for women (www.datamationfoundation.org). Satyam Learning World -a virtual learning environment offers over 2200 virtual learning courses in all categories-technical, personal and professional (www.satyamlearning.org). M.S. Swaminathan Foundation in Pondicherry has set up Village Knowledge Centers to provide timely and useful information for the fishing, crop farming and cattle keeping communities. (www.col.org/reports). However, the impact of the kiosks has been limited by the top-down manner in which they were originally introduced. It has been observed that by simply conveying knowledge on new agricultural technologies from researcher to farmer, this system ignored the experience and innovation that farmers had to offer. (Mayanja, 2007).

Lifelong Learning through Mass Media

Radio and television have been playing an active role in the promotion of Lifelong Learning programmes in India since 1950's. Currently India has 215 radio stations and 337 transmitters with coverage of 91.42% of geographical area and 99.3% of the population (*The Week*, September 2, 2007). Of these, as many as 188 All India Radio Stations serve as Interactive Radio Counseling Centers of the Indira Gandhi National Open University for telecasting audio based learning materials. With the launching of the FM Radio Channel—*Gyan Vani* in November 2001, the scope of Lifelong Learning programmes increased tremendously. Each FM Radio broadcast covers a radius of 70 kms catering to the educational and developmental needs of the local community. As on August 2007, India has 26 FM stations which air a variety of Lifelong Learning programmes in English, Hindi and regional languages for duration of 3-13 hours. The programmes are developed by different Ministries of Agriculture, Environment, Health, Women and Child Welfare and Human Resource Development in the areas of women's empowerment, Consumer Rights, Health, Education, Adult Education etc. (*Gyan Darshan*, August, 2007). Recently the Consortium for Educational Communication through its seventeen Educational Multimedia Research Centers has started developing *Gyan Vani* Programmes. Basically the programmes consists of two types-general and enrichment and aim at

creating a learning society by providing learning opportunities to the learners. (Passi, 2007).

Doordarshan (DD) -public service broadcaster which is among the largest terrestrial television network in the world provides a large variety of Lifelong Learning programmes in different languages. Started in 1959 to transmit educational and development programmes, DD has currently 26 channels, covering 90.7% of geographical area. It has been telecasting regular programmes on adult literacy, farmer's education, health awareness, women's development, yoga, culture etc which have been very effective in meeting the educational needs of masses. Two of the popular Adult Education programmes were *Churaha* and *Khilti Kaliyan*, telecast during 1990s (www.mib.nic.in/training)

The first exclusive National Education TV channel 'Gyan Darshan' was launched in January 2000 with Indira Gandhi National Open University (IGNOU) as a nodal agency. The channel is now accessible to 40 million viewers through cable TV all over the country. Currently the university offers a bouquet of 6 channels that cater to diverse learning needs of community. Channel 1 beams programmes for educational institutions. Channel 2 is fully devoted to live interactive teleconferencing for academic programmes of IGNOU which includes a number of Lifelong Learning programmes. The channel is also being used by various departments of the Government, NGOs and Distance Education Centers of other educational institutions. The 3rd channel (Eklavya), joint initiative of Ministry of Human Resource Development, IGNOU and Indian Institutes of Technology launched in 2003 telecasts programmes catering to the learners in engineering colleges across the country. The 4th Channel (Kisan) inaugurated on 26th January, 2004 is a joint venture of the Ministry of Agriculture and IGNOU and is devoted to agriculture and rural development. The 5th Channel (Vyas) inaugurated on 26th January 2004, telecasts programmes on higher education produced by the Media Centers of University Grants Commission. The programming fare constitutes 23 hours of indigenous programmes sourced from partner institutions and one hour of foreign programmes. While the programmes of IGNOU, State Councils of Educational Research and Training and National Open School are telecast for four hours each, Adult Education programmes are telecast for an hour. (Gyan Darshan, August 2007).

The learning society demands flexible, fast and need based education which can be provided through Information Communication Technologies.

The launching of EDUSAT -world's first exclusive satellite for serving the education sector in 2004 has in fact given tremendous boost to the Lifelong Learning programmes in the country. It beams lectures to 10,000 classrooms in technical universities and primary schools across the country. The Lectures are delivered by specialists in the fields and broadcast live from a studio with an uplink facility at Departments of School Education Research and Training (www.isro.org). Evaluation of the programme has shown that they were often either ineffective or hardly ever used. It has been found that as many as 73% students did not attend the telecast lectures. The video and audio quality of the programmes was found to be deficient. The contents did not do justice to the full potential of multimedia and the telecast clashed with the timings of regular classes. Contents were not very attractive. It is seen as "a turkey in the sky-neither practical nor inspiring" (Gandhi, *The Hindu*, March 13, 2007). However, a recent study has shown that EDUSAT has been used by teachers for updating knowledge (Koovakkal and Menakath, 2007).

LIFELONG LEARNING THROUGH NGO'S: A CASE STUDY

India has a number of nongovernmental organizations actively involved in the promotion of Lifelong Learning Programmes. "L3-Lifelong Learning for Farmers" is a Commonwealth of Learning (COL) initiative launched in two rural areas in south India in 2004 aimed at giving farmers easier access to information and knowledge that could improve their livelihood. In this project, farmers were encouraged to form an association and create their own vision of development for their village.

This could be acquiring better livestock, growing new crops or improving the way they market their produce. Through the ICT kiosks, the farmers were linked to four organizations viz; Tamil Nadu Agricultural University, Tamil Nadu Veterinary and Animal Sciences University, Tamil Nadu Open University, Anna University (for technology inputs), and University of Madras (for social science inputs). Farmers were prepared to pay for useful information, such as local weather forecasts. The commercial kiosk operator and franchisee, usually a local youth, became a stakeholder in the project with an interest in providing information that helps to make the initiative sustainable.

In Tamil Nadu, the ICT kiosks were set up by n-Logue, a company that developed in cooperation with the Indian Institute of Technology Chennai, a technology called Wireless in Local Loop. Each village kiosk has a Pentium

computer with digital camera, uninterruptible power supply (UPS) and printers. n-Logue provides an Intranet portal, videoconferencing facilities and some generic content, but the local franchisee has to develop local content in response to demand.

The commercial banks in India are being encouraged by the government to increase rural lending. Currently there is very little lending from the banks to the rural economy because of high transaction costs and low loan repayment rates. The Lifelong Learning for Farmers model offers ways to overcome these hurdles. Information provided through ICT kiosks improves the knowledge and capability of farmers. This, in turn, improves productivity, return on investment and repayment of loans, which also enlarges the market for bank credit for small farmers and landless laborers.

The State Bank of India links credit to a contract farming system, putting the associations in contact with potential buyers it has identified. Once an association and a buyer reach a trade agreement that defines price and quality, the bank gives credit to the association and its members. The advantages of scale and a direct link to the buyers create an efficient marketing system and reduce price spread. An example of how the system works is a farmers' association that decided improving dairy production as their best route to better prosperity.

Their key question to the information providers was, "How do I distinguish a good milk cow from a poor milk cow?" The education specialists developed a checklist with diagrams. Women from a nearby village who are familiar with web programming made it into an instructional sequence on the computer in the ICT kiosk. The bank loaned money to the farmers to improve their dairy cows and linked the farmers with a dairy company from a nearby town, which agreed to buy a guaranteed quantity of milk and take it to market provided that the farmers met certain quality standards.

It has been reported that while the average yield of milk per cow is six to seven liters a day, the cows bought through the Lifelong Learning for Farmers programme yielded between eight and ten liters a day. These incremental improvements have a huge overall impact. Just 18 months after it was launched as a pilot project in four villages, the bank has made loans of about \$US 200,000 to 120 villages. Lifelong Learning for Farmers has taught both women and men how to select and purchase a healthy cow, how to insure a cow and how to claim insurance if the cow dies. When a woman

recovered the insured amount after her cow died, her fellow villagers were amazed. Insurance was a new concept for them.

Around 500 villagers regularly attend the ICT-based learning sessions. Initially the communities were hesitant to use the Internet, but once they started to hear local voices and see familiar faces, they relaxed and lost their fear of the technology. In addition to the cow-buying module, learning materials have also been developed about topics such as managing a dairy shed, nutrition management in dairy, quality milk production, agricultural techniques and biofertiliser production. Already, twelve CDs, four newsletters and six Internet/intranet presentations have been completed. Lifelong Learning for Farmers has changed the lives of many people, according to Dr. Patrick Spaven, a U.K.-based professional external evaluator who completed a case study about the programme. (www.col.org/reports)

There is no dearth of NGOs which are promoting the Lifelong Learning programmes in several innovative ways in different parts of the country. Some of the prominent NGOs are: The Donbosco organization, Bharatiya Vidya Bhavan, YMCA, YWCA, World Vision, Sewa Barati, DAV Foundations, Municipal Corporations. The Don Bosco- an international NGO has been providing 78 skill training programmes in 19 states in India. It has developed Market Oriented modular training for unemployed youth in informal sector (www.donboscotechindia.org)

OPPORTUNITIES PROVIDED BY BUSINESS HOUSES IN LIFELONG LEARNING: With globalization Indian Construction industry has opened up for international competition which demands world class quality workmanship with deployment of latest technologies in methods of construction. Larsen and Toubro Limited Company have responded by organizing construction vocational training in a professional manner. The training is designed to enable the less experienced workers to progressively improve their skill level, knowledge and competency in their respective trades. The candidates are selected through an entrance test followed by a viva voce. The training is imparted for period of 600 hours spread over 11 months. The areas of training are carpentry, plumbing, sanitary, electrical wireman, masonry, bar bending and steel fixing trades (www.larsonandtoubro.org). The GMR, another a large construction firm in Hyderabad has launched under corporate Social responsibility livelihood training for the youth (www.gmr.org)

PROFESSIONAL ORGANISATIONS AND LIFELONG LEARNING

Indian Adult Education Association founded in 1939, has been offering short duration professional courses, workshops, seminars and training programmes at regular intervals for the functionaries of Adult Education organizations (www.iaea.org). Besides the International Institute of Adult and Lifelong Education set up by Indian Adult Education Association in 2002 is also active in promoting Lifelong Learning through its publications and seminars. (www.iiale.org).

The Workers Education Association of India has been active in organizing similar programmes for its members. Professional Organizations in the field of Medicine, Engineering, Law have also been offering continuing Education programme for their members.

ISSUES AND CHALLENGES

As a guiding principle and overarching vision of education, Lifelong Learning is well accepted and reflected in Indian education scenario. Notwithstanding a variety of opportunities for Lifelong Learning in the country, the concept is not widely used and often viewed with skepticism in academic and bureaucratic circles. The organization of three major conferences in India by the UNESCO Institute for Education in Mumbai (1999) and Hyderabad (2002) and by the World Education Fellowship in Mumbai (2004) and the formulation of Mumbai and Hyderabad Statements on Lifelong Learning have not only generated considerable interest among academicians but also helped in demystifying the term. Unlike several other countries especially South Korea and Thailand, India has not enacted any laws on Lifelong Learning. There is a need to define the policy, clarify the concept and link it to the mainstream of educational policy agenda in India.

The review of the existing programmes of Lifelong Learning in India shows that the basic aim of creating a literate environment and learning society has not been fulfilled mainly due to the limitations of the programmes and shortage of resources. There is lack of innovation, documentation and dissemination of the programmes. This may be because of the inadequate and poor quality of professional training of programme managers. A review of researches in Lifelong Learning during the last two decades shows gradual decline in the number of studies over the years. In fact, there is hardly any

research which has studied the impact of Lifelong Learning programmes offered by different agencies in the country. Besides, there is considerable duplication of programmes offered by different agencies leading to wastage of limited resources. In view of the reduction of funding support to Adult Education by 18% during the year 2007 (Gosal, 2007), it is of utmost importance that different providers of Lifelong Learning programmes make collaborative efforts to economise and also evolve appropriate mechanisms of certifications based on commonly worked out evaluation criteria. Currently there is no provision of credit transfer among Lifelong Learning institutions in the country. While some of the programmes offered by universities are recognized by employment agencies, several programmes offered by other agencies remain unrecognized. Since privatization often restricts the access to Lifelong Learning to those who have the capacity to pay, inequalities have crept into the education field. The State needs to take corrective measures through financial support and affirmative actions. In a country where more than 70% remain vulnerably poor, the state, civil society and corporate sectors will have to play a proactive role in the promotion of Lifelong Learning.

Some of the Issues which this conference may like to discuss are as follows:

Issues related to evaluation: How to evolve a mechanism for standardising the assessment of learning acquired by individuals in different places? What should be the methodology of transferring credits from one institution to the other?

Issues related to collaboration: How to develop a network of different institutions offering Lifelong Learning programmes so as to streamline the planning and management of programmes and economise the resources and avoid duplication?

Issues related to the preparation of Self directed learning materials: How to make available a wide variety of self directed learning materials to the increasing number of lifelong learners.

Issues related to funding: What should be the norms of providing funds to weaker sections of society and civil society organisations to participate in lifelong learning programmes.?

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Foundations of Adult Education

N K Ambasht

Abstract

Adult Education has been given a short shrift in the academia because of certain misconceptions on the part of the educationists who consider it as anybody's and everybody's domain and that it does not require any special academic preparation. This has emerged out of the vastness of the area and the clientele group this has to be applied or practiced. Also because whosoever is lettered feels that he is competent for providing literacy skills and is capable of providing adult education to those who are unlettered, considering these two terms as synonymous.

This paper tries to clear certain fundamentals, argues about the status of adult education as a discipline in its own right and tries to establish it as a separate discipline like Medicine, Engineering, Law, Sociology etc. It will clear some of the fundamentals and make a case, generating a discussion, and starting a movement for introduction of programmes like B.A.Ed as a parallel to B.Ed.

Introduction

There are many misconceptions about the nature and meaning of adult education (AE). Even the educated do not reckon it as a formal or important means of education or literacy growth. The concept of adult education has grown in its dimension and is not the *only* means of providing literacy skills to the adult population. With the growth of distance learning, non formal programmes and many other self learning approaches, the expanse of adult education has grown tremendously. There seems to be a definitional confusion that needs to be addressed and, may be, a debate is initiated. What are the characteristics of adult education? Is collegiate education,

where adults attend a programme for furthering their education, included in adult education if we agree that adult education is programmes where adults get education? Are adult education and adult literacy synonymous? Does it merit a place as academic subject of study like education, psychology, sociology medicine or law?

Nature of Adult Education (AE)

Those who are engaged in teaching and research in the field of Adult Education (AE) get easily caught in the status-trap, because it is still an emerging field. One argument in favour of getting a status of a full fledged discipline is that it derives its content from various disciplines as psychology, for theories of adult learning, philosophy for need for an educated people for effective democracy, political science for power and related development issues. Like Engineering, Medicine and Law, it is a discipline. It is related to a set of practices, to a profession. A major objective for an academic study of the subject must be to enhance the practice of the profession. AE is not an abstract discipline like Mathematics which may be of relevance to variety of professions or to no profession. AE studies are clearly linked to one specific profession- a service profession directly related to serving human beings.

AE is not so much a single discipline. Like Sociology it includes philosophy, psychology, history and so on, but each of these fields, seen as a part of AE has a particular emphasis dictated by nature of the profession. Adult Educationist and the adult educator are not concerned with the whole of psychology but with that part of psychology related to adult learning and guidance and counseling. Here a distinction needs to be made. Like a teacher of the Law and Lawyers are two separate groups and seldom juxtapose, so also an adult educationist (theoretician) and adult educators (practitioners) are two separate groups.

Just as in medical practice the most important person is the patient, similarly in adult education the most important person is the adult learner: and all efforts of the adult educators must start from the needs of the adult learner or groups or communities of adult learners. Much of the content of AE would depend on these considerations. For example, in case of the tribal groups, their traditions, social, economic and ecological factors would make a difference and as such these components will have to form the content of the discipline of AE. Adult educator first and foremost has to be

the facilitator for the learning of the adult learner. Enquiries related to the development and improvements of this facilitatory process are thus the core enquiries in AE as a field of study.

Concept

AE is a discipline within the field of Education and is comparatively younger than Educational Psychology. Unsystematic nature of AE terms and concepts is the product of cultural differences and scholars have defined AE as product of culture. Friedman (1972) defined "adult education is a process which is part of cultural development, primarily the establishment of means of communications between the cultural systems of the transmitters (inventors, research workers, creative minds) and cultural systems of receivers (i.e. groups for whom adult education is intended)"

Thus one expects many scholars to refer to AE, using different terms and concepts depending on who they are, the culture they represent etc. To elucidate, in India, today AE connotes educational programmes addressed to the age group of 15-35, who are out of formal education network, although the youth of 15-17 can not be defined as adult based on eligibility of adult suffrage.

This age bracket changes if age for drinking is taken as a criteria for adulthood which is, as of now is 25. 'Adult' has been variously defined and understood in different cultures. Sometimes the roles performed by an individual in a society may be the criteria for adulthood, sometimes physical conditions (puberty and the like) and sometimes age prescribed by law. For example in Yugoslavia till recently, AE did not extend to whole Yugoslav youth indiscriminately but only to those employed in production (David. M 1962). Again sometimes a minor may be performing the role which is expected of an adult, say Panchen Lama, or some tribal chief may be a child if he has inherited the chieftainship even while a child.

The question that becomes central is 'who is an adult?' and what is/are the criteria of determining the adulthood- role performed in the society, age, employment? These are some of the issues that need to be resolved to make AE a more precise a discipline that needs conceptual clarification and standardization that the academia might have to address. In order to establish it as a discipline of study, we need to consider organizing a meet to brainstorm the issue.

What is Adult Education?

Education refers to all kinds of learning that take place, whether, formal or non formal and also informal (which may include incidental also). It is a *macro* term under which all kinds of it species, if I am allowed to use this term, or components such as nursery, kindergarten, primary, secondary, pre university/ senior secondary, collegiate/ university, etc are included. Adult Education can be regarded as *micro* term since it refers to the learning that takes place among adults. Still there are reservations as most of the post secondary education is also organized learning for the adults. Liveright and Haygood (1969) proposed that adult education "is the process whereby persons who no longer (or did not) attend school on a regular and full time basis undertake sequential and organized activities with conscious intention of bringing about changes in information, knowledge, understanding or skills, application and attitudes; or for the purpose of identifying and solving personal and community problems"

In this regard there are a number of scholars who have tried to define AE in the context of literate societies. Thus in their attempt adult literacy is not central to AE which is in contrast to the situation in primarily hugely illiterate societies. In case of Japan, the adult education programmes tend to be more like what we in India would label as hobby classes. The case in point is the one located in the Asahi Centre in Tokyo. Therefore, some of those attempting to define AE in their perspective where literacy percentages are very high, are M. David, Edmund Brunner, Bryson, Scott Fletcher, Reeves, Fensler and Houle, Ohliger and Morgan etc. The Canadian Association of Adult Education also held a similar view, as stated above. They all wrote of a situation in which the percentage of literacy was very high, as result of long experience universal compulsory education up to high school level. Under such circumstances only a very minimum number of the population in such societies needed a basic literacy programme, while large percentage was expected to take either remedial or continuing education or training to qualify themselves for jobs, to spend leisure wisely, and to acquire new knowledge and skills, in the case of knowledge explosion. Thus the concept of AE of western scholars is only meaningful when it is examined in the background of the participants referred to by them.

Similarly in developing countries the situation is no different, that is, here too the cultural and educational background determines the nature and content of AE, that is, a high illiteracy rate leads to greatest emphasis on

acquisition of literacy skill and becomes the content of adult education programme. The problem of free and compulsory elementary education, ignorance, belief in superstitions and conservatism etc. lead to determination of nature and content of adult education programmes in these countries. Many have focused their attention to literacy alone, may be, by way of reaction to neglect of literacy aspect by western scholars. Morgan says: "Adult Education offers some who were not privileged a last chance to learn. Some feel a need for training in basic skills of learning so they enroll for work in reading, writing and arithmetic"

The *International Directory of Adult Education* (1952.p.11) published by the UNESCO states:

"Adult Education has been associated with the teaching of literacy and such remedial measures as the night school for adults who have missed the opportunity for schooling. The concept of Adult Education has been broadened considerably so as to cover activity of wide range of institutions or agencies and to include content as wide as life itself...In some states there is a strong tradition of voluntary effort and so they tend to stress that democratic adult education stems from the work of non- state agencies. In others adult education has become a means of propagating views having official approval. In essence, adult education is so closely related to social, political and cultural conditions of each country that no uniform or precise definition can be arrived at." (*Emphasis mine*)

However, it is more an alibi for not providing any definition while broad basing the concept. A sound theoretical foundation had not been laid on which the discipline could be built up. This lack of an agreed definition has led to the situation that we are in today. It has led to situation where AE has not yet been able to find a place as a discipline of study either in the psyche of the populace or the academic, particularly in our country. This, however, does not suggest that no effort in this direction has been made. Many other organizations such Dag Hammerskjold Foundation(1969), Commonwealth Secretariat (1970) did try a definition, the most typical one was the one offered by the National Institute of Adult Education in 1970 and which has been quoted in Encyclopedia Britannica 15th edition as quoted below:

"(Adult Education) is any kind of education for people who are old enough to work, to vote, fight and marry and who have completed the cycle of continuous education(if any) commenced in childhood. They want to make up for limited schooling (or no schooling), to learn the basic skills of trades

or professions or to master new working processes. They may turn to it because they want to understand themselves and their world better and to act in the light of their understanding or they may go to classes for the pleasure they can get from developing talents and skills, intellectual, aesthetic, physical or practical. They may not even go to classes. They may find what they want from the book and broadcasts, or take guidance by post from a tutor they never meet. They may find education without a label by sharing in common pursuits with like minded people"

Now with this kind of all embracing activities being brought into the ambit of AE, it is really difficult to establish it as a sort of discipline worthy of academic study. Such all pervasive activities related to any learning, even leisure, into the ambit of AE. It needs serious consideration for deciding the content of academic discipline, if at all it is considered desirable to have it as a subject of study.

UNESCO (1976) defines Adult Education as the term that "*denotes the entire body of organized educational processes, whatever the content, level and method whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development*" One wonders if there is no concomitant change in the attitude and behaviour, other things remaining the same, would it still be called adult education? And what is the measure of change in attitude and behaviour?

These definitions, embracing the dual purposes of achieving self fulfillment and increasing social participation, laid to rest the notion that adult education is purely concerned with what were once regarded as non vocational activities, AE, therefore, embraces all forms of educative experiences needed by men and women according to their varying interests and requirements, at their differing levels of comprehension and ability, and in their changing roles and responsibilities throughout their life.

In this context, theoretically speaking, adult literacy may not be an essential ingredient of adult education, because in this age of advancing

technology, literacy skill may not remain a must for ones development and discharge of responsibilities throughout ones life. Ambasht (2000) had forecast that the nature of adult literacy will have changed with the fast growth in terms of IT and a day may come when writing skill may not be that necessary.

As mentioned earlier, adult would mean different set of people according to cultural context. A new terminology, Non Formal education, was substituted, and Coomb (1974) defined this as any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children". But in many developing countries, adult education still is considered separate from non-formal education, especially where the latter has been accepted as a major means of achieving universal primary education of the relevant age group children. Ambasht (1986) made a distinction between adult and non formal education when he operationally defined Non-formal education in the Indian perspective as: "Non formal education means planned and deliberate educational activities/programmes for out-of-school children of 6-14 age group, leading to achievement of learning outcomes comparable that of formal elementary schools" Thus he completely precluded adult population from the ambit of Non formal education and separated adult education from Non formal Education

Conclusion

In order to establish AE as a discipline we need to deliberate on the following:

- (i) At conceptual level what is the definition of AE which is widely, or universally accepted, both in high literacy and low literacy level nations?
- (ii) Agreeing to the difference between an adult educationist(theoretician or academic) and adult educator (practitioner)
- (iii) Agreeing to the difference literacy and education and clarifying the basic difference between the two
- (iv) Who is an adult for the purposes of AE?

- (v) What should be the content of AE as discipline at graduation and post graduation levels with justifications? This is a comprehensive matter for consideration as it would involve theoretical bases (foundations) and applied knowledge culled out of different relevant branches of knowledge
- (vi) The conceptual differences between terminologies that have been used synonymously or loosely in various contexts and at various times such as social education, adult education, adult literacy, functional literacy non-formal education, lifelong education, continuing education etc.

There are lot of grey areas, both conceptually and operationally that need theoretical and conceptual clarification, as indicated in the preceding sections. Also some questions have been raised and some consensus needs to be evolved. This could be a subject matter of research and foundation building for adult education if it is established as subject matter of full fledged academic discipline. Besides this major area that needs urgent attention is the body of the subject matter that needs to be gleaned from various allied fields and established into a coherent discipline. For this one would need thinkers in the field with sound foundational insight and develop a movement for making adult education. We need to distinguish between the adult educationist and adult educator as indicated earlier. Like Stevenson making a plea for gas lamp, I am making a plea for adult education as a discipline of study. Are you listening?

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Role of Vocational Education in India

(An understanding through various commissions & Committees)

B Sanjay

"What does the developed nation status mean in terms of the common man? It means the major transformation of our national economy to make it one of the largest economies in the world; where the countrymen live well above the poverty line, their education and health is of high standard; national security reasonably assured, and the core competence in the certain major areas get enhanced significantly so that the production of quality goods, including exports, is rising and thereby bringing all-round prosperity for the countrymen. What is the common link needed to realize these sub-goals? It is the technological strength of the nation, which is the key to reach this developed status."

APJ Abdul Kalam (India 2020: A Vision for the New Millennium, p.22)

What could be the core competencies of India, which could play paramount role in making the country one of the most leading economies of the world today? A thorough analysis and assessment carried out by experts at the Technology Information, Forecasting and Assessment Council (TIFAC), Department of Science and Technology, Government of India, while preparing the India Vision Document 2020 under the leadership of APJ Abdul Kalam (then Scientific Advisor to the Ministry of Defence, GOI and Chairman of TIFAC) and YS Rajan (then Senior Technological Advisor, Confederation of Indian Industries and Executive Director, TIFAC) says that excellent base for living resources, very rich biodiversity, abundant sunshine, varied agro-climatic conditions - almost a microcosm of the globe, from arctic cold to tropical green to bare deserts - and plenty of rainfall are the basic competencies of India, tapping which can definitely transform the country into a mega economic power. But the greatest core competency of India underlined in this Vision Document, which was released on 2 August 1996 by the then Prime Minister was, India's human resource base.

Human resource base is India's strength. If we can train an unskilled Indian, impart better skills to a skilled Indian, create a more challenging

environment and build avenues for the educated, citizens will not only meet the targets but they will excel too. The Technology Vision document advocated that formation of a human resource cadre would finally lead us to the desired economic achievement.

In order to create this required human resource base and to provide a respectable wage/salary to each and every working individual, philosophers, educationists and all the committees constituted in post-independence India to evaluate the effectiveness of the existing educational structure in the country have reiterated the need to establish effective links between the world of school and the world of work.

Gandhi on Vocational Education

In keeping with his philosophy of basic education, Mahatma Gandhi said that our education system should be work centric. He specifically stressed upon the need for vocational education. He said, "Education does not mean mere spiritual knowledge, nor does liberation signify spiritual liberation after death. Knowledge includes all training that is useful for the service of mankind and liberation means freedom from all manner of servitude, which is essentially of two kinds: slavery to domination from outside and to one's own artificial needs." Explaining the ethos behind Nai Talim, he further said, "Craft, Art, Health and Education should all be integrated into one scheme. Nai Talim is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the moment of death. Instead of regarding craft & industry as different from education, I will regard the former as the medium for the latter." (*The Selected Works of Gandhi, Vol. 6*) This was reiterated by the University Education Commission (1949), chaired by Dr.S.Radhakrishnan, the All India Secondary Education Commission, under the chairmanship of Dr.A.L.Mudaliar (1953) and the D.S.Kothari Education Commission (1964-66). All of them advocated the need of work experience. Even in pre-independence period, Hunter Commission, officially known as the Indian Education Commission (1882) - which was the first Education Commission in the history of modern India specifically - recommended vocational programmes. The commission categorically said that there should be two divisions of education in India - one, literacy education leading to the Entrance Examination for universities and the other should be a practical kind of vocational training. The Vocational training would enable the students to build a career in the commercial field.

University Education Commission

The University Education Commission (1949) chaired by Dr.S.Radhakrishnan underlined three vital aims of courses of study to be incorporated in the education system. The Commission categorically said, "The third aim of courses of study is Occupational Education, that is, preparation of the student for his life, work or for other specialized interests. Such courses are called vocational or technical or professional. While these phases of education are inter-related and seldom if ever should be pursued in isolation from each other, yet we can better understand the suitability of courses of study if we consider general and professional education separately." (University Education Commission Report, 1949, Page 118)

Secondary Education Commission

The Secondary Education Commission (1953) also emphasized the need for vocational education. The second most important point discussed under the topic 'aims of secondary education' by this Commission was 'Vocational Progress' which says, "By the end of secondary education, children should possess sound professional knowledge." Mudaliar Commission strongly favoured the inculcation of professional skills through technical education even at the secondary level. Based on its recommendations, many multipurpose schools/institutions were set-up throughout the country during the later years. Following were the specific suggestions of the Mudaliar Commission in this regard:

- Technical schools should be run, in large numbers, as multi purpose schools, or as a part of such institutions.
- In large towns, central technical institutes should be established so that the need of local schools can be met.
- Rules should be prepared for training through apprenticeship.
- Technical and Technological schools should be set-up in consultation with educationists.
- A cess for industrial education should be imposed.

Kothari Commission

Kothari Commission accorded top priority to vocational education. Even the introductory letter of the Education Commission's Report written by Dr. D.S. Kothari to the then Education Minister had a clear mention of the need for 'Vocationalisation of Secondary Education'. The report dedicated an entire chapter to this aspect. Kothari Commission collected the details of the enrolments in vocational education courses in post-independence India. After a categorical analysis, it not only underlined the inadequate state of infrastructure available for vocational education in the country, it also recommended Central Government's special grants to various State Governments for enhancing the basic infrastructure needed for that. Following were the main recommendations of Kothari Commission regarding vocational education:

- By 1986, some 20 percent of all enrolments at the lower secondary level and some 50 percent beyond Class X should be in part-time or full-time vocational and professional courses.

- A strong effort, primarily by the Central Government is needed to encourage boys and girls particularly in the age-group of 14-18 to follow vocational and technical courses.

- A concerted and sustained programme by all Ministries and Departments is needed to interest parents and children in technical work, in vocational courses, in making technical careers attractive and in informing public opinion. Sponsored scheme of assistance to vocational courses, along the lines of the Smith-Hughes Act of the USA, under which direct subsidies are made from federal funds, could give an effective impetus to this programme.

- Schools themselves should be outward looking to the world of work and organize effective guidance programmes which can be assisted by vocational guidance committees at the district and state levels. These should be made up of representatives of interested Departments, employers – particularly industry – and teachers.

They should develop guidance and career information material for headmasters, teachers and parents, organize courses on vocational guidance and provide career counsellors to act as a link between the schools and employers.

The commission said that such courses at secondary stage will be predominantly terminal in character. There should always be opportunities for the exceptionally gifted child, through further study, to rejoin the main stream and move higher. But vocational courses should not be designed with the exceptional child in mind. Bridges can be built for him, but for the great majority these courses should be terminal, qualifying for direct entry into employment, and it should be clear to the parent, child, educator and employer what type of employment the trainee will qualify for.

Children following the stream of general education should increasingly be introduced to the world of work through programmes of work-experience and applied science.

National Policy on Education (1969)

The need to establish operational links between the world of school and the world of work was mentioned in the National Policy on Education (1969) also. Subsequently, vocationalisation of education was propagated by the Central Advisory Board of Education Committee on Education Structure in 1972. It also found a significant place in the review of the education system done by the Janata Party in 1977 and the one done by Dr. Easwar Bhai Patel Committee, which suggested socially useful productive work (SUPW) at the State Education Ministers' conference in 1981. Repeated announcements of the protagonists of the scheme seem to have strengthened the idea of vocational education.

New National Policy on Education (1986)

Working on the same lines, the new National Policy on Education (1986) said, "It is important to view the programme of vocationalisation at the higher secondary stage, as an important component of the overall school education both as a self-contained stage as well as feeder to the general and professional education at the tertiary stage." It further envisaged, diverting 10 percent of students at the plus two level to the vocational stream of education by the end of the Seventh Five Year Plan and 25 percent to the vocational stream at the end of Eighth Five Year Plan, with substantial assistance from the Central Government.

It is noticeable here that Kothari Commission on Educational Reforms, 1966 felt that it should be possible to divert at least 50% of the students

completing secondary education to vocational stream which will reduce the pressure on the universities and help the students in preparing themselves for gainful employment.

Kulandaiswamy Committee Report

The Kulandaiswamy Committee Report (The National Working Group on Vocationalization Education, 1985) had pitched this number at 15% to be achieved by the year 2000. However, at present only about 5% of the children of the age 16 to 18 are in the vocational stream. According to a recent NSSO data, only 5% of the population of the 19 to 24 age group have learnt skills through the vocational education stream. The corresponding figure for Korea is as high as 96% and there are several countries that have figures above 60%. Therefore it is imperative to impart sound vocational and skill education to those who require it to enable them to be part of the productive force in the interest of the growth of the Indian economy.

Vocational Education in View of New National Policy on Education (1986) as updated in 1992

The Programme of Action Document framed on the basis of the National Policy on Education, 1986 was further updated in 1992. This upgrade was the result of countrywide deliberations, consultations and consensus. The POA, reviewed in 1992, came out with a clear policy statement for vocationalisation of education and thoroughly charted out the actions to be taken in the years to come.

One should notice that all the policy statements made in the NPE, 1986 regarding the system for vocationalisation have been clustered with reference to inter related objectives, priorities and programmes into four key areas so as to ensure logical development of programmes of action. These areas include "development of the system", "vocational education programmes", "programmes for special groups" and "out of school population" and "targets and preparations for development".

Following were the guiding principles put forth by the Programme of Action Document of the National Policy on Education 1986 in order to implement the Plan of Action for Vocationalisation:

Pre-requisites, Priorities and Guiding Principles

The policy clearly stipulates that a minimum of 10% of students at the +2 stage should be diverted to the vocational stream by the end of the 7th Plan. This would be achieved largely by making use of the existing set up for administration, provision of research and developmental support, and certification of the vocational programmes. The existing system for this purpose will have to be suitably strengthened in order that it is functionally adequate to cope with the dimensions of the task during the 7th plan and could provide the nucleus for a more elaborate set-up needed for meeting greater challenges during the subsequent plans.

· A beginning, however, would have to be made during the 7th Plan towards establishing the desired new structure because it will take some time for the structures to come into being and to develop professional competence and expertise for the task ahead. While the report of the National Working Group under the Chairmanship of Dr. Kulandaiswamy provides a suitable model, the principle of flexibility to suit the requirements of the respective States will be followed. It would allow the organizational structures to be modulated by the States according to the planned coverage, local contexts. It would be desirable to involve institutions of higher education in the vicinity of the target schools in the promotion and implementation of the vocational programme.

· While the target in relation to the +2 stage will be fulfilled and efforts will be made to exceed the target, modest beginning will be made during the Plan in the area of non-formal vocational education for drop-outs and other target groups. This will help to gain sufficient experience and expertise before undertaking the expansion of the programme on larger scale in the 8th and subsequent plans. Greater account on the +2 programme in the current Plan will also create a pool of human resources needed for future expansion of vocational education both in the formal and non-formal sectors.

· In relation to the targets laid down in the Policy for the 7th Plan it is necessary to recognize that there is a minimum level of funding below which a meaningful programme of vocationalisation cannot be implemented. A level of funding below this critical level will not make such impact and could indeed be counterproductive by discrediting the concept of vocationalisation.

· It is important to generate acceptability and respectability for vocationalisation of education. For this purpose (i) Efforts will have to be made by employment sectors of the economy to create a demand for

vocationally trained manpower. Agencies and sectors will be expected to identify jobs which require vocational skills and in recruitment to these jobs preference will have to be given to the graduates of the vocational programmes. It may be recognized that access to such jobs by those holding higher but vocationally irrelevant qualifications has been a strong deterrent to the vocational education effort in the past. (ii) Linkages through bridge courses, modification of existing educational programmes, and other measures, should create a situation for greater professional advancement of the vocational graduates. Opportunities for higher education, continuing education and training will have to be created.

The role of the +2 stage in schools vis-à-vis those of the polytechnics, ITIs and other certificate level institutions in providing vocational opportunities have to be outlined. While ITIs and polytechnics would cater generally to the organized industrial sector, the thrust in the school programme would be on the sectors not covered by them and on the potentially very much larger service sector. The school system would give greater attention to the areas of Agriculture, Agro-Agriculture, Agro-industries, Business and Commerce, Home Science and Health and Para-medical vocations. However, this demarcation is not meant to exclude institutions from taking up vocational programmes in other areas if a need is identified and other institutional mechanisms are not available.

On an average 10 additional schools will be taken up in each district by the end of 7th Plan for vocational effort at the +2 stage with a minimum intake of 40 students.

The plan of action regarding the four areas mentioned earlier is given below.

Development of the System

Developing Organizational Structure:

A Joint Council for Vocational Education (JCVE) will be set up by the MHRD, to be the apex body for policy planning and coordination of vocational education at the national level. In addition, a Bureau for Vocational Education will be established in the Ministry of Human Resource Development (MHRD).

A Central Institute of Vocational Education (CIVE) under the NCERT will be set up to perform research and development, monitoring and evaluation functions.

· State Governments will set up appropriate bodies/organizations like State Councils of Vocational Education (SCVE), State Institutes of Vocational Education (SIVE), Departments of Vocational Education and district-level coordination committees as per their needs and requirements.

· Organizations like NCERT, CIVE, Regional Colleges of Education (RCEs), SCERTs, Technical Teachers' Training Institutes (TTIs) etc., will be strengthened by providing additional infrastructure and faculty positions to perform their functions effectively for the development of vocationalisation.

· State Councils of Vocational Education will organize district-wise needs assessment of vocational manpower, through area vocational surveys. NCERT will work out a scheme for need assessment, in collaboration with organizations like SCERTs, SIVEs, RCEs, TTIs, Industry and other technical institutions.

· Curriculum Development Cells/Centres will be set up to SIVEs/SCERTs and other selected professional institutions in specialized fields to design vocational programmes to meet identified needs and develop curricula. NCERT will develop model curricula and guidelines.

· Training and personnel for Instructional Resource Development will be organized by NCERT, SCERTs, TTIs, RCEs, CDCs, etc. The activity will be coordinated by CIVE at national level and SIVEs at state level.

· District Vocational Training Centres will be set up by MHRD with adequate facilities to impart skill training to vocational students in diverse vocations. Such institutions will have highly trained and skilled instructors. The facilities and faculty resources at these centres will be shared by vocational students from a number of schools in the area according to a coordinated plan.

Developing Links:

· National Council of Educational Research and Training/Central Institute of Vocational Education will prepare a guideline document, listing the various organizations/agencies at National/Regional/State/District levels and indicating broadly the nature of their functions and responsibilities, to develop the right kind of linkage at state and at district levels.

· NCERT/CIVE, in collaboration with State Institutes of Vocational Education/ Councils of Educational Research and Training will evolve an information system for vocational education to ensure constant communication between the central and state governments, nodal agencies, directorates, district level authorities and the institutions along with participating employer organizations.

· MHRD will take steps to prepare a guideline document indicating the nature and functions of linkages between policy making bodies including Joint Council of Vocational Education, NCERT/CIVE, RCEs, TTIs, SCERTs/ SIVEs, District Coordination Committees, Research and Development Organizations in education and training, District Vocational Training Centres, etc., The Ministry of Human Resource Development, the Board of Apprenticeship Training, Examination and various Certification Bodies including Boards of Examination.

· State Departments of Vocational Education will give directives and guidelines to vocational institutions to develop linkages between schools, employers and voluntary organizations in the community, to facilitate successful implementation of vocational programmes ensuring optimum resource utilisation of as well as effectiveness. State departments of Vocational Education will prepare the scheme for the same.

Vocational Education Programmes

· Vocational programmes for 8+ students will be introduced on experimental basis on a limited scale in different states by State Departments of Vocational Education. SCERTs/SIVEs shall develop models in the light of the guidelines laid down by JCVE and NCERT. The models already in operation shall be studied by CIVE/NCERT for deciding about the need/justification for further expansion. In engineering trade, however, the Industrial Training Institutes (ITIs) whatever considered necessary shall continue to offer vocational programmes for 8+ students.

· Programmes at 10+ level will be formulated by SCERTs/SIVEs in the light of guidelines laid down by NCERT. The SCVEs shall facilitate the introduction of these programmes on the basis of result of area vocational surveys in selected schools in a phased manner keeping in view the national targets.

- To provide more opportunities to students for 10+ vocational courses in engineering and technology, 100 more vocational institutions shall be established.
- JCVE will provide in a phased manner 70% of the higher secondary vocational stream graduates stipend to undergo paid apprenticeship in appropriate industries. The implementation will be carried out by Regional Boards of Apprenticeship Training in collaboration with state departments of vocational education and other concerned agencies.
- Tertiary level programmes like Diploma in Vocational subjects, Advanced Diploma Programmes, and Degree Programmes will be introduced in selected polytechnics, affiliated colleges and universities, as well as in special Institutes setup for this purpose. JCVE and SCVEs shall develop schemes for creating such tertiary level vocational education facilities at non-university institutions. For the university level courses, the universities will develop model curricula in collaboration with NCERT/CIVE for starting programmes in vocational education at university departments and affiliated colleges.
- Entrepreneurial/self-employment skills will be developed in vocational stream students, through curriculum, special training programmes as well as paid apprenticeship facilities.
- State Departments of Vocational Education and SCVEs will formulate necessary schemes for the purpose.
- State Directorates of vocational education will set up career guidance cells at district level. NCERT/CIVE shall formulate suitable norms for the purpose.
- NCERT/CIVE, SCERT/SIVEs, RCEs, CDC, TTTIs and other institutes will develop bridge/transfer courses in accordance with the guidelines laid down by JCVE. Suitable schemes for course offering shall be developed by SCVEs.

Programme for Special groups and out of school population

Involving Industry/Community:

- JCVE will evolve schemes to involve the public/private sector industry in vocational education through appropriate incentives/rewards. Also, JCVE

would arrange to bring about appropriate legislation to ensure their contribution.

· JCVE/SCVEs/State departments of vocational education will identify and support voluntary organizations engaged in the vocational education of special groups like women, tribals, handicapped and disabled etc. Suitable scheme for this will be formulated by JCVE.

Non-Formal Programmes

· All polytechnic institutions, ITIs, other vocational and technical training institutions, selected higher secondary schools, colleges and special institutes will engage themselves in imparting vocational education through non-formal programmes, to the rural and unorganized sector in a phased manner. Suitable schemes for the purpose, like the Community Polytechnic Scheme, will be formulated by JCVE for respective categories of institutions.

· Selected engineering colleges, Polytechnics, Industrial Training Institutes and other Vocational and Technical Training Schools/Institutes will engage themselves in conducting part time vocational courses for the benefit of special groups and those already employed. State departments of Vocational Education will formulate necessary schemes for the purpose and promote their implementation. A suitable scheme for undertaking such activities in selected institutions will also be formulated by JCVE.

Setting up Special Institutes

· Special Vocational Training Institutes for women, tribals, and other weaker sections of the society to meet identified needs will be established by the State Departments of Vocational Education.

· Centres for vocational training of the handicapped will be set up in institutions like special institutes of relevant/useful Technology, District Vocational Training Centres, ITIs and Polytechnics to equip this section of the society with appropriate employable skills. State Departments of Vocational Education will formulate necessary schemes for the purpose and promote their implementation through them and/or other concerned departments, JCVE will formulate a central scheme for establishing such units.

Targets

· For 10% diversion by 1990, provision will have to be made for 2.5 lakhs. In view of the action already taken, additional requirements for 2.5 lakh students can be met by marginal expansion of the infrastructure and resources but for 25% diversion by 1995 advance action will have to be taken by the States and Central Governments in terms of building a requisite level of infrastructure and facilities.

Teacher Training

· A phased and coordinated programme for the training of teachers, principals and key officials in the vocational education system using the available infrastructures in organizations like NCERT, RCE, SIVEs, TTTIs, CDCs, State Institutes of Edu., will be undertaken. Scheme will be drawn up by concerned institutions in accordance with guidelines given by JCVE. Crash programmes will also be organized by concerned institutions to meet the immediate requirements for which a scheme shall be formulated by JCVE.

· NCERT/CIVE and SCERT/SIVEs will evolve and implement phased programme for the development of text-books and other instructional materials on a large scale to meet the diverse needs of a variety of vocational programmes and to avoid duplication of efforts to the extent possible. JCVE/SCVE will formulate suitable guidelines for the same.

· State Department of Vocational Education will evolve schemes to utilize community resources, both in terms of part-time teachers and by way of training facilities to industries, KVIC, KRKs, farms, etc. to enhance the quality of instruction.

Facilitating Employment

· Steps will be taken to change recruitment rules for selection to Government Departments at Central and State levels and Public Sector in order to give due weightage to vocational stream graduates to posts appropriate to their vocations.

· A Monitoring and Evaluation Cell in the Bureau of Vocational Education will be set up with appropriate linkages to CIVE/NCERT, SIVE/SCERT and other agencies involved to facilitate implementation.

NCERT/CIVE and SCERT/SIVE will formulate schemes for periodic review of vocational programmes in accordance with the general guidelines laid down by JCVE.

Emphasis accorded during Eleventh Five Year Plan

Last but not the least, Prime Minister Manmohan Singh in his Independence Day address in 2006, also marked the need for vocational education. He talked of setting up a Vocational Education Mission. He said that vocational and skill education has to be considered earnestly during the Eleventh Five Year Plan if we have to maintain high economic growth through increased productivity, which in turn will be possible through acquisition of necessary skills. Consequently, a Task Force was constituted by the Planning Commission.

Today with an annual growth rate of 2.01 for the total factor productivity (the efficiency with which capital, skills, labour and other inputs are transformed into final output) the overall economy of India has shown a rapid growth over the past decade. Sustaining this economic growth too needs a continuous rise in the country's labour productivity. Technological innovations have also fuelled the demand for skilled labour/educated workers especially those having vocational/technical skills.

Creating adequate skilled human resource base, which can meet the ever-growing demand of skilled manpower in international as well as national markets, therefore, is an essential task before the nation. This mammoth task becomes more challenging when one has to compete with countries like China and Japan. The Eleventh Five Year Plan Document also reflects the urgency of creating skilled manpower. It says, "Millions of young women and men in the age group 15 to 24 join the labour force every year. Of these, many are unemployed, or underemployed, and not earning sufficient income to meet their family expenses. A vast majority of them are in the informal sector (formal sectors provide employment to hardly only 7% of the labour force). They lack requisite skill, knowledge, attitudes, social protection, security etc."

The National Knowledge Commission has also recommended the immediate need to expand the scope of vocational education and training in the country. It says, "An important aspect of India's rapidly growing economy is a skilled and educated workforce, and a demographic advantage over

ageing Western societies. Technicians and other skilled workers and craftsmen form the backbone of manufacturing and infrastructure development. There is a growing demand for skilled workers but data suggests that this demand is not met by the existing system, since the skills imparted do not match employer needs. In order for the system to become more relevant in the changing context and to exploit this demographic advantage in the future, there is a need to create a model of imparting vocational education that is flexible, sustainable, inclusive and creative."

Some of the issues under consideration of National Knowledge Commission are:

- strengthening the current institutional structure,
- alternative delivery structures in order to expand capacity, including public private partnerships, computer based training, distance learning and a decentralized model that takes into account local needs and aptitudes
- meeting the increasing demand for skilled workers and provide training to workers in the informal and unorganized sectors
- regulatory and accreditation framework
- national re-branding exercise to address the negative association of vocational education with manual labour.

Conclusion

It's a matter of relief that over the years the scope of vocational education and skill based training has acquired a considerable base in the country. Today the number of functioning poly-techniques has gone up to 4,274(1,654 in government sector and the remaining 2,620 in the private sector). In 1953 the number was merely 54. As on 31 March 2001, over 17,800 public / private sector establishments were covered under the Apprenticeship Act and the number of seats allocated were 2.20 lakh, out of which about 1.58 lakh seats were utilized. Today the Craftsmen Training Programme is being imparted in 43 engineering and 24 non-engineering trades to reduce unemployment. The Government has established the National Vocational Training Institute (NVTI) and 10 Regional Vocational Training Institutes (RVTI) exclusively for women. The present total capacity of these institutes is 2,068.

Still, in spite of available infrastructure and facilities, skill development and training in the country is highly inadequate. Every year, 5.5 million

students pass out of Class X, of which 3.3 million go to Class XI, leaving 2.2 million out of the education stream. There are, besides, those who drop out after Class VIII, who number 19 million. These are the people who look for Vocational Training and Self Employment avenues. Therefore, immediate attention has to be paid to this 21 million-target group. As against this, available formal training capacity of the country is only 2.3 million students, which leaves a gap of 18.7 million. Therefore, the entire system of vocational education (ITI institutes, polytechnics, apprenticeship training programmes etc.) needs to be revamped to fill up this gap.

Problems of Preraks in Continuing Education Programme: A Study

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India is one of the populous countries in the world. The total population of the country according to 2001 census was 102 crores and out of which 65 percent was literates. However, the literacy percentages among the marginal groups like women, scheduled castes and scheduled tribes were found to be still lower. Among all the groups more women are found to be illiterates than men. Recognizing the relationship between literacy and socio-economic development of the country, the country has taken up a number of literacy promotion programmes such as Social Education, Farmers Functional Literacy, Gram Shikshan Mohim, National Adult Education Programme, Mass Programme for Functional Literacy, Area Development Programme etc. In addition to the above, it is one of the priority sectors in case of 20 point programme implemented for accelerating the pace of the development of the country.

In spite of all the efforts, the growth of literacy is found to be very low in comparison with the growth of the population. Keeping this in view the Government of India has launched National Literacy Mission in May 1988 to eradicate illiteracy within a stipulated time frame. Further, the success of the Ernakulam experiment of Total Literacy Campaign has paved the way for the NLM to adopt the campaign mode, which is based on the principle of time bound, volunteer-based, target oriented, cost effective and outcome oriented. This has resulted in launching of Total Literacy Campaigns in all the districts of the country.

The success of the Total Literacy Campaign has increased the number of literates substantially. However, if the neo-literates are not given opportunities to have continuous access to reading materials they may relapse into illiteracy. Hence, the Government of India has launched two more programmes viz., Post Literacy and Continuing Education which enable the neo-literates in particular and the community in general to pursue further education.

The Post Literacy Programme is aimed at creating opportunities for the neo-literates to use the literacy skills and to strengthen it through remediation, continuation, application and communication. It is an intermediate programme between Total Literacy Campaign and Continuing Education Programme.

The objectives of Continuing Education Programme are :

- 1) to provide facilities for retention of literacy skills and continuing education to enable learners to continue their learning beyond basic literacy.
- 2) to create scope for application of functional literacy for improvement of living conditions and quality of life.
- 3) to disseminate information of development programmes and widening and improving participation of traditionally deprived sections of the society.
- 4) to create awareness about national concerns such as national integration, conservation and improvement of environment, women's equality, observance of small family norms etc., and sharing of common problems of the community
- 5) to improve economic conditions and general well being as well improvement of productivity organizing short duration training programmes orientation courses for providing vocational skills and by taking up linkage activities for establishing direct linkage between continuing education and development activities.
- 6) to provide facilities for library and reading rooms for creating an environment conducive for literary efforts on a learning society.

In order to operationalize the programme objectives, the continuing education centres are established in the community wherever there is 2000 population or 500 neo-literates. The functions of the continuing education centres are as follows.

1. Evening classes for upgradation of literacy skills for 3-4 hours once in a week. The learners would have the option to come for an hour or so at their convenience.

2. Library along with reading room facilities wherein, the community can visit the library and read the newspapers and journals which are subscribed. In addition, the CE centres will have a set of neo-literate materials prepared based on the needs of the community.
3. Charcha Mandal to discuss common problems faced by the community and evolve a strategy to overcome the difficulties on self help basis.
4. Short duration training programmes on health and family welfare, new developments in agriculture and animal husbandry, conservation of energy etc. The Centre will also help the local youth to benefit from various vocational training programmes.
5. Sports and adventurous activities by laying stress on indigenous sports, walking, excursions, cycling trips in groups, visit to development projects etc.
6. Recreation and cultural activities including traditional and folk art, rural theatre, puppetry etc.
7. Information window for securing useful information on development programmes of the state and central governments.
8. Communication centre with community radio, audio cassette and player-cum-recording for receiving the information.

In order to carryout the activities, each CE centre is managed by a Prerak who is the key person for the success of the programme. While performing the functions, the Preraks have to interact with various groups of people both inside and outside the centre and in this process they may likely to face some problems. Hence, there is a need to identify the problems and once they are known, the programme managers can organize training programmes for the Preraks in such a way so that they find key for solving the same. Keeping in view of this, a study was undertaken to identify the problems of the Preraks.

Need of the study

The CE Centers are established to institutionalize follow-up programmes and activities. They are expected to organize literacy classes for the dropouts,

non-enrollers, semi-literates etc., and post-literacy for the neo-literates to promote and strengthen the literacy skills acquired during the initial literacy phase. The centres are also expected to organize games and sports, recreational activities, cultural programmes, adventure games, short duration training programmes, extension lectures, dissemination of information on developmental aspects and a media centre. All the above functions have to be organized by the Preraks in cooperation with the community and the elite in the society. The outcome of all these activities will lead to empowering the community.

Objectives of the Study

- a. To identify the problems of Preraks.
- b. To classify the problems of Preraks as prominent, moderate and less prominent.
- c. To identify the common and specific problems of the Preraks belonging to different groups.

Location of the study

The study was conducted in Chittoor district of Andhra Pradesh. The district has three revenue divisions viz., Tirupati, Madanapalli and Chittoor and five municipalities - Tirupati, Chittoor, Madanapalli, Srikalahasti and Punganur. There are 66 mandals. There are 1150 CE Centres established by ZSS in the district.

Sample of the study

There are 15 to 30 Continuing Education Centres in each mandal. For the purpose of the study, 50 Preraks working in Tirupati Revenue Division were selected randomly as sample of the study.

Tool for collection of data

The review of the literature shows that very few studies have been undertaken to identify the problems of Preraks. Further it is also noticed that the studies are from various parts of the country and also at different phases of the programme. The dimensions studied are also not similar. Further it was also noticed that the available tools are not suitable for the area and also to the sample.

Hence, it was decided to collect the data by using an un-structured schedule consisting of two parts - Part-I to collect the information on the personal background of the Preraks and Part-II with a single question requesting the sample Preraks to write not more than five problems faced by them while discharging their duties.

Collection of data

The Preraks meet once in a month at their respective mandal headquarters to review the performance of the programmes at different villages. The investigator utilized one such occasion and distributed the schedule to the selected Preraks who have given the background information and the problems faced.

Analysis of the data

The information thus gathered from the sample were pooled and prepared a list of items relating to the problems of the Preraks. The list has 30 problems. Further the personal information of the Preraks were also pooled and classified the Preraks into different groups based on their characteristics. The problems identified by the Preraks with different background were also segregated accordingly. The problems of the Preraks were classified into three groups based on the percentage of the problems checked by the Preraks as more prominent problems, moderate problems and less important problems. The common problems and problems associated with different characteristics of the Preraks were also identified.

Findings and discussions

Keeping in view of the objectives of the study, the findings of the study are presented in three sections - Section-I gives the profile of the sample Preraks, Section-II describes the more prominent, moderate and less prominent problems of the Preraks and Section-III presents the problems of the Preraks belonging to different groups.

Section-1 Characteristics of the sample

For the purpose of the study a group of 50 Preraks were chosen as sample to identify their problems. In order to understand the background of

Preraks, the sample was classified into different groups based on their background and presented in the Table-1 below.

Table-1 Characteristics of the Preraks

S.No	Character	Group	N	%
1.	Sex	Men	26	52
		Women	24	48
2	Age	<25 years	10	20
		26-30 years	18	36
		31>	22	44
3	Income	Low	18	36
		Moderate	16	32
		High	16	32
4.	Experience	<1 year	18	36
		2 years	10	20
		3 years	22	44
5	Occupation	Labour	10	20
		Agriculture	16	32
		Others	24	48
6	Caste	OC	14	28
		BC	28	56
		SC/ST	8	16
	Qualifications	<SSC	14	28
		INTER>	16	32

From the Table it is clear that:

- Male and female Preraks are almost equal in number (male -52% and females 48%) which reflects that both of them represent in the programme more or less equally.
- In terms of income, the Preraks were classified into three groups viz., Low Income Group (less than Rs. 11,000 per annum), Moderate Income Group (Rs. 12,000-15,000 per annum) and More Income Group (Rs. 15,001 and above). As per this classification, majority of the Preraks (34%) belongs to Low Income Group followed by equal number in Moderate and High Income Groups (32%). The trend clearly shows that two thirds of the sample belongs to Low and Moderate Income Groups.
- Age wise distribution shows that majority of the sample (44%) fall in the Higher Age Group i.e., more than 31 years followed by Middle Age Group (36%) and only 20 percent fall in less than 20 years of age. Hence, the age wise distribution shows that 80 percent of the Preraks are more than 25 years. In other words, the working Preraks are matured and also experienced and are able to perform their given tasks affectively.

The Preraks selected have also been classified based on their experience in adult education i.e., Preraks with less than one year experience, two years of experience, and three years and above. The study reveals that majority of the Preraks (64%) possess the experience of more than two. Hence, it shows that the Preraks selected for the study possess adequate experience in adult education even prior to their appointment.

Occupation wise classification of the sample reveals that majority of the selected sample belongs to the miscellaneous occupation (48%) followed by persons engaged in agricultural occupation (32%). Only 20 percent belongs to labour class. The trend shows that the Preraks selected were from various walks of life and they can perform their tasks successfully in view their exposure and experiences.

The sample of the study was also classified into different groups based on community as Forward Castes, Backward Castes and Scheduled Caste and Scheduled Tribes. The classification reveals that majority of the sample (56%) is represented by Backward Castes followed by Forward Castes (28%) and Schedule Caste and Scheduled Tribes (16%). It shows that three fourth of the sample belongs to marginalized sections namely Backward Castes and Scheduled Caste and Scheduled tribes.

In addition, the sample also classified into three groups according to their qualification - Preraks with S.S.C and Preraks with Inter and above. This classification yielded two groups of Preraks. As per this division majority of the Preraks (72%) possess Inter and above.

Section-2: Classification of problems

In order to understand the intensity of problems as perceived by the Preraks, the problems were classified into three groups as identified by the Preraks. They are – item suggested by less than 10% of Preraks as less prominent problems, 11 to 20% as moderate problems and 20% and above as more prominent problems. The problems classified based on the above criteria are presented in the following pages for further discussion.

(a) More prominent problems

More prominent problems faced by the Preraks are - lack of suitable building, inadequate physical facilities, lack of suitable sports materials and need for vocational training. It is true that majority of the continuing education centres do not have adequate building and other facilities.

Further due to lack of equipments and materials some of the activities like short-term training programmes could not be organized by the Preraks. Hence the programme administrators should take necessary steps to locate the CE centres in suitable places and provide all facilities

Table No. 2 Prominent problems as perceived by Preraks .

S. No	Item	Frequency	Percentage
1	Lack of suitable building	22	44
2	Lack of physical facilities	14	28
3	inadequate sports material	14	28
4	Lack of vocational training programme	14	28

(b) Moderate problems

Table-3 Moderate problems as perceived by the Preraks

S No	Item	No	%
1	No recognition for Preraks	10	20
2	Lack of teaching equipment	10	20
3	Unsuitable location of the centre	10	20
4	C.E.C. is organized during evening time	10	20
5	Poor economic status of the community	08	16
6	New reading materials are required	08	16
7	Lack of community support	08	16
8	Lack of support of the Prerak	06	12
9	Lack of support as required	06	12
10	Lack of effective training for Prerak	06	12
11	Lack of support from village	06	12
12	Lack of electricity	06	12
13	Motivating women to participate in the C.E.C	08	16

Moderate problems as perceived by Preraks are - lack of recognition for Preraks, inadequate equipments, lack of community support, electricity, reading materials, lack of motivation on the part of the women to participate in the C.E.C and poor economic status of the community. In other words the nature of problems reveals that their centres are not adequately equipped and Preraks are not enjoying the required status. Hence, it is suggested that Preraks are trained well so that they elicit support of the community and learners.

Further the programme administrators should also take steps to improve the physical facilities of the centres for effective functioning of the same

(c) Less prominent problems

Table-4
Less prominent problems

S.No.	Item	No	%
1.	Village leadership is an obstacle	2	4
2.	Community is not aware of the functions of CEC	2	4
3.	Certificates are not provided to the participants	2	4
4.	Lack of support from higher authorities	2	4
5.	Participation in the centre is low due to seasonal labour	2	4
6.	Resources are not forthcoming	2	4
7.	Lack of opportunities for conducting cultural programmes	2	4
8.	Poor participation of SC and ST participants	4	8
9.	Inadequate supply of books and periodicals	4	8
10.	Community is not aware about C.E.C activities	4	8
11.	Lack of finances for organising sports and games	4	8
12.	Lack of material about the activities of the developmental departments	4	8
13.	Honorarium should be paid regularly	4	8

The classification also shows 13 less prominent problems.. It appears that these problems relate to poor participation of SC/ST sections, lack of awareness among the community, inadequate supply of books, lack of support from higher authorities, inadequate financial support, lack of material on development departments and irregular payment of honorarium etc., Hence the programme administration should take suitable steps to improve the performance of the centres by identifying the problems of Preraks and equip them to overcome the problems.

Section-3 Problems of Preraks belong to different groups (Sex, Age, Occupation, Income, Caste, Experience and Education)

In order to understand the association of problems of Preraks with their background, the Preraks were classified into different groups based on their background. Further the problems were also classified as common problems among different group of Preraks and problem associated with a particular group.

TABLE-5 The problems of the Preraks belonging to different groups

S. No	Item	Sex		Age			Occupation			Income			Experience			Caste			Education				
		1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3		
1	Lack of suitable building	10	12	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6	2	4	6	2	4
2	Lack of physical facilities	2	12	6	8	8	6	4	12	12	6	4	10	2	10	6	12	4	6	12	4	6	16
3	No recognition for Preraks	8	8	6	4	4	4	2	8	10	4	2	8	-	6	4	4	6	8	6	6	8	6
4	Inadequate teaching learning materials	-	10	2	6	8	2	4	10	6	6	4	2	4	10	4	8	4	8	4	8	4	8
5	Unsuitable location of the CECs	6	10	-	4	6	-	2	8	8	2	-	-	-	4	6	2	8	-	-	-	-	10
6	Village leadership is an obstacle	2	-	2	4	4	6	4	-	4	4	2	6	2	2	2	4	4	2	4	4	2	8
7	Community is not aware of CEC functions	2	-	-	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-	-	-	-	-
8	Inadequate sports materials	10	4	4	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-	-	-	-	-
9	Poor economic status of the community	6	2	2	6	6	4	6	4	8	2	4	10	2	2	2	8	4	4	4	4	4	10
10	Certificates are not given	2	-	-	2	2	4	2	2	6	2	-	4	-	2	2	4	4	2	4	4	2	6
11	Insufficient reading materials	2	6	6	2	-	-	2	-	-	-	2	-	2	-	-	-	-	-	-	-	-	-
12	Motivating women to participate in CECs	2	6	6	6	2	2	-	6	6	2	-	4	-	4	-	4	4	4	4	2	6	6
13	Lack of administrative support	2	4	4	4	4	2	-	6	2	-	6	-	6	-	2	-	8	-	8	-	2	4
14	Poor participation of SC / ST	2	-	-	-	2	2	-	4	4	2	-	4	-	2	-	4	-	2	4	2	4	4
15	Inadequate supply of books and periodicals	2	2	2	-	2	-	2	2	-	4	-	4	-	4	-	-	-	-	-	-	-	-
16	CECs are run during evening times	10	-	-	2	2	-	2	2	-	2	2	-	4	-	-	-	-	-	-	-	-	-
17	Lack of support as required	2	4	4	6	4	4	6	-	-	6	2	6	-	4	2	4	2	4	2	4	2	2
18	Lack of community support	4	4	4	2	4	-	-	6	2	-	2	-	2	-	4	-	4	2	4	2	6	4
19	Community is not aware about CEC activities	2	-	-	2	4	2	6	-	4	-	6	-	2	6	-	2	6	-	2	6	2	4
20	Lack of support from higher authorities	2	-	-	-	-	-	2	-	2	-	2	-	2	-	2	-	6	2	2	2	2	6
21	Inadequate finance for organizing sports and games	4	4	4	-	-	-	2	-	-	2	-	2	-	2	-	2	2	-	2	2	-	2
22	Lack of adequate training for Preraks	2	4	4	-	-	-	4	-	2	-	2	-	2	-	2	2	-	2	-	2	-	2
23	Lack of support from educated	2	2	2	2	4	2	-	4	2	-	6	4	-	2	2	-	2	-	2	-	-	4
24	Low participation due to seasonal labour	2	-	-	2	-	-	2	2	-	4	-	-	-	4	6	-	-	-	-	-	-	6
25	Resources are not forthcoming	2	-	-	2	-	2	-	-	2	-	2	-	2	-	2	4	2	-	2	2	-	2
26	Lack of books for organizing cultural activities	2	-	-	-	2	-	-	2	-	-	2	-	2	-	2	-	2	-	2	2	-	2
27	Lack of material on the developmental departments	2	2	2	-	2	2	-	-	-	-	2	-	2	-	-	2	-	2	-	2	-	2
28	Irregular payment of honorarium	2	2	2	-	4	-	2	2	2	-	2	-	2	-	2	-	2	-	2	-	2	2
29	Lack of electricity	4	4	4	4	-	-	2	2	-	4	-	2	-	2	2	-	2	-	2	2	-	4
30	Lack of vocational training facilities	8	10	10	-	6	-	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	4

- Note: Among sex : 1 = men, 2= women
 Age : 1=less than 25 years age group, 2=26-30 years, 3=31 and above age group
 Occupation : 1 = labourers, 2= persons engaged in agricultural operations, 3 = other occupations
 Income : 1= low income group, 2= moderate income group, 3 = high income group
 Experience : 1 = less than one year, 2 = 2 years, 3 = 3 years
 Caste : 1 = Forward Castes, 2 = Backward Castes, 3 = Scheduled Caste and Scheduled Tribes
 Qualifications : 1 = less than SSC, 2 = Inter and above

(a) Problems of Preraks according to their Sex

The Preraks are classified into two groups - men and women and pooled the problems accordingly. The classification of problems shows that out of 30 problems, 19 found to be the common among both men and women and 11 are associated with men only. The common problems among men and women are lack of suitable building, lack of physical facilities, no recognition for the Preraks, unsuitable location of the CECs, inadequate sports material, poor economic status of the community, insufficient reading materials, motivating women to participate in CECs, lack of administrative support, poor participation of SC/STs, inadequate supply of books and periodicals, lack of support as required, lack of community support, lack of adequate training of Preraks, lack of support from educated persons, lack of material on the development departments, irregular payment of honorarium, lack of electricity and lack of vocational training facilities. The problems associated with the men alone are inadequate teaching-learning material, village leadership is an obstacle, community is not aware of CEC functions, certificates are not given CECs are running during evening time, community is not aware about CEC activities, lack of support from higher authorities, inadequate finance for organizing sports and games, low participation due to seasonal labour, resources are not forthcoming and lack of books for organizing cultural activities. Surprisingly the study revealed that women do not have many specific problems.

(b) Problems of Preraks according to their Age

The Table-5 clearly shows the association of problems for Preraks belonging to different age groups. Out of 30 problems, seven are found to

be common among all the three age groups. They are - lack of suitable building, lack of physical facilities, no recognition for Preraks, unsuitable location of the CECs, inadequate sports materials, poor economic status of the community and lack of vocational training. Further the problems of poor participation of SC / ST and lack of support from educated are common among young and middle age Preraks. The Problems of inadequate teaching learning materials, insufficient reading materials, motivating women to participate in CECs, inadequate supply of books and periodicals, CECs are run during evening times, lack of support as required, lack of community support and lack of adequate training for Preraks are common among middle and elders, lack of support for the Preraks has found to be common among young and elders. In addition some of them are specific to particular groups.

The problems like community is not aware about CEC activities, lack of support from higher authorities and inadequate finance for organizing sports and games are specific to the young Preraks and problems like certificates are not given, low participation due to seasonal labour, irregular payment of honorarium are specific to the middle aged Preraks. Problems specific to elderly Preraks are village leadership is an obstacle, community is not aware of CEC functions, resources are not forthcoming, lack of books for organizing cultural activities, lack of material on the developmental departments and lack of electricity.

(c) Problems of Preraks according to their Occupation

The problems of Preraks classified into labour class, persons engaged in agricultural operations and other groups presented in the table shows that some problems are common and a few are associated with particular groups. The table shows that there are seven common problems among all the Preraks. They are - lack of suitable building, lack of physical facilities, no recognition for Preraks, inadequate teaching learning materials, village leadership is an obstacle, poor economic status of the community and certificates are not given.

Some problems are common among the Preraks belong to agricultural operations and other occupations. They are unsuitable location of the CECs, insufficient reading materials, lack of administrative support, CECs are run during evening times, lack of support as required, lack of community support, community is not aware about CEC activities, low participation due to

seasonal labour, lack of material on the developmental departments, irregular payment of honorarium and lack of electricity.

(d) Problems of Preraks according to their Income

The problems of lack of support from higher authorities and low community awareness are found to be the major problems for the Preraks belong to Low Income Group. The Preraks with moderate income have expressed a few problems like certificates are not given, lack of support from educated, low participation due to seasonal labour, resources are not forthcoming and irregular payment of honorarium. The problems like village leadership is an obstacle, community is not aware of CEC functions, poor participation of SC / ST, lack of adequate training for Preraks and lack of books for organizing cultural activities are specially associated with High Income Group.

In addition to the above some of the problems are common among the 3 groups i.e., problems 1,2,3,4,5,8,16,28 and 30. The problems 4, 9, 11, 13, are common between low and moderate income groups. The items 12,17,18,21 and 27 are common among low and high income group. The problem inadequate supply of books and periodicals are common between moderate and high income groups.

(e) Problems of Preraks according to their Experience

The problems of the Preraks classified into different groups based on their experience shows that seven problems are common to all the three groups, viz. less than one year, two years and three years and more.

The problems are lack of suitable building, lack of physical facilities, inadequate teaching learning materials, village leadership is an obstacle, poor economic status of the community, lack of electricity and lack of vocational training facilities.

(f) Problems of Preraks according to their Caste

Preraks have been divided into three groups according to their castes – FC, BC and SC/ST. The common problems for all the three groups are lack of suitable building, lack of physical facilities, no recognition for Preraks,

inadequate teaching learning materials, village leadership is an obstacle, poor economic status of the community and lack of vocational training.

(f) Problems of Preraks according to their Education

The sample Preraks are classified into two groups - Preraks with SSC qualification and Inter and above. Almost 17 problems are common to both of them which include lack of suitable building, lack of physical facilities, lack of administrative support, poor participation of SC / ST, lack of electricity and lack of vocational training.

Conclusion

The success of the Continuing Education Programme depends on the performance of the Preraks and in turned their performance depends much on the facilities provided and co-operation extended both by the society and their supervisors. As CEP is more or less a permanent programme, the Preraks should know some of the common problems they will face while performing their duties and how to tackle the same. Training (both pre-service and in-service) is important to equip the Preraks to acquire skills so that they find solutions for the common problems in running the centres. However, the study reveals that lack of physical facilities, lack of equipments and reading materials and inadequate support both by the community and the supervising authorities are the major problems in running the CE Centres which the planners and implementers may have to give top most importance to enable CE Programme a success.

Impact of Exposure Programme on Stakeholders of University Extension

JP Dubey

University extension system in Indian Universities is functioning in various forms through Home Science, Social Work, Science and Technology Communication Centers, Lab to Land Programmes and Department/Center of Adult Continuing Education and Extension (DACEE/CACEE). The structure, function and achievements of these have been analyzed (Dubey: 2006)¹ where in the indicators for assessing the achievement were developed. In the present paper an attempt has been made to understand the exposure programmes, established objectives of the extension programme, designed and developed by the DACEE/CACEE of eight universities located in the Hindi speaking areas of the country. Besides explaining the concept, for its appropriateness, one major objective of the university extension system of providing exposure programmes has been examined in respect of the stakeholder i.e. university teachers, university students and community beneficiaries.

Operational Definition

Operational definitions developed (Dubey: 2006)² has been used in this analysis refers to the programme and activities (education & service) and the people (community) for whom it is organized by the DACEEs/CACEEs. Functionaries are those members of the universities who are engaged in planning and implementation of extension programme drawn by the Departments / Centers of Adult, Continuing Education and Extension or from other Departments of the University. Beneficiaries are those members of the community of students and urban /semi-urban/rural members drawn from the nearby service area of the university and have been benefited from the programmes of the university extension. The Community in the case comprise of university/college students, non-students and others who are not related to university in conventional manner or never been associated with it in any manner.

There were two categories of respondents drawn from eight university Departments /Centers of ACEEs from six states of North India, comprising a total of 280 persons. The eight organizations are Dr. Ram Manohar Lohia Avadh University, Faizabad (RMLU), Pt. Ravi Shankar Shukla University, Raipur (Pt RSU) Himachal Pradesh University, Shimla(HPU), Barkutallah University, Bhopal (BU) Jamia Millia Islamia, New Delhi (JMI) Deen Dayal Upadhyaya University, Gorakhpur (DDU) Hemwat Nandan Bahuguna University, Garhwal(HNBU) Jiwaji University, Gwalior (JU) This includes the first category of 40 functionaries/associate functionaries and the second category of 240 beneficiaries as respondents.

Several academicians have attempted to define extension but an inclusive definition has yet to be developed. The Webster's dictionary defines it...to stretch out' draw out to full length...to stretch out in various or all directions; expand to enlarge the scope of, or make more comprehensive.....In its original meaning extension as a practice focused dissemination of messages relating to agriculture and health while a modern extension practitioner focuses on people and suitable improvement of their knowledge and skills.

Extension "is Universities out-reach to the community" (Peter Jarvis), an educational process (Esminger 1967) "to change the attitude, knowledge and skills of the people". It is, basically, interacting with the people in such a manner that interaction, could at best, be understood through a Chinese proverb which states " tell me and I will forget, show me and I will remember, involve me and I will understand (Siegel & Rockwood)³ It is a continuous interactive social development and educational process. Boone (1989; 1)⁴ defines extension as an attempt to "... help people convince themselves of the potential merits of scientific information's, new techniques, improved practices and alternate approaches to managing their own resources.

According to International Dictionary of Education (1979) "Continuing Education is defined as extension of education, part time or full time for young people and adults beyond the school learning age. It is a Concept of structural education process through out and individuals life". Bhatia S.C (1980)⁵ states 'extension refers to a range of terms or concepts as measured by the objects, which it denotes or contains as opposed to its internal content often contrasted with intension. ...It means reaching fruits of knowledge, research and new skills to millions of people. It also means the choice of 'appropriate technology for a people oriented development'.

Bennet C.F⁶ also agrees 'extension is an education' as it performs the role of education, rather than the role of transfer. But extension, in practice conducts both education and service and links it with the selected practices and technologies.

This is done in a participatory manner with the understanding of it not as a fringe benefit that authorities grant as a concession but every human being's birth right that no authority may deny or prevent.

Extension services in higher education implies that the resources and knowledge available with the university is made available to the people in order to improve their knowledge, skills and economic status and also enable the university community comprising of students, teachers, researchers and others to develop an insight into the problems faced by the community through extension. This is, basically, intended to develop a process of dialogue between the end users and extension agency by developing an interface of university and community.

Analysis of the above and stated and other definitions and explanations of the concept indicate that it is seemingly difficult to explain the term in one and single accepted form. But all these efforts are directed towards a commonality in perception related to the growth of the concept, goal, process and its approach. Some of these common elements can be outlined in following manner:

1. It is no longer associated with the sporadic lectures by the university's 'low rank' professors; other senior professors willingly associate with the extension endeavor. It includes multitude of activities ranging from adult basic literacy to provide necessary life skills and techniques to solve ones problems.
2. It carries with it a developmental urge, suggesting an initiative on the part of those agencies, which has an obligation to the society. It advocates a formative action by the university, with its resources at its command in form of students, functionaries and its gamut of knowledge, for those who need such services in order to lead a better life.
3. Extension is perceived as a mechanism for the university to reach out to the community and work for the common good of the people.

Based on the insight gained out of the process, it introduces the dimension of "intension" of creating a force to bring changes within the formal system of knowledge, hopefully, extension of academic curricula. This can only be possible with the increased and sustained interaction between university and community.

4. The extension can be defined in terms of its objectives with which it goes to the community; it broadens the socio-cultural perspectives of the students and teachers through an immediate exposure to the conditions in real life, which may not otherwise be available to them in traditional form of education system; it provides a functional opportunity for both the participants to gain knowledge simultaneously while exchanging education and service. Based on the context it can be multidisciplinary and may adopt multiple approaches.
5. It's a two way process where community gets its service and university gets an insight into the real life situation of the people.

The present study with respect to the indicator, which has been developed by taking into considerations the objectives of the extension education as envisaged by the proponents of adult and continuing education and UGC and functionaries of extension.

In all the respondent to the instrument of research in form of a schedule was administered on different category of persons (24 functionaries, 16 Associate functionaries and 240 students and non students' beneficiaries) involved in running and organization of the eight university departments of adult and continuing education programme to develop the following indicators.

Objectives

1. To examine the nature and impact of exposure programmes on university teachers and students to existing and emerging social realities of community and sensitizing them about dealing with these problems
2. To examine the impact of exposure programmes on the community members from the experiments and ideas of organizations for the development of the community people.

a. Providing exposure programmes to the teachers and students to existing and emerging social realities and sensitizing them about dealing with these problems

All organizations studied recognized the significance of providing exposure to teachers and students and consequently organized such activities leading to exposure. This initiative flowed out of the objectives outlined by the University Grants Commission in its Guidelines of 1982, 1988 and 1997. The exposure is planned to allow university community to understand existing and emerging social realities and sensitizing them about dealing with the problems of community.

The university community in the case consists of teachers of university and colleges affiliated to it and students perusing their studies in the main campus as well as colleges affiliated to it at the level of undergraduate, post graduate and research.

But these are treated as one in this case with necessary explanations as and where required. This group does not include those students who are part of the university extension process as a programme beneficiary in the other category.

The particulars of exposure programmes organized by the organizations for the teachers and students in the year 2003 are given below in Table No. 1.1. The table reveals that the maximum number of the exposure programmes (15) has been organized by DDU as opposite to JMI, which has organized the least number (5) of programmes.

Multiple factors have contributed to this difference and these include: involvement and participation of the colleges, interest of students and teachers, availability of the funds and change in the emphasis of the programme from the organizing exposure camps to running regular education courses. In the words of one staff of the JMI it can be said "conducting two years teaching programme in extension has left little time for us to organize exposure camps".

Lack of interest of teachers and students in such programmes and non-availability of support from colleges further added to the less number of organizations of the exposure visits.

Table No. 1.1
Particulars of Exposure Programme Organized In 2003

S.No.	Organization	No. of Exposure Visits	Participants		Distribution of Participants			
			Total	Average Participation per Programme	Students		Teachers	
					No.	%	No.	%
1.	- RMLU	10	210	21	200	12.12	10	10
2.	Pt RSU	15	312	20	300	18.18	12	12
3.	HPU	8	110	13.75	100	6.06	10	10
4.	BU	10	162	16.20	150	9.09	12	12
5.	JMI	5	60	12	50	3.03	10	10
6.	DDU	15	420	28	400	24.24	20	20
7.	HNBU	15	366	24.40	350	21.21	16	16
8.	JU	7	110	15.71	100	6.06	10	10
	Total	85	1750	20.59	1650	100	100	100

Average participation of the students and teachers in exposure programme also varied from 12- 28. Maximum participation of students and teachers was in DDU (28) and minimum in JMI (5). Difference in number of participation in exposure programme organized by the organizations can be explained on the ground of lack of interest of students and teachers and also lack of seriousness on the part of the staff members of the organizations in mobilizing students and teachers. In general, organizing exposure programmes as part of extension activities is now being neglected because of the reason indicated above.

It was found that the number and percentage of students and teachers involved in the extension programme was highest in DDU i.e. 1650 and 24.24% in case of students and 20 and 20% in case of teachers while JMI had the least number of students exposed to the community i.e. 50 in total and 3.03 in % point. There are four universities. i.e. RMLU, HPU, JMI and JU at the same level of 10 and 10 % point in terms of teacher's involvement in the year 2003. RML and Pt RSU had a moderate achievement at the level of

university community participation. The reason explained was the availability of the affiliated colleges, the quality of the programme and the socio economic composition of the student population. The trend was found to be similar for other years particularly since 1997. Prior to 1997 the trend was remarkably different because of the unfocussed nature of activities.

The exposure programme to the university community was firstly provided by organizing activities, enrolling students as motivators, volunteers, animators, supervisors to the extension programme, and secondly use of teachers as resource persons. Exposure provided to the teachers and students in terms of frequency and intensity were not same. It varied also according to the approach of the parent university. For the students it was primarily in the form of holding of camps (mostly one day), village visits, demonstration camp on critical social development issues, jathas, rallies etc. This provided scope of involving large number of students at a time. Consequently the cost of such exposure visits is minimal. Teachers are provided exposure visits mostly by linking them with research, survey, organization of community meeting, planning of the activities, subject specialist. The most commonly used method is to use them as subject specialists.

It is however important to note that the exposure programmes have to a certain extent helped in sensitizing the participants about the existing social, economic and political realities. Though there is a significant difference in the number and percentage of participation of university community visits have been helpful in sensitizing the teacher and students to the problems of the community in all the studied organizations. DDU has been successful in associating the highest percentage of students (24.24), followed by HNBU (16) and Pt RSU and BU (12). The remaining four organizations have achieved the level of only 10%. The pattern is similar in case of university teachers with DDU 24%, HNBU 20.91%, and Pt. RSU 17.83%. Higher the number of teachers associated with extension programme greater is university community involvement because of its inherent advantages.

The sensitization has some reflections in all the teachers. Teachers who have been associated in these programmes in the last five years continued their association with the programme, some have undertaken studies relating to learning material preparation, science popularization and legal literacy. The Table No. 1.2 gives a picture of the impact of such sensitization on university teachers.

Table No. 1.2
No. And Impact of Sensitization on Teachers

Category	Total No.	Response					
		Excellent	Very Good	Good	Average	Below Average	Useless
Teacher	100	36	31	22	7	3	1
Student	1650	780	412	276	109	71	2

The total number of sensitization programme for the teachers was 85 and 100 teachers participated from all organizations. The number of programmes for sensitization purposes has been found to be unrelated with the total number. The biggest area of impact is visible on teachers as they continued their association with the activities of the Department in spite of their commitment to their original work.

This was followed by Science popularization (23) efforts of their own work with the impression that this would enable general public to appreciate proper perspective of the life and work. These teachers are from the science streams and are satisfied with the work in this area.

Legal Literacy is another area of sensitization. The most significant aspect of this impact should have been visible in influencing the faculty to lend their expertise in enriching the research by taking up such assignments on a regular basis as a project or enrolling PhD students, in fact is missing.

The percentage of sensitization programme of the organizations of the total programme ranged from 5 to 14.54%. There are five institutions (HPU, JMI, DDU, HNBU, and JU) that have organized the sensitization programme below the average point i.e. 7.3% and three organizations have a higher percentage of such activities. They are RMLU 14.54%, Pt RSU 12.24% and BU 10%.

It seems organizations have tried their best and helped the growth of extension in their own ways. The teachers' motivation towards the extension programme is subject to their academic orientation and urge to participate in the overall vision and functioning of the university.

The university community's reaction to this sensitization programme has been found to be reasonably favorable to the continuance of this programme because students feel it helped them in making a good and sensible citizen of the society and also exposed teachers to newer ways of learning and consequently taking up new assignments. The reaction has been presented in the Table.No. 1.3.

Table No. 1.3
Reactions Of The Student Participants To
Sensitization Programme

S.No.	Organization	Year of Establishment	Year of Initiation of Community Exposure Programme
1.	RMLU	19 th October 1984	2002
2.	Pt. RSU	1978 (Center) 1984 (Department)	2001
3.	HPU	December 1979	1998
4.	BU	1978 (Center) 1984 (Department)	2001
5.	JMI	1983	2002
6.	DDU	1979	1998
7.	HNBU	1980 (Unit) 1993 (Faculty)	1998
8.	JU	1984 (Center) 1992 (Dept.) 2000 (School of Studies)	1997

The issues that greatly drew attention of the students and teachers are problems of illiteracy and poverty, population explosion, legal ignorance, environment, health and sanitation, social and economic situation, organized behavior, political and developmental participation, and legal literacy.

Of these problems population growth and its impact on the economy of the people is perceived as the most important problem and need immediate attention.

b. Providing Exposure to the Community Members to the Experiments and Ideas of the Organizations for the Development of the Community People

Providing exposure to the community to the experiments and ideas of university, though forms an integral part of the extension methods and education, in reality it gained momentum only in recent years. The organizations started exposing to the community from 1998 onwards. Of the eight organizations studied only three (HPU, DDU, and HNBU,) initiated community exposure programme during the second half of the nineties and others did only after the year 2000. Table No. 1.4 gives the details of years of introduction of the organizations and starting point of initiating community exposure programmes by them.

Table No. 1.4
Years of Initiation of Community Exposure Programme

S.No.	Organization	No. of Exposure Programme	Nature of the Exposure Programme
1.	RMLU	04	Science and technology demonstration, demonstration of water related micro-organisms and the method to purify it for a better health seminars and meetings.
2.	Pt. RSU	03	Organized behaviour, demand generation, film shows on women empowerment, police- people interaction seminars and meetings.
3.	HPU	05	Micro credit training, and floriculture, seminars and meetings. Appropriate rural technology
4.	BU	02	Micro credit training, film shows, seminars and meetings, self-help group and discussions on population and quality of life.
5.	JMI	04	Information technology and film shows on women empowerment, seminars and meetings.
6.	DDU	10	Political participation, health, film shows on women empowerment, self-help group and discussions on population and quality of life, seminars and meetings.
7.	HNBU	06	Environment and sanitation, film shows on women empowerment, self-help group and discussions on population and meetings.
8.	JU	04	Child and reproductive health, self-help group and discussions on population and quality of life. Seminars and meetings.
	Total	38	

The Table No. 1.4 reveals that the majority of the organizations started community exposure programmes after the year 2001 that is much after the starting of the university extension programmes. This is because;

1. Organizations' failure to perceive the significance of community exposure programmes for the development as they almost ignored the responsibility towards the community.
2. The organizations perceived the community as a subject for its own learning.
3. The difficulties in mobilizing community to such programmes also acted as a hindrance to such efforts.
4. Formalized pattern of the functioning in the university, wherein, teaching of the student is considered as a primary responsibility and it does not allow scope for such community exposure to university's experiments and ideas.
5. Lack of resources and infrastructure needed to mobilize community to such exposure visits was the other reason for its slow appreciation.

The activities organized by the organizations vary but in majority of the cases it was linked to the target people. Particulars of the community exposure programme organized by the organizations are given in Table No. 1.5.

Table No. 1.5
Particulars of Exposure Programme Organized by Organizations (2003)

S.No.	Organization	No. of Exposure Programme	Nature of the Exposure Programme
1.	RMLU	04	Science and technology demonstration, demonstration of water related micro-organisms and the method to purify it for a better health seminars and meetings.
2.	Pt. RSU	03	Organized behaviour, demand generation, film shows on women empowerment, police- people interaction seminars and meetings.
3.	HPU	05	Micro credit training, and floriculture, seminars and meetings. Appropriate rural technology

4.	BU	02	Micro credit training, film shows, seminars and meetings, self-help group and discussions on population and quality of life.
5.	JMI	04	Information technology and film shows on women empowerment, seminars and meetings.
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8.	JU	04	Child and reproductive health, self-help group and discussions on population and quality of life. Seminars and meetings.
	Total	38	

The Table No. 1.5 reveals that DDU has organized maximum number (10) of exposure visits and Pt.RSU the BU (02) the least. The difference in number of activities among the organizations can be explained on the basis of number and nature of communities involved. Those organizations that have higher number of adopted communities and are rural or semi-urban in nature have organized maximum number of exposure visits for the community. Immediate need of the community is also a factor governing the number of such exposure visits.

The table also reveals that different variety of exposure programmes have been conducted which include environment, health, technology demonstration, film shows, political participation, self-help group and discussions on population and quality of life. The most commonly used activities include mobilization of community to attend seminars and meetings, discussions on population and quality of life and film shows on the women empowerment, HIV/AIDS Awareness, and political participation. The least common activities are technology demonstration leading to capacity building.

The key occasions were celebration of important events like literacy day celebration, HIV/AIDS awareness, holding of meetings, with the participation of community people. There were 48 participants in exposure programme from the total 240 (120 from university groups and 120 from community) beneficiaries. The exposure visits were made for the community group consisting of 120 members. Their reaction to such visits are given in the Table No. 1.6.

Table No. 1.6
Reactions of the Community to the Exposure
Visits at Organizations

Category	Number		Response					
	Total	Exposed	Excellent	Very Good	Good	Average	Below Average	Useless
Literate	60	20	3	3	4	6	2	2
Illiterate	60	20	5	4	3	4	3	1
Total	120	40	8	7	7	10	5	3

The Table No. 1.6 reveals that the community participants to the exposure visits were of the opinion that such efforts have yielded good result and are useful. The experiments, which found favour with the participants, are safe drinking water, films on local self-government, appropriate rural technology, self-help group and discussions on population and quality of life. There are interesting observations gathered by the investigator during the interactions with the community. In some cases community felt honoured and energised with the efforts and community tried to assimilate the spirit and result of extension as a causal mechanism to improve the people's attitude towards the developmental communication and programmes, and community felt organizations engaged in extension are concerned with their problem and willing to work for their development. While in other cases the community also noted and reported that a non-sustainable interaction has resulted in apathy towards the programme in the mind of the community and has begun to feel only used as a subject of study on the convenience of the researchers.

The observations gathered in the preceding paragraph assume significance in reference to the existing lower level of opportunities open to general people. These events have a higher degree of motivation and skill enrichment due to its power of demonstration, and effect on action and hence, they act positively on the social interactivity and learning capabilities. Such events help in reorienting the attitude and behaviour and add meaning in the life of these people. But based on the analysis of the facts it would not be wrong to infer that organizations have not done much to the development of the community by the exposure programmes. Community felt that the organizations have not reciprocated with the same zeal as the community had in initial years. In fact organizations have mostly used the community

as a subject either to influence others by mobilizing people in seminars and meetings or to improve its own knowledge of community.

Notes and References

(Endnotes)

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Book Review

T Kumaraswamy

LEADING THE WAY : NEW INITIATIVES IN ADULT EDUCATION, edited by Vandana Kumari Jena, IAS and Dr. A. Mathew Consultant, NLM/DAE, Government of India, New Delhi.

Nations are inspired by their raising aspirations to provide better future for its citizens. Any attempt to raise the quality of human resources depends upon the quality of the inputs and the role of documentation of various innovative experiments in a country like India has in adult education a vital role to play in stimulating the other countries which are making concerted efforts to wipe out illiteracy. It is in the context of the world perspective, the book gains its significance.

The Book is one of the rare and scholarly publications in the field of adult and continuing education. It offers the best practices of the best chosen districts and opens new gateways of knowledge in the field of adult education. The thought provoking and inspiring experiments articulated in a nice form keeps the reader busy throughout. It proves as a vital reference book for the policy makers and executives of the literacy, post-literacy continuing education, SRCs and Jana Sikshana Sansthans. The Book (2008) is published by Directorate of Adult Education, Government of India, New Delhi.

The Book is divided into IV sections. Section I having 8 chapters deals with Total Literacy Campaigns / Basic Literacy Programmes : Recollections of District Magistrates / Key Organisers. It covers the programmes of the districts of Roopnagar, Hoshiarpur, Dantewada, Kishanganj, West Godavari and the case studies of Van Gujjars, North West India and involvement of BGVs in Literacy Movement in India. Section II with 5 chapters is related to Continuing Education Programme : District Innovations. It covers the programme of the districts of Dhanbad, Chattisgarh, West Godavari, Surguja and Nilambar Panchayat of Mallapuram. Section III having 4 chapters deals

with Innovations in Literacy and Continuing Education Programmes : State Experiences covering the reflections of Andhra Pradesh, Bihar, Chattisgarh and Karnataka. Section IV with 7 chapters is concerned with Institutional Innovations and other Initiatives : Jana Sikshan Sansthan. Apart from the growth, perpetual existence and activities of JSS it includes the JSS innovative experiences of Prayas and Gaya. An attempt is also made to touch upon the innovative health initiatives of SRCs in India and specific instance of SRC, Haryana on Female Foeticide. The last two chapters of the section are devoted to Role of ICT for literacy and monitoring and Evaluation Practices under NLM.

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I, Dr. Madan Singh, hereby declare that the particulars given above are true to the best of my knowledge and belief.

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Sd/-
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Indian Journal of Adult Education first published as a monthly in 1939 is now brought out as a quarterly by the Indian Adult Education Association. The journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education and Development and current experiments in the field. Contributions on a wide range of themes within this broad framework are welcome.

The average length of a manuscript should normally be between 1500 and 2500 words; in exceptional cases, longer articles can also be accepted. Mimeographed, zexed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page. Authors are requested to submit one typed copy along with the floppy disc (MS Word). Articles can be sent by E-mail: iaea_india@yahoo.com, iaea@vsnl.com

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Editor's Note

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This issue of the journal contains seven articles. Different issues are discussed by the authors.

Prof. M.C. Reddappa Reddy's article is on Lifelong Learning which was presented in the All India Adult Education Conference at Kolhapur in December 2008. Prof. Reddy has dealt the subject in detail which includes not only the meaning of lifelong learning but also opportunities and challenges.

Shri Sayantan Mandan is a Erasmus Mundas Scholar. His comparative study of Knowledge Economy and Education Policy in India and Europe is an interesting one and opens a vast area of knowledge.

Sarva Shiksha Abhiyan (SSA) is one of the flagship programmes of the Government of India which assures quality elementary education to children. The assessment of SSA in Sarvodaya Schools of Delhi by the authors Ms. Sakshi Jain and Dr. Meenakshi Mital gives an idea about the rate of success of the prestigious programme in the field.

Dr. Tupe Navnath has detailed in his article about situation based learning and how it is better than the traditional method of teaching. The same way Dr. Jyoti Sharma and Dr. Bharti Joshi have discussed about some of the innovative styles of the teaching in management study.

Training is an important aspect of all the programmes. Knowing in detail about training is equally important for the managers and implementers of the programme. In the article on training all these aspects have been discussed in detail which will be of great help to the trainers.

Your valuable suggestions for improving the superiority of this Journal will be appreciated.

Dr. V. Mohankumar
Guest Editor

Opportunities and Challenges to Lifelong Learning

M.C. Reddeppa Reddy

Introduction

Education is a lifelong process rather than being a one time affair. A national study succinctly points out that it is impossible to provide the necessary knowledge for life time in the limited period of school education. Therefore, the study emphasizes the need for guaranteeing lifelong education by means of national policy and the opportunity for all citizens to study and learn throughout their life. In this paper, an attempt has been made to explain the concept of lifelong learning, differences between lifelong education and lifelong learning, need and importance of lifelong learning. An attempt is also made to explain the opportunities for lifelong learning and various approaches to lifelong learning. Further, challenges to lifelong learning are also presented in this paper.

Concept of Lifelong Education

Lifelong education was defined by UNESCO as that form of education which 'covers formal, non-formal and informal patterns of learning throughout the life cycle of an individual for the conscious and continuous enhancement of the quality of life, his own and that of society'. An attempt was made to introduce lifelong education as 'a norm for educational practice at a national level and for the whole range of age groups and educational services'. It was conceived as a holistic and integrated strategy directed toward 'the fulfilment of adaptive and creative functions of the individuals leading to the continuous improvement of the quality of personal and collective life' (UNESCO Institute of Education, 2001). While UNESCO was promoting lifelong education on the above terms the OECD was developing its own concept of lifelong education. In 1973, it has published a report entitled 'Recurrent Education: a strategy for lifelong learning' which was concerned with learning in relation to occupational activity and individual learning and dealt mainly with post - compulsory education and training.

Lifelong Education vs. Lifelong Learning

In the nineties, the term lifelong education was replaced by the term lifelong learning with the following three reasons. **First**, to avoid touching on the sometimes negative associations that basic education may have for potential learners. **Second**, lifelong education often refers to the community. In the seventies, lifelong education was associated with the more comprehensive and integrated goal of developing more humane individuals and communities in the face of social change while lifelong learning in the nineties has become more individual-oriented. **Third**, lifelong education's thrust was more on structures and institutions and pointed to the need for ever present public policies and state intervention, while lifelong learning has the idea of personal responsibility for one's own educational development to choose from what is available in the education and training market to remain employable.

While UNESCO was formulating policies for broadening the concept of lifelong education to transform it to lifelong learning, OECD was formulating policies for broadening the scope of lifelong learning from simple economic points of view to a more holistic concept. The broadening of the concept is observed by the OECD(1996) and has defined the term lifelong learning as the 'view of learning (which) embraces individual and social development of all kinds and in all settings—formally, in schools, vocational, tertiary and adult education institutions, and non-formally, at home, at work and in the community. The approach is system wide; it focuses on the standards of knowledge and skills needed by all, regardless of age. It emphasizes the need to prepare and motivate all children at an early age for learning over a lifetime, and direct efforts to ensure that all adults employed or unemployed, who need to retrain or upgrade their skills, are provided with opportunities to do so. The initial concept of recurrent education has moved on to include also informal learning arrangements' (Eurydice, 2000).

Need for Lifelong Learning

Lifelong education is providing wide access to information and empowerment of masses and makes efforts for an achieving and aspiring society. In an attempt to move from a symbolic policy of lifelong learning that remains at the rhetorical level to one which becomes practical reality, to take forward the work started by UNESCO and further elaborated in the 1997 International Conference in Hamburg and the 1998 World Conference

on Higher Education, another conference held in Cape Town, South Africa in October, 2000 have supported the notion that the aim of lifelong learning is to enhance active, democratic citizenship which connects individuals and groups to the structures of social, political and economic activity in both local and global contexts and emphasizes women and men as agents of their own history in all aspects of their lives (Shirley Walters, 2003).

From a pure materialistic point of view, it was observed in a recent study sponsored by the European Commission that 'intellectual capital is depreciating at 7% per year (which is a much higher rate than the recruitment of new graduates) with a corresponding reduction in the effectiveness of the workforce'. Yet another study asserts that 'in electronics and related areas of engineering, knowledge is doubling every 2.5 to 3 years and so 10 years after graduation, a 32 year old engineer is practicing in a world where 80% of the knowledge he is using has been discovered since he graduated'(Armando Palomar and Marti Parellada,2001). However, the rationale of lifelong learning goes beyond the economist discourse and addresses identity and value formation, promotes citizenship education, facilitates democratic participation and helps conflict resolution (Bikas C.Sanyal,2004).More specifically,

- It is a safety net and helps optimize life by enhancing capacity to solve problems ranging from reducing poverty, sickness (used in China, Philippines, India, Bangladesh), environmental degradation (used in Japan, Western Europe), human rights violation and risks of war (UNESCO programmes) at the macro level and helps deal with risks in complex modern life at the micro level.
- It helps keep pace with the development of new knowledge of today's knowledge-based society, particularly in the domain of Information and Communication Technology (ICT), helps learn new skills in rapidly changing societies (used in Japan and other industrialized countries) and face global competitiveness (many developing countries).
- It empowers people and especially deprived sections of the society (e.g., women, rural poor) and promotes social justice (used in Thailand, China among others).
- With increased longevity of the human race and the limited formal working life, it provides meaningful education for leisure and satisfaction.

- Lifelong learning can provide skills in business ethics needed in today's market dominant, wealth creating society (Church organized courses for business leaders in UK).
- More generally, lifelong learning is a way to reconstruct a new set of values that are more humane.

Opportunities for Lifelong Learning

There are different opportunities for lifelong learning. These are grouped based on the type of learning, type target groups involved, type of agencies providing and modes of lifelong learning.

Type of learning

Based on the type of learning, the opportunities are grouped as guided learning and self-directed learning, which are described hereunder:

a) Guided Learning: Guided learning is a source for lifelong learning. It is an interaction between the teacher, the student and the materials of instruction. The teacher guides the process on the basis of his understanding of both student and materials so as to create learning experiences that will be meaningful to the student. The function of the teacher is to guide the student into the kind of experiences that will enable him to develop his own natural potentialities.

There are many guided learning opportunities such as formal and non-formal education institutions which will eventually provide opportunities for lifelong learning. For example, in the area of health, courses could be provided by formal medical and paramedical training institutions and also by many other agencies such as hospitals, clinics, community centres, the pharmaceutical industry, the housing industry, environmentalists, planners, food processing and food distribution agencies, manufacturing industries and so on.

In the area of civic consciousness, a multiplicity of agencies that could provide continuing education include formal educational institutions, the police, the legal profession, local government agencies, community centres, service industries, sports councils, political parties, religious organisations, the banking and commercial sectors.

b) Self-Directed Learning: Self-directed learning is a key element in lifelong learning. It emphasises the individuals' role in learning and his personal responsibility in it. Thus, the concept is based on premise that students' possess the potential for self-initiation and self-evaluation in learning. Under self-study method, a student performing effectively is one who perceives things to do, personalises learning, exercises self-discipline and makes use of human resources. The opportunities such as open learning, programmed learning and computer assisted learning etc., facilitate self-directed learning.

The new educational methodology will lay stress on the production of materials needed for self-learning. The materials such as posters, display – boards, charts, flannel graphs, puppets, the radio, and the gram phone, the tape-recorder, films and television. The tools for self-study include Textual method, Supplementary reading material, Reference material and Programmed instruction.

Types of Lifelong Learning Programmes

Keeping the need for life-long learning and the type of target groups, the following types of programmes are being organised for different people (semi-literates and neo-literates) in rural/urban communities:

- a. General basic education programmes and vocational programmes for rural and urban communities;
- b. Post-literacy programmes for semi-literates and neo-literates;
- c. Development-oriented programmes and Future-oriented programmes for farmers, workers, artisans, traders etc.;
- d. Employment-oriented and career development education for unemployed and under-employed youth; and
- e. Leisure-time activities for house-wives and out of school youth.

Agencies of Lifelong Learning

Opportunities for Continuing Lifelong Education may be provided through the formal, non-formal and informal agencies (Reddy, 1997).

a. The formal agencies include schools, colleges, universities, polytechnics and agricultural institutions, etc. These agencies are being provided the organised programmes either on full-time or part-time basis of the interested groups on different aspects.

b. The non-formal agencies are part-time courses offered by the colleges/ universities, correspondence courses, open schools, open universities, community-based programmes etc., for the learners who are desirous to continue their education. National Institute of Open Schooling, Operation Restoration, Jan Shikshan Sansthan and National Literacy Mission among others.

c. The informal agencies are two types: (i) Structured or Institutional Programmes, and (ii) Un-structured or Non-Institutional Programmes. The structured ones are international organisations, professional and trade associations, hospitals and health centres, management groups, recreational agencies, sports councils, government ministries, youth and workers' clubs, commercial firms, local action groups, libraries, religious institutions, galleries, museums, zoos, amusement parks, etc. The unstructured agencies include mass media, computer programmes, books and magazines, advertisements/ propaganda, gallery and museum collections, etc.

Modes of Lifelong Learning

Presently, extension education, continuing education, vocational education, distance education and virtual learning are the main modes of providing life-long education in our country.

a. Extension Education is a type of education which is stretched out to people in rural areas far and near, beyond the limits of four walls of the classroom. Extension is education and its purpose is to change attitude and practices of people with whom the work is done. This can lead people to make substantial permanent improvements on their farm, in their homes and in their communities. Extension is the development of the individual, village leaders and their society in their day to day living. The solutions for the problems of the clients – farmers, homemakers etc.- can be found through the extension workers. There are different types of extension workers working in the fields of agriculture (agricultural extension workers), health (CHWs, ANMs, MPHWs), mothers and children (ICDS workers), education (literacy volunteers) etc., in the rural areas and providing relevant information to the needy people.

b. Continuing Education (CE) by definition is the provision of opportunities for the people to continue their learning. This implies that if CE is to facilitate

the development of a learning society, then society must provide a rich educational environment with a wide range of diverse resources and opportunities for learning not only through formal system but also through the informal educational sector. Continuing education not only depends on literacy skills of people, it also rests on the provision of resources and opportunities for further learning.

Since continuing education is the opportunity to engage in life-long learning, it is now emerging as the main component of this broader view of education as a whole. Continuing education is expected to make use of the following agencies/institutions/resources in the context of extending facilities for learning throughout life:

- Mass media – Press, Radio, Television, Film;
- Cultural Institutions – Drama, Theatre, Fine Arts Academy, Youth Club, Farmers Club;
- Libraries – mobile library, reading club, study circles;
- Supplementary reading materials – graded books, broadsheets, literature produced by the extension departments.

c. Vocational education is being provided by the **Jan Shikshan Sansthan** - JSS (Institutes of People's Education) which are started by the Government of India with an aim to impart vocational training to the neo-literates and out-of-school youth and operate them not only in the urban areas but also in the rural areas of the district. Due to intensive coverage of learners under the Total Literacy Campaigns (TLCs) and the launching of Continuing Education Programme (CEP), the JSSs across the country were expanded. At present, these JSSs offer around 225 types of vocational training programmes ranging from candle and agarbatti making to computers.

The network of JSSs in the country has been benefiting thousands of workers and their family members. They are offering the special courses linking literacy with vocational training.

d. Open/distance education denotes that the education which is offered to students who are at a distance, physically separated in space and time from their teachers. It is a method of learning in which the teacher bears the responsibility of imparting knowledge and skill to a student who does not receive instruction orally, but who studies in a place and at a time determined by his individual circumstances.

Distance education in its broad sense seems to mean the imparting of instruction through correspondence. Strictly speaking in such a system the teacher and the taught seldom come face to face with each other. The postal service is the only link between the teacher and the taught. All the problems and difficulties are being solved through correspondence. More often it is supplemented by correspondence lessons, personal guidance to students, facilities for the supply of books and journals, contact programmes, radio and TV programmes and the use of A.V. cassettes.

The recorded voice of the experts in the respective fields is also used to supplement teaching/learning programme (DAE, 1992). The latest development in non-formal education in India is the growth and development of distance education in secondary and tertiary education. They are: (a) Open Basic Education, (b) Open University/Correspondence Education.

e. Virtual learning or online education is primarily Internet based. Generally the World Wide Web (www) is the main communication tool though other un-integrated media like the e-mails are also used. Online learning may involve two distinct forms, namely, resource based learning that is electronically delivered, and 'virtual classroom' learning using computer-based synchronous and asynchronous conferencing. Online learning makes use of Computer Mediated Communication (CMC). It is the newest form of distance education which has given added flexibility to courses and programmes. However, the key to online learning is the availability of computers and access to the Internet.

Online education can be delivered in various ways including e-lectures, computer conferencing, online debates and role-plays. Of these, only the first two are relevant in the Indian (or Asian) context. While e-lectures essentially imply individual learning with some interactive learning, computer conferences by and large project collaborative and interactive learning. Significantly computer conferencing promotes interaction amongst learners. It enables spatially separated learners to exchange ideas and information, collaborate, explore diverse pathways, and develop individual learning styles. It is more effective than video- and audio-conferencing which are inhibited by the limited bandwidth.

New Information Communication Technologies and relevant software packages can be expected to play a growing role and have an increasing impact on life-long learning.

Approaches to Lifelong Learning

Post-literacy and continuing education centres, farmers training centres, Jana Shikshan Sansthan, open/distant learning institutions, etc., are establishing interactive communication and supporting life-long learning. Further, virtual learning and web-based learning are also playing a growing role and have in increasing impact on life-long learning.

The main approaches to lifelong learning are: Institutional approach, Non-formal approach, Computer-assisted learning approach, and Web-based approach.

a. Institutional Approach

National Literacy Mission had launched the schemes of Post literacy and continuing education for neo-literates in the country to cater to the continuing lifelong education needs of millions of neo-literates emerging from successful completion of literacy campaigns in several districts all over India.

The schemes aim at providing an institutionalised mechanism for continuing education through Jana Shikshana Nilayams (JSNs) and Continuing Education Centres (CECs) to enable the neo-literates to retain, improve and apply their basic knowledge and skills in fulfilling their day-to-day needs and aspirations.

The Post-Literacy and Continuing Education Centres are the permanent institutions which are functioning as a focal point for providing learning opportunities such as library, reading room, learning/training and information centre, charcha mandal and a centre for development, cultural and sports. Neo-literates and educated adults, particularly those who are employed and who have family responsibilities, need programmes that can be delivered at flexible times (e.g. evening days, weekends), with different media (e.g. print, media, correspondence, on-site), with flexible entry and exit points that recognise prior learning and different learning speeds, and in settings that reflect adult norms.

These centres are expected to provide guidance and self-learning opportunities for neo-literates so as to create learning experiences which will enable them to stabilise and expand their literacy skills.

b. Non-formal approach

Besides utilising the facilities in the PL and CE centers, the neo-literates and educated people would get benefit from the potential non-formal learning centers that are available in the community. They include: Political party, information centre, Radio Listening club, T.V Viewing centre, Study/Reading centre, Craft Training centre, Farmers Training centre, Primary health centre, Community centre, Mahila Mandal, Youth club, Library, religious organisation, Cooperative Society, etc.

The non-institutional and unstructured resources such as News papers, Posters, Books/magazines, Mass media, Computer programmes, Advertisements, Achieves/ Museums, Recreational activities etc., are providing learning opportunities which lead to lifelong learning. The adults who acquired the basic skills and those who wanted to become fully functional literates and to be autonomous learners can make use of the open learning resources which will ensure that the literacy acquired by them is further strengthened so that they can gradually become the independent learners. The learning materials that are required for functional literates include personal letters, news letters, newspapers, broad-sheets, illustrated pamphlets, brochures, booklets, folders, simple books and texts would help them to strive to continue learning, reinforce and improve their acquired skills for improvement of quality of life (Reddy, 2002).

The formal education institutions in the country are not able to meet the growing demands of the general public and educated people in the country. Hence, there is a need to identify and utilise the **open/distance learning** resources for the purpose of neo-literates and educated community on one side and creating resources for the professional development of preraks, nodal preraks and other literacy functionaries on the other.

c. Computer Assisted Learning (CAL) approach

As the computer becomes more common place, so more learning packages will become available and it will be easier for adult educators to employ this approach. It facilitates instant access to information with infinite patience and accuracy, and it provides opportunity for systematically organised learning for all learners. The experts claim that the use of CAL is in education and training because no human teacher even, can match the computer's capabilities. The increasing amount of information and lack of

qualified teachers necessitate its use. In this, the learner can learn at his own pace, receive immediate personalised feedback and freely choose the content, sequencing and degree of difficulty of instruction. The dynamic interaction between the student and instructional programme is not possible to be secured in any other medium. With CAL, we would completely individualised the instruction materials.

d. Web-based approach

Rapid technological changes and the emergence of the web offer new mechanisms to support and enhance the traditional learning systems. The modern information technologies such as Computer Assisted instruction, On-line or Web courses, Electronic or Print based study materials, News groups or Online discussion forum, Video conference and e-mail and other delivery modes would certainly facilitate the globalisation of education and offer more learning opportunities to working adults.

The web is now causing educators to rethink the very nature of teaching / learning claims have been made that web can free teaching and learning from physical boundaries of class rooms and time restraints of class schedules. Traditional lectures and demonstrations can become web-based multi-media learning experiences for students. Learning resources of any school, college and university can be augmented by learning resources of the world via the web. Moreover, the web can help us re-focus our schools and institutions from teaching to learning, from teacher to student. Web is a viable means to increase access to education and promote improved learning. The web appears to offer at least three distinct advantages viz., i) Web Appeals to Students' Learning mode, ii) Web Provides Flexible Learning; and iii) Web Enables New Kinds of Learning that can be capitalised upon by the teacher to promote improved learning.

Challenges facing the Lifelong Learning

The lifelong learning faces the following challenges in India:

a. Black spot of Illiteracy: Literacy is the base for continuing education and lifelong learning. Unless people are literate, they cannot engage in lifelong learning. Not mere literacy skills, more advanced literacy skills are to be developed to opt for lifelong learning. Further, lack of awareness, of course, is the reason that lifelong learning generally has low priority.

b. Provision for lifelong learning opportunities: Providing sufficient and suitable learning opportunities is a biggest challenge for lifelong learning. In a true learning society, suitable and sufficient learning opportunities should be available to all the people in the community.

c. Continuity of learning: Continuity of learning is a challenge to the lifelong learner. Lifelong learning is a continuity of learning experiences in which the capacity to learn should be increased. Hence, the provider has to consider that while our past learning influences our present and future learning, learned behavior and attitude should be able to change to adapt to new situations and integrate new experiences. However, the learner must have intrinsic motivation to cope up with the knowledge and thrust for gaining of new experiences.

d. Culture of learning: Another challenge to lifelong learning is culture of learning. Frederico Mayor, the former Director General of UNESCO has said 'when we speak about culture, we are looking at ways of living as individuals and ways of living together'. A 'living culture' is one which - almost by definition - interacts with others, in that it involves people creating, blending, borrowing and reinventing meanings with which they can identify.

e. Learning Style: Learning style of the students in India is teacher-centered because of its traditional culture. The concept of lifelong learning is drawn from western experiences and literature.

We are making a stylistic transition from guided learning or teacher-centered to self-learning. Thus, we have to bring change in the learning styles of the people i.e., from guided learning to self learning.

f. Access and Adoption of ICTs: People in India particularly rural and remote areas are not access to Information and Communication Technologies (ICTs) because of their cost, uninterrupted power supply, lack of know-how, lack of computer technicians etc. Thus, the ICTs are not being fully used by the people particularly in country side for meeting their lifelong learning needs.

g. Funding and Resources: To provide different lifelong learning opportunities to the people, it involves different resources such as finance, human and material resources. Thus, sufficient funds, human and material resources are to be made available to the providers of lifelong education.

Conclusion

In this paper, an overview of the concept, need, opportunities and approaches to lifelong learning was presented. Further, the challenges to lifelong learning were also explained.

These are some of the issues to be considered through which we have to face the challenges and furtherance of the lifelong learning opportunities in the Indian context.

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Knowledge Economy and Education Policy: A comparative study between India and Europe

Sayantana Mandal

Introduction

The modern concepts of Lifelong Learning is very much related with economy and this economy is considered as 'postmodern' or 'knowledge economy'. In recent years the notion of Knowledge economy is being given an increased importance in several policy papers on education of several national, international and transnational entities. In their major policy documents (EC 2000,2003 etc.), the EU emphasized on 'Knowledge Economy'(KE) whereas India, started to raise its voice on 'Knowledge economy' through their policy papers from mid of this decade. Through their 'National Knowledge Commission' (KNC) report(s); India is trying to promote the notion to KE and also trying to build a Knowledge society (NKC 2007). It seems that booth EU and Indian policies are heading towards the so called 'Knowledge economy'. But is it the same 'KE' these two political entities are heading towards? Or is it different, both by its meaning and contexts?

On one side, the EU is one of the unique kinds of political entity which is called as 'Transnational'; but on the other side, India is a sovereign state (country) which has 28 different member states and 7 centrally controlled administrative units within its constituency. These two entities (India and EU) are quite different by their administrative structure, socio-cultural setup and so on. Then why, being so different by many means, these two entities are trying to promote 'Knowledge Economy' through their policies? Is there any common global force which drives these two in an apparently same direction?

Considering these above debates and questions, it may be argued that although there are huge differences in many aspects between India and the EU along with the differences in their education policy formulations; there

seems to be a global force behind this common intention to promote Knowledge economy through education policies. As today's policies of lifelong learning is influenced by economy and as it is assumed that knowledge economy is a product of this globalization, here an attempt is made to study:

How are Indian and EU education policies reacting to the forces of globalization while promoting knowledge economy?

In this regard it is also important to know the changes occurred in these two policy domain to have an overview of the fact before going into the main discussion. Therefore the sub research question is: **In what ways are India and the European Union promoting 'Knowledge Economy' through their education policies?**

This study is important for a number of reasons. It may contribute towards a better understanding of the rationale behind this policy discourse and helps to understand the reasons why, being so different, these two entities are trying to promote Knowledge Economy.

At the same time it is worth of mentioning that this study is distinct from other comparative studies, in the sense that, the aim of the study is not to compare India and EU as a geographical unit. Rather, for the purpose of this paper, the discussion is confined within the policies and rationale behind major educational policies of this discourse. To achieve the aims of the study, within the limitations of space and time, has confined itself mainly to some selected policy papers of EU and National Knowledge Commission report of Indian Government along with some other relevant documents.

The analysis is based mainly on the theoretical framework provided by Peter Jarvis (2007), and also based on the selected works of Andy Green (1997, 2007) and Robyn Meredith (2007). It also incorporates a number of articles and books on India and the EU policies and related matters to get a better insight.

The methodological framework of this paper is provided by Bereday (1965 in Manzon 2007:86). It is divided into four major parts; i.e. description, interpretation, juxtaposition and comparison². Here it is important to mention that for the sake of its special type of comparison this paper doesn't fully follow the procedures described for each stage in this framework. However,

this frame helps to set the scene for the discourse analysis which is done with the second selected theoretical frame provided by Peter Jarvis (2007:45).

Apart from the introduction part, this comparative analysis is divided into three major parts followed by the conclusion.

The First part explains the reason to choose the education policies of EU and India as two comparative units to set the scene for the discussion.(section: 2)

In the next part, it briefly states some major aspects of the policies of these two cases. This helps to get an overview of these policies and the ways in which these two entities are promoting KE through their education policies. These act as a kind of background for the following analysis.(Section: 3> 3.1;3.2)

In the third part it introduces main analytical framework provided by the theory of globalization (Jarvis 2007). In the same part it analyses the theory and education policies to show how these education policies are getting affected and reacting to the forces of globalization while promoting knowledge economy.

In the conclusion part it revisits the whole issue in brief and seeks to be critical in the issue. This again helps to open up further research possibilities to get more and better in-depth analysis about the issues discussed.

Reason to choose EU and India (policies) as two comparative units:

India got its independence in 1947. Since then education became the responsibility of the states(provinces) until 1976. In 1976, education became the joint responsibilities of central and state governments through an amendment of the Constitution. Major Policies were framed by the ministry of education. Only recently, the National knowledge commission (NKC) was set up in 2005.

The main motto of the NKC is to transform India into a knowledge society. However, there is a wider view of 'knowledge society' in India which includes the notion of Knowledge economy along with other priority areas of

educational and societal development. It is quite clear from the policy papers and other official documents that India wants to emphasize on Knowledge economy by saying knowledge society (NKC 2006, Singh 2005, 2007). To achieve the goals, NKC is trying to build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in the fields of knowledge for making India a global leader in creation of knowledge, promoting applications of knowledge for sustained and inclusive growth (NKC 2007).

The European Union (EU) is a political and economic community of twenty-seven member states. In 1992, 'The Treaty of the European Union', or Maastricht Treaty, provided the legal basis for the European Commission (EC) to develop its European year of Lifelong learning in 1996 (Papadakis & Gravaris 2002). Since then the EU tries to promote the learning concept, both in theory and practice (Murphy, 2005).

After the famous Lisbon Summit in 2000 it announced its education policies which directly link economy and education along with some other aspects. In that summit, EU set its ambitious goal "to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion"(EC 2000). Two years later, it approved a detailed work programme ("Education & Training 2010") for the attainment of these goals and supported the ambition of the Ministers for Education to make education and training systems in Europe "a worldwide quality reference by 2010"(EC 2003:3).

It is notable that, these policies mentioned the effect of globalization on their policies. Here, we see that while one policy is designed for the whole of Europe - association of developed countries, the other is for a considerable part of a continent (Asia)- belonging to the so called 'third world'. It is interesting that both these models of education policies might be compared in the light of globalization.

Recently, many texts are pointing out that globalization has blurred the boundaries between nations and civilizations and this concept of globalization provides a new empirical challenge as much it provides new theoretical frames for comparative study (Rui in Bray et al 2007:242, 251).

By recognizing this challenge this paper attempts only to compare the relevant education policies, within the framework provided by the theory of

globalization (by Jarvis, 2007). However, to understand the policies and their contexts better, it takes into account the background of these two policies, which includes a part of their socio-economic issues.

OVERVIEW: Education Policy: India and EU **India's education policy:**

NKC was set up by the Prime Minister Dr. Manmohan Singh who was also the chief architect of the India's new liberal economic policy in 1990s. In the Planning Commission's (PCI) report on India as a Knowledge superpower: Strategy for transformation (2001a) and India vision 2020 (2002a); the former President's (Dr. A.P.J. Abdul Kalam's) 2002 strategy India 2020 : A vision for new millennium (Kalam and Rajan 2002); and the High-Level Strategic Group's India's new opportunity, 2020 (AIMA, 2003) underline ways to transition to the Knowledge economy (in Dahlman & Utz, 2005:XXX). In the overview of the Knowledge Commission, it is emphasized:

'The 21st Century has been acknowledged worldwide as the 'Knowledge Century'. Every nation now finds itself operating in an increasingly competitive and globalised international environment. [...] and we are optimally positioned, in the words of our Prime Minister, to "leapfrog in the race for social and economic development" (NKC 2006).

By establishing a knowledge-oriented paradigm of development', and through their knowledge index³ KNC is trying to measure India's performance as a knowledge economy and to provide suggestions to support the socio-economic growth.

At the same time it (NKC) emphasises on attracting talented students in English language learning, innovation & entrepreneurship, studying math, science, high skill vocational education and training (e.g. IIT⁴), engineering; which involves opportunities of R&D, possibility to increase human resource ready for meeting the industry needs. It recommends for the development of ICT and ICT enabling in schools, colleges and universities; enhance the quality of secondary schools and also welcomed private initiatives to improve these sectors.

Keeping in mind about the present economic growth India is enjoying and the future potential to increase it, the commission appreciates the efforts

taken in the XI 5 year (year 2007 to 2012) plan which places the highest priority on education as a central instrument for achieving rapid and inclusive growth. This is reflected in the 'fivefold increase in resources allocation (NKC 2007:22). This sense to improving national economy through education is ushered in the report of National Knowledge Commission. According to the Commission,

'Rapid changes are taking place in different sectors of the economy, in this scenario education and associated knowledge sectors would need to keep pace with this change to continue to be relevant' (NKC 2007:25).

This steps are different from its previous ones, e.g. on 5th May, 1988 'the Technology Mission'¹⁵ was formed where functional literacy (3Rs⁶, awareness and functionality) got maximum importance.

But the question is why NKC wants to put more emphasis on Knowledge Society and eventually on Knowledge Economy rather than addressing the basic requirements of the majority of people? Is NKC reports influenced by the global forces? If yes, then how? How is it linked with the notion of the Knowledge Economy? These questions lead this analysis further to the notion of globalization and that global force, which somehow drives these policies in certain direction where many other prominent policies are heading. One of them is the European Union's policies which also addresses the globalization issue. That's why the background and the central approach of EU policies need attention in the coming section of this paper.

European Union's Education Policy:

There have been two policy strands running through the EC's policy documents- 'globalization' and 'Europeanization' (Jarvis 2007:179). In the year 2000, the European Commission published a memorandum (Memorandum on LLL, EC, 2000), which argues that lifelong learning is no longer 'just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts' (EC 2000:3) and 'maximise investment efficiency in order to reduce gap between its main competitors'(EC 2003:4 in Moutsios 2007:20). Among the recommendations most importance are given on Knowledge economy, Knowledge society and up gradation of ICT sector.

'This strive to succeed in post industrial economy, which is in fact a 'knowledge economy' (Bell 1973), is found through the main elements of this policy as they are mentioned in various official documents (EC,1994,1995,2002,2003,2006). In these documents; 'the promotion of scientific and technological innovation; the generation of applied knowledge through extremely funded research programme; the increase of curriculum areas required by the new global economy⁸; the design of secondary curricula and tertiary programmes of study oriented to production needs; the monitoring of the performances of students, teachers and institutions; the involvement of more private funding in educational provision and the enhancement of recurrent, formal and non-formal , training as a condition for employability can be found in a prominent manner'(Moutsios 2007:20-21).

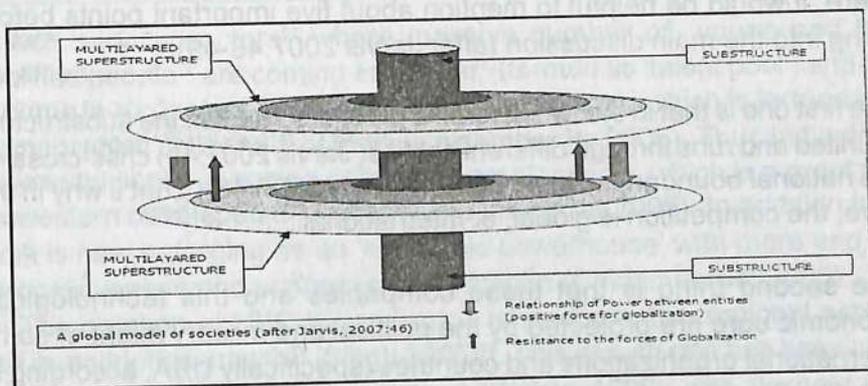
From the above discussion on EU's and NKC's education policies, and their relationship with the notion of Knowledge economy, it may be argued that for their growth and development (Economic, social and other), both these two entities are looking at the globalization and the possibilities it provides; and moreover, both of them are reacting differently through their policies which promotes 'knowledge economy' in their cases.

In order to understand how this notion of 'knowledge economy' appears differently in both cases in response to globalization and reflected on their education policies; it is worthy of taking a deeper look to see how Indian and EU's policies are responding to these global forces. To explore this, from now on, this paper embraces the theory of globalization (by Jarvis 2007) which provides the lens to understand how, different education policies are being influenced by globalization while promoting Knowledge economy.

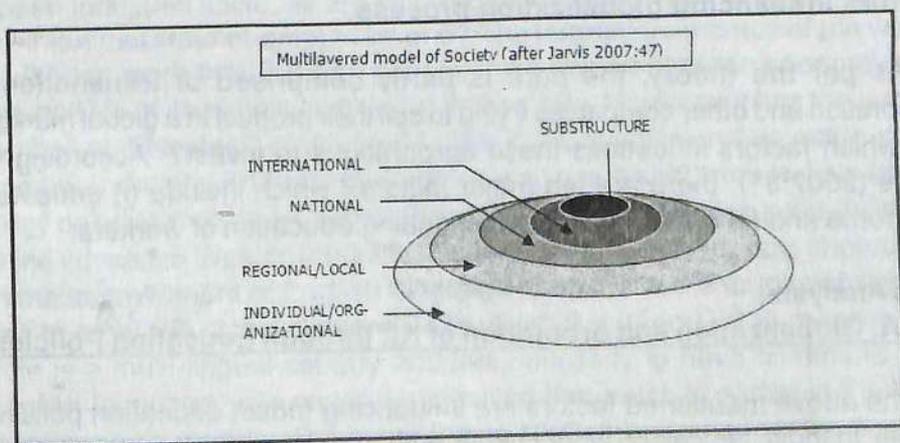
MAIN THEORITICAL FRAMEWORK AND ANALYSIS

Theory of Globalization

'Today, it (globalization) is the overarching international system shaping the domestic policies and foreign relations of virtually every country'(Friedman 1997:7 in Jarvis 2007:40). There are several theories of globalization, and among which Jarvis's theory seems to be addressing the globalization process through a 'global model of societies' (Jarvis 2007). Though Jarvis has created the model presented below for different countries, it might also be relevant to consider it for different political entities, because of the special types of comparison in this paper.



He proposed a 'multilayer model of society' which is placed on a 'global model of societies'. According to the above model, there is a global substructure represented by the core running through all the different countries (here 'political entities') which exercise centralized power over each of the entities and works as a force for convergence between the different entities of the world. This core also works as a driving force of each entity consisting of economic system and technology, especially Information Technology (Jarvis 2007:46-49). According to this theory, there are different levels of entities practicing different levels of power and there is also a hierarchy of power streaming from the core to the periphery. Jarvis pointed out that this substructure is mainly under the influence of giant international, transnational companies and also in some cases, of some countries.



Here, it would be helpful to mention about five important points before entering into the main discussion (after Jarvis 2007:48-49).

The first one is that in the two diagrams presented earlier, the substructure is united and runs through different entities(Jarvis 2007:48) criss-crossing the national boundaries(Beck, 2000 in Jarvis 2007:48). That's why in the core, the competition is global, or international.

The second thing is that these companies and this technological-economic core are protected by the political and military might of some international organizations and countries (specifically USA, according to Jarvis). Because of the core control on the information technology, as well as technology for production and other things.

It has the power to advertise its products globally and create a huge global market and maintain a global standard. This is considered as the third point.

The next point observes each society as a separate entity and consequently, collaboration between these entities is a matter of political negotiation and agreement (like EU).

The fifth factor is to recognize that some entities are more accessible to this process than others. So, social change does not spread evenly across the globe.

Factors influencing globalization process

As per the theory, the core is partly comprised of transnational corporation and other companies trying to sell their product in a global market. But which factors influences these corporations to invest? According to Jarvis (2007:51), there are ten major factors⁹. which include (i) educated workforce and (ii) opportunities for continuing education of workers:

Main Analysis:

INDIA: Globalization and promotion of KE through Education Policies:

The above mentioned factors are influencing Indian education policies as well. In India, typical 9-5 work culture is changing towards a more globally focused 24x7 work culture¹⁰. Huge turnovers are gathered from the ICT and

hi-tech service sectors¹¹ where massive number of young and highly qualified people¹² are coming each year¹³(termed as 'talent pool') and going to come in a constant basis for about next 25 years, which is termed as the 'demographic dividend'¹⁴ of India (Chidambaram 2005). Thus India doesn't have to think about ageing population problem now, which is a great threat for western developed countries (Chandrasekhar 2006). In addition to this, India is now emerging as an 'economic powerhouse' with more and more competitiveness and economic liberalization (Chidambaram 2005).

The creation of NKC is very much related with this national economy and its economic growth¹⁵ (Singh 2005)¹⁶. This growth rate has been started to emerge since India opened its market in 1990s with its new liberal economic policies. It is considered as the emergence of economic globalization in India. Since then, the development of tertiary economic activity has been powered by the globalizing forces like ICT, improved technology, open market policy etcetera. Recognizing the fact that education is the fundamental enabler of the KE, Commission started to work to strengthen the roots, i.e. building capacity and capability preparing for the challenges of the 21st century. There is also an increasing importance on the collaboration between education and industry by welcoming business leaders to invest in education sector and creating not only a 'knowledge producing society' but also a 'knowledge consuming society' (Singh 2005).

At a glance, knowledge society seems to be a phenomenon of the advanced countries of the West; as in fact sociologist Daniel Bell underlines, 'The post industrial society it is clear, is a knowledge society' (Bell 1973:212). If post-industrial societies are knowledge societies, how does India, still in pre-industrial state attempt to be one? The largest democracy of the world, the land of more than a billion people, India has an agrarian economy with almost 67% of its people involved in that activity. Moreover it has the largest number of illiterates¹⁷ of the world. Still, the Commission has made some recommendations on Indian Education which is a shift from India's earlier policy on education and it follows the pattern of the education policy followed by the advanced Western countries. In NKC's 2007 report, it puts importance on the improvement of English language to increase the employability and also to meet the global demands. However, it is important to mention that India is a multi-lingual country and this necessity to have command over 'English language' was never emphasised that much in earlier in Planning Commission's reports. But according to NKC, it is 'perhaps becoming the most important determinant of access to higher education, employment possibilities and social opportunities' (NKC 2006:32-34).

If we look into this matter with the light of Jarvis's (2007) theory, we might see a strong connection between the policies of NKC and the globalised core which runs through different entities. According to Jarvis, this global core consists economic systems, technology (mainly IT¹⁸) controlled by large transnational corporations(Jarvis 2007:46).In Indian case, NKC is forming policy recommendations in support of the globalised economy and probably in response to the big (ICT and other) multinational firms. India, for them, is a cheaper and attractive place to outsource their jobs and it's a matter of profit while selecting India as a place for investment¹⁹. It is like literally getting the 'first world skills at third world wages'(Meredith 2007:84).

Due to the huge improvement of communication systems (both electronic and physical) it is now possible to get the job done from the best possible place in the world. Probably that is why international organizations like IMF²⁰ and World Bank are making policy recommendations in developing countries for accountability to the market (Bhaduri 2007). At this point, NKC seems to acknowledge these facts and tries to promote such recommendation which meets the demands of this knowledge economy (see NKC 2007:25).

Surprisingly, all these steps are being taken for the economical growth is in such a country where 34% of the world's illiterate people are living and where more than 250 million people spend their days at an income of less than half a dollar (US)²¹(Reuters 2007²²). The question is how much is it important to focus on keeping the present growth rate, which is mostly contributed by the ICT, hi-tech and industrialised sector, rather than to improve the quality of this one fourth of people who don't even can read & write their names?²³ In answering to this type of questions, India's present finance minister P. Chidambaram (2005) mentioned that it is important to have economic reform first, which eventually creates surplus to facilitate the deprived sections of the society and would improve the social sector as a whole. He puts more importance on 'investments' on education, along with the other important sectors. As per Jarvis's theory, it can be argued that this economic fruits (mentioned by Chidambaram, 2005) will eventually penetrate to develop the other section of the entity. Probably that's why the policy orientation of the NKC is 'not merely the survival of the fittest but the revival of the weakest' (Nath in Meredith 2007:55).

But this notion of overall development gets struck when we can see an increasing difference in income between the educated sectors and non educated sectors of population (Hashim 2008:75). This helps to bubble up

a counter argument than that of NKC and Singh have. It says that this system only helps the rich to get more rich and the poor, poorer; even in developed countries (Jarvis 2007, Carnoy & Castells 1999). However, despite of these facts, NKC's policies seems ready to welcome investments by presenting itself as 'optimally positioned' for this (NKC 2006). This notion of accepting globalization in its present form (also through education policies) in developing countries (like India) is the so called 'TINA' (*There Is No Alternative*) syndrome of an uni-polar world dominated by the US (mentioned in Jarvis's theory as 'superpower' 2007).

On the other hand, the things in EU policies are quite different than that of Indian policies. So it will be interesting to analyze the reaction of EU policies in relation to globalization while promoting KE through its education policies.

EU: Globalization and promotion of KE through Education Policies:

There are several factors which are affecting EU policies focusing towards KE. In Europe, 'the nature of the work itself is changing' (Jarvis et al 2003:20). More jobs are migrating to developing countries, new and more hi-tech skills are being demanded in a constant basis (Meredith 2007; Jarvis 2003). In this Skill-based, competitive and economically globalized world 'it is difficult to find any EU policy document where education policy is not discussed. At the same time there is an emerging danger of ageing population along with ageing teachers in Europe (EC 2001). This shortage, due to the demographic factor can affect developed countries (like EU countries) to not to grow in their desired pace.

Here, applying the same theory by Jarvis (2007) it can be argued that in Europe there are different global factors influencing its education policy formulation towards promoting KE. One of them is that, among the world's top 100 economies, 51 of them are multinational companies, and many of them having Europe as their business area. Eventually they are helping to promote EU's economy as a whole. But due to the cost effectiveness these companies are moving out from Europe and going to countries like India and China (Jarvis 2007, Meredith 2007).

Though EU is designed for its member states and works as a single unit, which according to Jarvis, more powerful than a single nation; but still they have to compete for the same market and investments while keeping its high standard of living. In his latest book²⁴ Jarvis mentioned that

'[...] In order to achieve this union and retain its high standard of living, Europe needs to provide employment for all its workers and to advance the knowledge and technological level of its work force. These two very demanding aims were seen to fall within the ambit of lifelong learning'(Jarvis 2008:39-40).

In many documents, EC mentioned about both LLL and KE, where it can be seen that there are stresses on developing their economy through skill formation, improving training and education etc. It also stresses on R&D and competitiveness and Innovation by completing the internal market. It also emphasizes on investing in people and considered the expenditure on education as an investment, which clearly indicates an expectation for clear return by means of profit, in this common arena of policy, academia and business. According to EU's 'new development model' the fundamental principle of various types of measures to be taken should be to develop human resource [...] through all levels of education (EC, 1994para 7.4). EU repeatedly mentioned this matter of developing human resource and achieves maximum investment efficiency... otherwise; the likelihood is that the gap between the Union and its main competitors become even wider (EC 2003 in Mutsios 2007:20). In answering to this type of competitive nature of EU policies Cochinaux & woot mentioned it as a 'defence mechanism' against global competitors. According to them,

'Globalisation means that many jobs that do not add much value are exported to poorer and cheaper countries [...] The only way for rich countries to stay rich in the long term is to have people who are more productive- which often means that they are better educated (Cochinaux & woot 1995 in Field 2006:28).

Among all these active features, 'learning plays a central role for both workers and employers and this dynamism lies at the very heart of capitalism' (Field 2006:111). Probably that is why Mr. Tony Blair clearly pointed out, 'education is the best economic policy we have' (in Martin 2003 in Rubenson 2006:151).

This market centric approach and the dynamic forces of 'advanced capitalism' (Jarvis 2007:179) can be found on the OECD recommendation and documents which helps to provide the way for EU to become a knowledge economy. In fact, OECD with its market centric view of education policy (Jarvis 2003, Field 2006, Rubenson 2006) was able to influence the EU

(Mandal, 2007:12) to build their policy documents which, in result are driven by economic issues concerning the global competition and success of the EU as a supranational organisation, promoting KE as one of its prime priority (Rubenson 2006:150-155).

Viewing together: Indian and EU education policy discourse

It can be seen that the notion of KE carries different meanings and points of view in policy areas in these two entities. In India, the policy formulation for KE is comparatively newer than that of the EU. Apart from that, India and EU have two different kinds of socio-political setup which influence them to drive their policies. In India, there is a kind of shift from its traditional socialist economic model towards a more market oriented approach like that of west (Pick and Dayaram 2006:171). It is an amalgamation between a socialist and a capitalist economic model. The commerce minister of India said

'We are the fastest growing free market democracy in the world' (Nath in Meredith 2007:56)

On the other hand; EU mostly follows a 'western capitalist' model (Jarvis 2007) and active labour market policies (Green 2007:41). However it is true that, despite of the type of economy India and EU have; the knowledge and hi-tech sectors contribute most in their economic progress and there are many big national and multinational companies who are contributing in that knowledge sector by their investments.

Now, India can really see 'its moments on the world economic stage' (Meredith 2007:133), whereas Europe works as a market of those knowledge based services which are mostly done by India and alike developing countries. Europe is also a kind of viewing its prospects in this era of knowledge economy by reforming its education policies (EC 2001, 2003 etc.) and by becoming more acceptable to those knowledge firms who are going to other countries for their jobs. It also seems that in EU policy domain, there is greater importance of Knowledge economy and on hi-tech sectors. This is an effect of global competition, where EU not only has to succeed against its competitors like US and Japan and recently with emerging Asian economic powers like China and India, but also have to be the most dynamic and competitive knowledge based economy in the world. Here 'It is clear that political power is still to some extent dependent on economic power'

(Jarvis 2008:43), and by welcoming globalization, both Europe and India are poised between being knowledge societies and uncertainty (Beck 1992, Castels 1998 in Albarea & Palone 2007:75).

Conclusion

It can be seen that both India and EU policies are reacting and dealing with this KE, but differing in many means. A closer look reveals a common thread(globalization) which moves these policies. Although it 'depends on the context, how these are approached and why' (Rui in Bray et al 2007:253) however, both political entities, India and EU have a vision of an economic development which can be seen while promoting KE. In India, NKC wants to promote a notion of overall development by overcoming the 'isolationism' and turning the adversity into opportunity (Singh 2005), also for non-knowledge labours(Meredith 2007:95). India enjoys the 'demographic dividend', inflow of foreign capitals and therefore a fast growing economy. Whereas, EU has several other important factors like social cohesion, citizenship, ageing population problems etcetera in its policies.

India, as an emerging market giant is much aware about its economic growth which is 'about three times as fast as the US and Japan; far faster than Europe and creates unavoidable future for the companies around the world' (Meredith 2007:95). Therefore, to support this economic globalization, 'the education investment is a must, it is nonnegotiable' (Nilekani²⁵ in Meredith 2007:212) which is also recommended by the NKC of India. On the other hand 'EU documents reflects the need being felt for education in Europe to respond to the demands of the economic substructure' (Jarvis 2007:69).

Thus, it can be understood that globalization, specifically economic globalization plays a dominant role in policy making. It is also understood that different political entities are reacting differently in their education policies according to their market conditions which are mostly dominated by giant multinational firms and this understanding of global forces and promotion of KE through education policies depend on the present situation and ambition of those specific political entities.

While formulating education policies and recommendations for keeping pace with KE and globalization it is found that there are several forces supporting and opposing these notions (Jarvis 2008, Field 2006). In India, the notion of LLL is emerging with the introduction of NKC's view to make

India, a knowledge based country and opposed by mainly its traditional socio-economic-cultural situation, poor infrastructure and certain attitudes²⁶ etc. Therefore, it seems important to know how these positive and negative forces (global and local) are shaping the notion of LLL and KE in specific political entities. These can be analyzed in the light of Jarvis's latest theoretical framework²⁷ (2008) where this issue is addressed. It is having a great importance to investigate and get a better insight of this issue, especially after discussing how these two policies are reacting to the forces of globalization while promoting KE through their education policies.

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Endnote:

(Footnotes)

¹ National Knowledge Commission consists of six members, including the Chairman. The Members are assisted in their duties by a small technical 'Support Staff' headed by an Executive Director seconded to the NKC by the government. The Commission is also free to co-opt experts to assist in the management of its tasks. The Planning Commission is the nodal agency for the NKC for planning and budgeting purposes as well as for handling Parliament submissions or responses. The National Steering Group for NKC is headed by the Prime Minister and includes the Ministers of Agriculture; Human Resources Development, Science Technology, Commerce and Information Technology

² See more : <http://eprints.rclis.org/archive/00006090/01>
National Knowledge Commission Overview.pdf

³ 34% of the world's illiterate people are living and the country where more than 250 million people are considered as below poverty line, which is an income of less than a dollar per day, per person.

⁴ Opportunity to acquire land/plant cheaply; An efficient infrastructure; A stable government; The proximity of raw material; Low taxation and wages Cheap and efficient means of production; Educated workforce, Flexible workforce which can easily be retrained; Opportunities for continuing education for workers; A market to sell products.

⁵ In recent years Indian economy enjoys massive growth rate of 9.4 percent in 2006-7 and is projected to grow at close to 9 percent in 2007-08 (Radhakrishna & Chandrasekhar 2008 p.2). In 2006-07, service sector grew by 11 percent and contributed 71.5 percent of the increase in overall GDP(RBI 2007 b)

⁶ This figure has been variously reported as either "2 dollars per day" or "0.5 dollars per day". The former figure comes from the the PPP conversion rate, while the latter comes from the official exchange rate. Also note that this figure does not contradict the NSS derived figure, which uses calorie consumption as the basis for its poverty line. It just uses a more inclusive poverty line (Wikipedia ;Poverty in India; http://en.wikipedia.org/wiki/Poverty_in_India#cite_note-5; accessed on 20 May 2008)

⁷ Here It is perhaps relevant to note that the National Literacy Mission (1988) had a different set of goals : "The goals of the National Literacy Mission (NLM) is to attain

full literacy, i.e. a sustainable threshold level of 75 percent by 2005. The mission seeks to achieve this goal by imparting functional literacy to non-literates in the 15-35 age group" (NLM, 1988). The functional literacy as conceptualized in the NLM talks about the 3Rs, skills that improve one's economic life and also adds soft skills like national integration; but addition of ICT in literacy is certainly new in the NKC report. The two reports clearly show there has been a qualitative change in the understanding of literacy. The NLM looked at literacy from a national perspective and to them functional literacy served the purpose whereas NKC's outlook is international. NKC not only wants people to be literate but also ICT savvy which is basic requirement of the Knowledge Society (Bhattacharya, 2007 p. 13) and for the economic development as well. -

⁸ Jarvis's model (2008), 'Forces National Institutions in the Social Context in a Globalising World'; Lifelong Learning and the Learning Society: volume :3; Routledge; London

Culture as a Site of Struggle: A Study of the Oral Literature of the Bhils of Rajasthan

Hemendra Singh Chandalia

Culture is a composite of various practices, beliefs, customs, attitudes and their manifestation in the form of art, music, literature etc. It is usually associated with a group, a community or a nation. In a communal conception of nation, culture not only occupies a central place but defines its character by its identity with religion. (Pannikar, K. N., Presidential Address, IHC, 2008). In this nation is understood as an integral part of religion. This conception of culture is much against the grain of historical experience and contemporary reality. The culture of the tribes, particularly the Bhils, as evident from the study of their literature defies this characterization. It reflects that the tribes, though following different religions, share a common culture. Their faith, as other things in life, has also been a part of the process of interaction, assimilation and reflection. Their literature is a rich repository of their cultural practices and tells a lot about their life style.

The Bhils are one of the tribes residing in Rajasthan, Madhya Pradesh, Gujarat, and Maharashtra. They are the second largest scheduled tribes in India. According to 2001 census report the tribes constitute 8.10 % of the total population of the country. In Rajasthan their percentage is 12.6 which mean the ratio of tribal population in Rajasthan is higher than the national average. Bhils constitute 41.39 % of tribal population in Rajasthan. Besides them other tribal groups are Meena, Garasia, Saharia, Damor, Dhanka, BhilMenna, Nayakda, Kathandi, Patolia, Kolitor and Kokana. Etymologically the name Bhil is derived from the Dravidian term Vil bhillwar meaning archer (*Glimpses of Tribal Rajasthan*, 2006, P. 7). As per the ancient scriptures the Bhils are an ancient population of the Indian subcontinent whom James Tod has described as autochthones of India (Tod, *Annals and Antiquities of Rajasthan*, 1920). They are mainly distributed in the southern districts of Rajasthan viz. Banswara, Dungarpur, Udaipur, Chittorgarh and Pratapgarh. BhilGarasia, DhdiBhil, Dungri Bhil, Dungari Garasia, Mewasi Bhil, Rawal Bhil, Tadvi Bhil, Bhaglia, Bhilala, Pawra, Vasava etc. are the sub tribes of

the Bhils. The Bhils have lived a life of seclusion and so the projects of their development did not benefit them much. The literacy rate among Bhils is about 11 % only.

The seeds of struggle at the cultural level lie in the distinct nature of social composition of tribal society. B. D. Sharma admits that the tribal social organization is very much different from the caste social organization of non – tribal society. Therefore the provisions made by the state and the constitution affect their basic fabric. For example the tribal society is informal and its foundation is laid on concepts which are oral. The society which is being built up through constitutional provisions is formal and relies too much on the written word. These are two very different forms of social organizations. In oral tradition which the tribals follow, the word of mouth is the basis of conduct and hence, a common tribal act on his word and expects others also to keep his word. This is not so commonly practiced in non-tribal societies. The difference surfaces more in the context of socio – economic structure. The new capitalist model adopted from the west and applied to Indian society makes this difference more clear. The tribal society believes in collectivism while the new socio – economic struggle taking shape gives prominence to the individual. In tribal society the community is more important. Even the property relations are much different in tribal society. The collective resources of the community or village are more valuable. This collectivism is reflected in the literature of the tribes, particularly the Bhils, which is predominantly collective right from its creation to its performance and presentation.

More importantly while the written and formal discourse is dominated by power and hierarchy, the oral often expresses counter hegemonic tendencies subverting the asymmetric social norms. The literature of the Bhils is available mostly in verse form. It appears in the form of song – poems, dance – dramas, poetic narratives, idioms and sayings. Of these the oldest are the songs. "Song poems form a significant part of tribal oral literature. Songs were the earliest forms of literature" (Anand Mahanand, *New Quest*, P. 25). Sitakanta Mahapatra, the well known Oriya poet has pointed out, "Once upon a time all poetry was song" (1991: 2). Since the songs have to be passed on orally from one generation to the other, many of the songs have a refrains to be sung by the chorus. There are other songs which are dialogic in nature. Besides the songs, prose narratives in the form of short tales also exist. Today these also reflect the cultural prosperity of the Bhils.

The literature of the Bhils abounds in devotional songs related to birth, naming ceremony, betrothal, marriage and mourning. The songs of heroism, war, protest against kings, opposition to imposition of excessive taxes, cautioning the king about the invasion of the British, salutation of freedom fighters like Gobind Guru and Mama Baleshwar Dayal and the plight of their community during the days of famine also exist in big numbers. Some prose texts of the Bible translated into Bhil are also reported though they do not form a part of popular literature of the tribes.

Two important narratives, which can not be ignored, though they do not relate very closely to the topic of this paper are Gavari and Bharat. Gavari is a dance-drama performed for forty days beginning the day following the festival of Raksha Bandhan. The Bhils perform this every year. Their belief is that Bhils are children of Lord Shiva. The narrative of Gavari revolves round the Lord Shiva and Goddess Parvati, his wife. Lord Shiva is pleased by one demon Bhasmasur and gives him blessing that he will have such a power in his palms that whoever comes under it will be burnt to ashes. After gaining the power Bhasmasur, who is a demon, tries to kill Lord Shiva with an intention of marrying Parvati. Shiva runs here and there to escape. Then Lord Vishnu comes in the form of dancing girl (in some texts Parvati herself). Bhasmasur approaches her to marry. Vishnu, in the disguise, asks Bhasmasur to dance like Lord Shiva. He tries and while doing so accidentally puts his palm above his own head and perishes. Round this central narrative are woven a number of tales which act as sub-plots. The forty day festival is a public celebration in which hundreds of villagers - tribals and non-tribals participate as on lookers.

The performance is staged by a number of restrictions during these forty days. They do not go to their homes, observe celibacy, eat once a day, do not take non-vegetarian food or liquor. The text is improvised in every performance in which new comic contemporary anecdotes are added to make it more interesting. But one must understand that it is a devotional dance-drama performed at the community level in which the cost of production is paid by the village collectively. Gavari is described by some people as having an origin in "Gouri" which is a synonym of Parvati. It is always performed in open. A sacred fire is lighted, a Trishul is struck near the fire and the performers play in a circle made by the audience who assemble there to watch the performance. The instruments used are Flute, Madal and Thali. Madal is the symbol of Lord Shiva while Thali symbolizes Parvati. The human characters include Budia, Rai, Kutkadia

(Narrator), Meda Shankaria, Khetudi, Nat, Paita, Kalbelia, Kalukeer, Bania, Gurjari, Garada, Jogi, Goma, Banjhati, Banjara, Sikligar etc. The animal characters include Monkey, Boar, Lion and Pig (Bhanawat, p. 92)

Another important text of Bhils is called Bharat. This is recited at the shrines of deities during Navaratra, the nine sacred days, and twice a year. They are divided into two broad categories namely,

1. Dev Bharat – Bherunath, Rebari, Raada, Ramdeo, Kesaria, Vasag, Rangdya, Devnarayan, Takha, Raika, Bhunamendu, Mamadev, Ogarh, Nathu, Hanuman, Deraveer, Bhut and Gataleng.
2. Devi Bharat – Chavanda, Lalan – Phulan, Kalaka, Ambav, Roopam, Masima, Latkali, Meladi, Shikotari, Chouth, Kacha, Kakani and Peepalaj.

The Bharat is sung by the local priest (Bhopa). It consists of devotional songs dedicated to the deities mentioned above and usually sung in their invocation.

Oral literature of the Bhils abounds in creations that reflect their struggle against extremities of nature, excess of the feudal lords, the money lenders and the British rulers who came to occupy the land. The Bhils address them in their song poems as "Bhuria" i.e. Brown-skinned people. The culture of Bhils is usually described as that of accommodation, patience and non-aggression. But they are also human beings and experience hunger, thirst, discouragement, disappointment etc. when things go wrong. Sometimes they accept their fate while occasionally they decide to contest and struggle.

Rajasthan is prone to frequent droughts. If year after year drought continues, it leads to famine which means lack of water, food and fodder. The famine of Vikram Samvat 1956 i.e. 1899 A. D. is mentioned in several Bhil songs. The word 'Kodikal' refers to the worst famine:

Harna, worst famine has hit
 Harna, a dry wind blows
 Harna, water has dried up in the wells
 Harna, grass in the forest is finished
 Harna, The granary is empty too
 Harna, cattle have started dying

Harna, women are ill nourished
 Harna, children are loosing their – lives!

The description arouses a sense of desperation. What is to be done in a situation like this? They invoke the Goddess to their land in order to support them.

Now that the dates are ripe, Kalka Mata
 Come to our land
 When the wind blew rain clouds away
 Leaving our fields water
 Rivers dry like old wounds
 Forests dead hills corpselike
 We prayed to you but you never come
 Now that the dates are ripe, Kalka Mata
 Come to our land. (Khare, p.215)

It is interesting to note that similar expressions of prayer and invocation are seen in the literature of indigenous people in other countries as well. The American Indians also pray for the rain in the same way:

Far as man can see
 Comes the rain
 Comes the rain with me
 From the rain mount
 Rain mount far away
 Comes the rain
 Comes the rain with me. (Cronyn, 1962, p.143)

When the king of Dungarpur imposed a tax "Teelibarad" on the public to marry his daughter, the peasants opposed and did not pay the tax. The denial resulted in a battle between the Bhil peasants and the force of the state. The hero of this battle was Kala Gameti. A song is sung to narrate the entire episode. The refrain "Kala Gameti" follows every line of the song:

My dear brothers listen to me
 The king of Dungarpur has levied a tax
 It is called the Teeli tax
 Brothers should we bear this tax
 O village head listen to me

We shall not bear it, living or dead. (Bhil Phool Ji Bhai, 1954, p.40)

There are some songs which express anger of the Bhils towards their king who is not careful of the advance of the British forces. The song aims at awakening the king to prepare his forces and resist the advance of the British forces.

O King, may you be cursed, Brown foreigner is coming
They are coming dear friend on the elephant
Passing by Godhra, they have almost reached Mahi.

Govind Guru was a popular leader of the bhils. He started several reform movements for the tribals. In south Rajasthan Govind Guru taught people to develop confidence and fight against the British occupation of Vagar. He had called a meeting at Mangarh. The British forces opened fire and killed about fifteen hundred tribal people. Mangarh is therefore called the Jalianwala Bagh of Rajasthan. A song was sung by the tribals asking the British to quit the region:

Mangarh is our shrine, Baneshwar our temples
O Brown skinned people go away from here
Baneshwar our temples, at Pawagarh our Gods
O Brown skinned people go away from here.

There are several songs that depict the exploitation of tribals during the colonial rule. These songs suggest that the tribals, though unlettered, do not lack political consciousness. They had the understanding and the courage to oppose the British as well as the feudal powers. Just as they could raise voice against the feudal powers for not fighting the British, they could oppose the British as well.

In the rule of the British, Peasants are bonded labours
They work very hard and rise with the cock's crow
Rising with cock's crow they clean the horse's dung
They clean the stable and give water to the horses
They work very hard and grind grain for making bread
Work in the fields, give manure to the soil
Give manure in the fields, and sow seeds
They cultivate the crops and make fence to protect

Yet they don't get any wages, bonded labour are they.

Though the Bhils lived in remote areas and the means of transport and communication were meagre during the struggle for Indian freedom, yet they were aware of the nationalist movement. Mahatma Gandhi was leading the movement. The Bhils were impressed by him because of his life style. Gandhiji's austerity, his simple dress, his loving words attracted the tribals and they could easily identify themselves with him.

I love the teachings of Gandhiji's
 Living in a broken hut, he took pains,
 Eating in an earthen pot, he took pains,
 I love the teachings of Gandhiji
 He went to jail several times
 Piled the Grinding mill in jail
 Many pains did he take, Gandhiji
 I love the teachings of Gandhiji

Culture is not a static phenomenon. It does not transform itself with the changes in circumstances. Literature reflects the changes taking place in the society. Though the status of women was always high in the tribal society after independence, due to a number of campaigns launched by the government, the consciousness of the villagers to send their children, especially the girl children, to school, has increased. Not only have they started sending the girls to schools but also the message has found place in the songs of the Bhils :

Send the girl child for studies
 A girl reforms two families
 O farmer, send the girl to study
 Don't marry her too young
 Child marriage destroys her life
 Send the girl child to study
 O farmer send the girl child to study.

When a girl is married at a very early age, she is unable to perform all the duties expected of her. The life of the Bhils in south Rajasthan is full of hardships. The terrain is very difficult to traverse. Houses are built on the top of hills and the farms are spread at the foot hill. They rear cattle including cows, goats, hens and others. A woman is expected to get up early, fetch

head loads of water from the wells, or hand pumps, has to clean the cow shed, feed the cattle, prepare food for the family and help the husband in the fields. If she has children, then the responsibility of rearing them up is entirely hers. The girl, too young to carry out all these tasks, expresses her sorrow and anger in such words:

I was too young to marry, o match settler
 Why did you arrange marriage, o match settler?
 I was too young to marry, o match settler
 Why did you send me to my inlaws?
 They want me to bake bread for the family
 I do not know how to bake, o match settler
 Why did you arrange my marriage, o match settler!

The songs are sung by a group of persons. Even when they are songs of grief and complaint, they are all sung by group of men and women. In some songs men and women recite alternatively responding to one another. The songs are often accompanied by clapping, dance and rejoicing. It is a source of jubilation and marks the colourful culture of the Bhils which is so full of song and music even in the face of a tough life they are to live. There are a number of folk tales which are narrated among Bhils. In recent past quite a few non – tribal writers have written poems, plays, stories and even novels on the lives of the Bhil community. Mention, however, may be made of a novel *Dhuni Tape Teer* by Hari Ram Meena who is a tribal IPS officer and has written a novel in Hindi about tribal life in south Rajasthan keeping the massacre at Mangarh-Dham at the centre of narrative. Dr. Jai Prakesh Pandya Jyotipunj and Upendra Anu are poets who have received awards given by the central Sahitya Akademi.

It is very interesting to note that the Bhils have Indianised the practices of worship of the church. In a village Mohammad Falasia in Jhadol Tehsil of Udaipur district lives a man called Hiralal who is converted to Christianity. He carries the same name and told that on Christmas last year they gave the offering of six goats in the church. The phenomenon is difficult to explain but this is how assimilation of cultural practices takes place. There are many songs in Bhils in which numerous English words have been used. These changes point at the complexity and social relatedness of culture. The cultural strength of the tribes is a product of its own tradition as well as those practices assimilated from the contact with other communities. There is a necessity to understand the struggle at the cultural level which has

several parameters. It can not be understood through purely empirical or descriptive methods. Marxist methodology of explaining culture on the basis of economic determinism also falls short to explain this. The relationship between the base and superstructure, with a little bit greater autonomy of the superstructure – dialectical, dynamic and complex can open up immense possibilities for the study of Indian culture including the culture of the tribes.

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Training : Meaning, Functions and Methods

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Training is an important activity in all areas of development. It is an integral part of all programmes. In view of global competitions in recent years, the contents of the training programmes have undergone a sea change in all the fields. However, the concept regarding training is understood differently by people with the result effectiveness of the training programmes conducted at many places bears a big question mark.

The traditional meaning of training has been the transfer of expertise from trainer to learner, where the trainer defines what a particular set of learners needs to learn. This approach to training believes that trainers know everything, and the learner is looked upon as an empty container to be filled-in up by the trainer. Learners play a passive role, and are bound to learn what the trainer teaches. This approach does not allow learners to participate actively, and gives total control over the process to the trainer. Everything in this type of training from defining the objectives to evaluating the learner is done by the trainer. The choice of training methods is based upon the trainer's preference and convenience, and results in a predominance of lectures. The emphasis is on subject matter, or content, and the trainer's competence is ensured if he is a subject matter specialist. This approach to training is very close to formal education or schooling.

Some major assumptions of this training methodology are:

- Acquisition of subject knowledge by learners will automatically lead to action, or change in behaviour.
- The trainer 'owns' the knowledge and can therefore transmit or impart it as 'instructor'.
- Learning depends essentially on the trainers' teaching capacity and the learners' learning capacity.
- Teaching is the responsibility of the trainer and the training institution.

Knowledge and training are value-neutral and 'objective'.

However, another view of training is that it is not limited to 'transfer of expertise' or equated with 'imparting knowledge'. Training is seen as a process of growth and discovery aimed not just at 'knowing more' but at 'behaving differently'. The focus is on building up one's critical consciousness, examining one's values, attitudes and orientations; on 'unfreezing' set notions and set patterns of behaviour, and questioning, re-thinking, re-learning. In this process both trainers and trainees learn from each other. This approach of training is intended to build the learners' confidence in their capacity to observe, criticize, analyse, and figure things out for themselves.

Thus learners discover they are just as good as their teachers and everyone else. They learn to cooperate with the trainers. Learners are encouraged to consider the whole social context and past history when they try to understand realities of their situation. Their learning resolves around their own needs, and progresses through opportunities for reflection and analysis. This can be called the training for change as emphasis is more on learning than on training. Learners are encouraged to voice their own ideas and explore ways to solve their problems, investigate their own reality on the basis of their own experience. This approach to training aims at freeing people from patterns of thinking imposed upon them by dominant forces. Its methodology is learner-centered, experience-based and open-ended.

Some major assumptions of this alternative approach to training are:

- People cannot be developed, they can develop themselves.
- Acquired knowledge does not automatically lead to action or changed behaviour, people first need to be convinced about the importance of change.
- Learners themselves are a rich source of information and knowledge about the real world.
- The collective is a powerful tool for learning and change.
- Training and knowledge can never be neutral.

Hence, training should be viewed as a learning process i.e. learning of new skills, concepts and behaviour. It connotes a structured event with boundaries of time, place and persons

Functions of Training

The singular function of training is to produce change. It is the upgrading of a person's skill or the addition of a new skill, which in turn can bring about the desired change an agency, is seeking. It is important to understand that training in and of itself cannot motivate a work force. However, it is an integral part of what is needed to accomplish the long-term goals of the agency.

Our society pays great lip service to change. We call ourselves the most progressive and advanced society. Indeed, technologically we are advanced. But if that technology causes us to change the way we do things, we resist it. We want to think faster and work more efficiently, but not if that means having to break habitual patterns of work to learn new ways of doing things.

Change is neither good nor bad but only constant. Individuals respond constantly to various combinations of elements in the environment. These elements can be as diverse as pressure from a family or peer group, the temperature of the room, a recent illness, traffic conditions, a working situation etc. We are constantly adjusting to a shifting environment, changing to meet new demands. Trainers cannot create that change, but they can guide it.

Educators talk a great deal about motivation, the desire to learn, but in the end an individual either does or does not want to learn. An instructor cannot create motivation where none exist. There is a famous old saying "you can lead a horse to water but you can't make it drink". Hence, the trainer shapes the environment to make it conducive to learning.

Characteristics of Training

Training programmes vary according to the nature of trainees, responsibilities they hold, training resources and duration of training. However, a good training programme should have the following characteristics:

Participation – a good training programme is the one in which the organizers, trainers and trainees jointly develop the programme and manage the same. A well endowed trainee is the one who knows well in advance about the entire training programme in which he is a participant which includes daily

programme schedule, resource persons for different topics, resource materials identified for distribution, the rapporteurs who are going to report about the day to day proceedings etc.

Discussion – normally a subject is introduced in the training through lecture method. But the entire training cannot be conducted by lecture as it separates the trainees from the trainer. In order to make the training programme lively and participatory, the trainees should be allowed to share their views by participating in the discussion on the subject introduced by the trainer and raise questions for clarification. This method enables the trainees to understand the subject better. However, the trainer should be cautious enough to make maximum trainees participate in the discussion as some trainees may tend to dominate more frequently than others whereby not giving chance for all round participation. Participation of the trainees in discussion also enables every one learn from others, develop capability and gain experience.

Exchange of Knowledge – trainees come from different places. They have different skills and competencies personally and also gained through the jobs they do over a period of time. Sometimes use of these competencies and skills prove beneficial in developing new competencies and skills which in turn will raise the self respect and self confidence of the trainees. This in turn will give rise to new attitudes in them. As the changes occurred are based on their first hand experience, they may use this process to develop further in their workplace also after the training programme is over.

Sharing of Experience – training programmes cannot be based on theory alone as the information given through lectures and in papers many times may not convey proper meaning to the trainees and with the result they may not understand fully. Hence, training programmes should give more opportunities for the trainees to share their experiences so that each one benefit out of the same. The knowledge gained from the experience of others and practices followed are always a gain for the trainees as the shared information is heard from the concerned persons himself. The biggest achievement in this practice is immediate acceptance by the trainees as it was not just narrated by the trainer for the training purpose.

Closer to Reality – training should always be given in real life situation. Selection of venue, competency of resource persons, material

prepared in understandable language and importance given to trainees are some of the points which need to be taken care off. High profile arrangements almost de-link the trainees form the academic gain.

Training versus Teaching

Training is different from teaching. Teaching means "to impart the knowledge," to tell someone how to do something. Training is "to form by instruction, discipline or drill."

Teachers cause learning by providing information; trainers facilitate (help bring about) learning. Although the two are often used synonymously, they really are very different processes.

Good teaching changes attitudes towards learning. It provides a set of mental tools that can then be applied to wide variety of new situations. It sharpens the ability to apply previously acquired information to face unexpected complications. It heightens the awareness of connections between seemingly unrelated elements - the hallmark of creative problem solving. One does not learn responses from good teaching. However, good teaching teaches how to learn.

One important difference between the two terms is that "Teaching" refers to the actions of a teacher in a context where learning is the aim of the activity. The learners might or might not be active as well.

"Training" rarely refers to the actions of a trainer. Instead, it most often refers to events such as seminars and workshops, but also includes programmes that are based on self-study materials.

Methods of Training

Training methods differ from clientele to clientele and objective to objective. There are a number of training methods developed over the years. However, no trainer will use all the methods simultaneously in a particular training programme.

It is the choice of the trainer to use the most effective methods of training so that trainees acquire maximum knowledge and attitude for change.

Following are a few methods of training:

Heard and Said Method

Lecture

Lecture method is a very popular method in teaching-learning and training situations. It is an age old practice in almost every kind of educational and training situations. Traditionally lecture method incorporates one-way communication. The person delivers lecture to a group of people approximately vary from 20-60, sometimes the group size may be larger or smaller than this. There are instances where lecture method incorporates two-way communication between the person who gives the lecture and the audience through question answer activities, assignments etc.

In the training situation, the lecture method serves basic purposes of quick delivery of information in large group situations. Basic information with detailed description, analytic visions and qualitative thoughts can be presented before the trainees smoothly through lecture. It enables the trainees getting the first hand information about the subject, developing a comprehensive look of situation and development of imagination of the trainees.

The advantages of lecture method are:

- Familiarity to the group.
- Flexibility in operation.
- Cost effectiveness.
- Uniformity in delivery of information.
- Presentation through explanation, elaboration, description, illustration and narration of contents and wider acceptability among the trainees, especially in face-to-face situations.

Major limitations of lecture method are:

- Lack of economy of time.
- Low sensitivity to development of higher order adjectives of learning like analytical thinking and development of attitude and values.
- Lack of application and skill based training.
- Lack of potentials to fulfill individual queries.

- Lack of strength to take care of individual differences like interest, abilities, skills and experiences of participants.
- Lack of opportunity for active participation of the trainees.

Discussion

A discussion is an oral exploration of a topic, object, concept or experience. All trainees need frequent opportunities to generate and share their questions and ideas in small and whole class settings. Trainers who encourage and accept trainees' questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas. The purpose of discussion is:

- to help trainees to make sense of the world
- to stimulate thought, wonder, explanation, reflection and recall
- to provide opportunities for trainees to clarify and expand their ideas and those of others
- to promote positive group interaction and conversation
- to demonstrate questioning techniques.

There are two kinds of discussions, one is open ended and another one is guided.

- **Open-ended Discussions:**
- Open-ended discussions begin with a sincere question (to which there is no one correct or concise answer) posed by trainer or trainee.
- All listeners consider the question.
- Incorporate pauses after trainees' responses to encourage extended or different responses.
- Clarify trainees' responses when necessary.
- Establish trainee-trainee dialogues during the discussion whenever possible.
- Respect trainees' questions and their responses.
- Model the role of sensitive listener, collaborator, mediator, prompter, learning partner and questioner.
- **Guided Discussions:**
- Guided discussions begin with trainer-posed questions that promote the exploration of a particular theme, topic or issue.
- Through discussion, trainees should achieve a deeper understanding of the topic.

After some time is spent on trainer-directed questioning, trainees should be encouraged to facilitate discussions by continuing to formulate and pose questions appropriate to the topic of study.

Panel Discussion

A panel consists of a small group of six or eight persons, who carry on a guided and informal discussion before an audience as if the panel were meeting alone. The proceedings of the panel should be volunteering of facts, asking questions, stating opinions—all expressed with geniality, with respect for the contributions of other members, without speech making, and without making invidious personal references. This primary function should occupy approximately two-thirds of the allotted time—say forty minutes of an hour's meeting. The secondary function of the panel is to answer questions from the audience. This discussion method is suitable for use when a relatively large audience is anticipated. The disadvantage of the method is that it confines most of the discussion to the panel itself. The audience listens and is given a chance to ask questions, but for the most part is passive and receptive.

Panel discussions, if well conducted, are usually more interesting to the audience than is the single-speaker forum. They provide sufficiently varied clash of opinion and presentation of facts to give even the quiet members of the audience a feeling of vicarious participation.

Quality and tasks of leadership in panel discussion are important. The leader must take special care to select panel members who can think and speak effectively. He must also be sure that they prepare themselves to discuss the subject. During the discussion by the panel the leader should keep himself more in the background as chairman of the panel. He can do so because each member of the panel is in reality an assistant to the leader and is responsible for specific contributions to the proceedings.

When the subject is thrown open to the house, it is the leader's job to recognize appropriate questions and to reject those not bearing on the subject or involving personalities. Some questions he may answer himself, but usually he should repeat the question and call upon one of the panel to answer it. By preliminary announcement the leader may also tell the audience that they may direct questions at particular members of the panel if they choose. In any case, during the question period the leader needs to maintain

strict control. On many occasions this may be the toughest part of his assignment to carry off efficiently and with good humor.

While it is customary to confine audience questions to a specific period, some leaders permit questions from the floor at any time. Unless very carefully limited by the leader, this practice may interfere with effective discussion by the panel.

Arranging the panel properly will lend effectiveness to this form of discussion. The members should face the audience. It is important that each panel member adjust his chair so that he can see every other member without effort. The chairman will also find that the best places for his readiest speakers are at the extreme ends of the table. He should keep the more reticent members close to him so that he can readily draw them out with direct questions. If the quieter ones sit on the fringes of the panel, the more voluble members are quite likely to monopolize the discussion.

The main advantage of a panel is the opportunity to hear a variety of options or points of view from several knowledgeable speakers. Another advantage is that the informal unrehearsed nature of a panel often results in spontaneity between speakers. This can produce a dramatic quality that stimulates further interest and learning among audience.

However, panel has the limitations also. One of the most incriminating is a poor moderator who fails to keep panel members on the topic. Another limitation is finding available panel members who are not only knowledgeable but are effective speakers.

Symposium

Symposium is a series of presentations given by two or five persons of notable authority and competence on different aspects of the same team or closely related themes. The symposium tends to be formal in nature because of the authoritative presentation. However, once the presentations are given, questions from the audience are encouraged and accepted. Rarely, do the invited speakers converse with one another and almost never thus one of them interrupt another during the formal presentation of ideas.

The symposium is chaired by a person who is actually in charge of the proceedings. Usually, speakers are limited a maximum of twenty minutes

each so that time for audience questions and comments can be included. Thus, most symposiums run between 60 to 90 minutes in length.

The symposium method is appropriate for any number of occasions. It tends to work best when the purpose of a meeting is to present several sides of one question or to approach a central theme from several different perspectives at a single session. It works well when disparate points of view are brought together on a controversial topic. The symposium also can be used to help people understand how related parts of a topic contribute to the topic as a whole. An additional use of the symposium is to stimulate fresh thinking on a topic.

Like the forum and panel, there are three parties involved in a symposium. They are the Chairperson, the Speakers and the Audience. Each party has distinct roles and responsibilities which are as below:

The Chairperson is responsible for organizing and presiding over the symposium. Important qualifications include some knowledge of the topic, a good speaking voice, and the ability to facilitate large group meetings. In addition the Chairperson should be able to tolerate ambiguity and deal with spontaneous situations that may arise during the symposium.

The Speakers are responsible for preparing their remarks and presenting them in a clear and concise way. They should have a firm grasp of the topic at hand and try to learn as much as they can about the audience to which they will be speaking.

The Audience is usually comprised of interested individuals who want to attend the meeting. In the training situation the audience will be trainees. Unless the audience participates in the symposium by raising questions at the end, the symposium will not be achieving the end result of the session.

The symposium offers many advantages. It brings together knowledgeable speakers who present a variety of options on a given topic. Even though each speaker's time is short, it is often possible both to identify and to explore problems quite thoroughly. The audience has the benefit of hearing disparate points of view that can be challenging and stimulating.

However, there are a number of limitations with the symposium method. The formal structure tends to promote passivity among audience since there

is little room for active participation. Sometimes the symposium members fail to check with each other prior to the meeting which results in repetition of information, confusion and deviations from the assigned topic. Sometimes it is difficult to find enough competent speakers to cover the topic adequately.

Story Telling

Storytelling is the ancient art of conveying events in words, images, and sounds often by improvisation or embellishment. Stories or narratives have been shared in every culture and in every land as a means of entertainment, education, preservation of culture and in order to instill moral values. Crucial elements of stories and storytelling include plot and characters, as well as the narrative point of view. Stories are frequently used to teach, explain, and/or entertain. Less frequently, but occasionally with major consequences, they have been used to mislead. There can be much truth in a story of fiction, and much falsehood in a story that uses facts.

Storytelling has existed as long as humanity has had language. Every culture has its stories and legends, just as every culture has its storytellers and often revered figures with the magic of the tale in their voices and minds.

The evolution of technology has changed the tools available to storytellers. The earliest forms of storytelling are thought to have been primarily oral combined with gestures and expressions. Rudimentary drawings scratched onto the walls of caves may also be forms of early storytelling. Ephemeral media such as sand, leaves, and the carved trunks of living trees have also been used to record stories in pictures or with writing. With the advent of writing, the use of actual digit symbols to represent language, and the use of stable, portable media stories were recorded, transcribed and shared over wide regions of the world. Stories have been carved, scratched, painted, printed, or inked onto wood or bamboo, ivory and other bones, pottery, clay tablets, stone, palm-leaf books, skins (parchment), bark cloth, paper, silk, canvas and other textiles, recorded on film and stored electronically in digital form. Complex forms of tattooing may also represent stories, with information about genealogy, affiliation and social status.

Traditionally, oral stories were passed from generation to generation, and survived solely by memory. With written media, this has become less important. Conversely, in modern times, the vast entertainment industry is built upon a foundation of sophisticated multimedia storytelling.

Story telling is one of the important training methods as it creates interest in trainees and increases the retention power. However, trainer should use this method selectively.

Brainstorming

Brainstorming is a process for developing creative solutions to problems. It works by focusing on a problem, and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. One of the reasons it is so effective is that the brainstormers not only come up with new ideas in a session, but also spark off from associations with other people's ideas by developing and refining them.

The steps for brainstorming are:

- ◆ Gather the participants from as wide a range of experience as possible. This brings many more creative ideas to the session.
- ◆ Write down a brief description of the problem - the leader should take control of the session, initially defining the problem to be solved with any criteria that must be met, and then keeping the session on course.
- ◆ Use the description to get everyone's mind clear of what the problem is and post it where it can be seen. This helps in keeping the group focused.
- ◆ Encourage an enthusiastic, uncritical attitude among brainstormers and encourage participation by all members of the team. Encourage them to have fun!
- ◆ Write down all the solutions that come to mind (even ribald ones). Do not interpret the idea, however you may rework the wording for clarity's sake.
- ◆ Do not evaluate ideas until the session moves to the evaluation phase. Once the brainstorming session has been completed, the results of the session can be analyzed and the best solutions can be explored either using further brainstorming or more conventional solutions.
- ◆ Do not censor any solution, no matter how silly it sounds. The silly ones will often lead to creative ones - the idea is to open up as many possibilities as possible, and break down preconceptions about the limits of the problem.
- ◆ The leader should keep the brainstorming on subject, and should try to steer it towards the development of some practical solutions.

- ◆ Once all the solutions have been written down, evaluate the list to determine the best action to correct the problem.

Brainstorming generates many radical and useful ideas and hence, it is a lateral thinking process. It makes participants to come-up with ideas and thoughts that seem at first to be a bit shocking or crazy. The trainer can then changes and improve them into ideas that are useful, and often stunningly original. During brainstorming sessions there should therefore be no criticism of ideas. Judgments and analysis at this stage will stunt idea generation.

Buzz Session

Buzz session is a short, small group discussion session. It is used as an effective means of achieving trainees participation. In buzz session, a problem is actively discussed upon by a small group of trainees for a short interval of time. The size of the group is between 3-6 and the duration between 5-8 minutes.

The buzz groups are formed usually during the lecture when the class confronts a problem. As the groups are composed of a small number of members, all individuals will participate. There will be active communication and group interaction and this naturally stimulate thinking which leads to the generation of new ideas.

Buzz sessions can be used to develop questions for a speaker or panel, offer ideas regarding how to address an issue in the future, or react to the information that has been presented in the session. Buzz groups can be used in general sessions or concurrent sessions.

Quiz

A quiz is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. Quizzes are also brief assessments used in education and similar fields to measure growth in knowledge, abilities, and/or skills.

Quizzes are usually scored in points and many quizzes are designed to determine a winner from a group of participants - usually the participant with the highest score.

Self Learning Method

Programmed Learning

According to B. F. Skinner (1958), the purpose of programmed learning is to manage human learning under controlled conditions. Typically, a textbook or computer presents the material to be learned in a series of very small steps, called frames. Each frame contains some information and a statement with a blank that the trainee fills in. The trainee then uncovers the correct answer (by moving a paper down the page) before going on to the next frame. Each frame introduces a new idea or reviews material covered earlier. The agreement between the uncovered answer and the trainee's own response reinforces correct responses, making it likely that they will occur again. Moreover, shaping is employed, in that the frames start from the trainee's initial knowledge and in small steps proceeds to the final knowledge. The trainee is therefore usually correct and continues to be reinforced, which keeps him or her at the task until completion.

The principles of programmed learning have been incorporated into a method of training. It is a self-paced training format where each trainee works his or her way through the course material, which is broken down into small steps. Each trainee must "master" the material in one unit through a quiz before moving on to the next unit. Because of active trainee participation, small steps, immediate feedback, and reinforcement, this method can be very effective.

Learning through Correspondence

Like education through correspondence, training can also be given through correspondence. This method is used mostly to train a large number of persons simultaneously who are sitting all over the places. This method is normally used as many times it may be difficult to bring all the persons together to a particular place or places for the purpose of training due to various reasons. However, in view of the importance of training to empower them either before they enter into service or they are in service, training is given by selected trainers through materials sent directly to the trainees.

In Correspondence method not only topics are selected carefully but also the resource persons to write the materials as they are self study materials. The methodology adapted for preparing the materials is different

from other methods. The materials also include assessment sheets to know the progress made in studies.

The advantage of this method is covering the large number of participants one and the same time and simple nature of the materials prepared. Self evaluation sheets help the trainees to know about the levels achieved in understanding the materials.

However, the greatest disadvantage of this method is the absence of a trainer or trainers who will have face-to-face contact with the trainees. Doubt, if any, for the trainees cannot be clarified with the trainer immediately. Even though care is taken to prepare the materials in simple language, for some trainees even the simple may be difficult to understand. In that situation material sent for learning through correspondence will be of no use.

Action Oriented Method

Survey

The investigation of the facts about a situation may be called a survey. But today the word is most often used to describe a method of gathering information from a number of individuals, a "sample," in order to learn something about the larger population from which the sample has been drawn. Thus, a sample of voters is surveyed in advance of an election to determine how the public perceives the candidates and the issues. A manufacturer makes a survey of the potential market before introducing a new product. A government agency commissions a survey to gather the factual information it needs in order to evaluate existing legislation or draft new legislation. For example, what medical care do people receive, and how is it paid for? How many people are unemployed?

Surveys come in many different forms and have a wide variety of purposes, but they do have certain characteristics in common. Unlike a census, they gather information from only a small sample of people (or firms, businesses or other units, depending on the purpose of the study). In a bonafide survey, the sample is not selected haphazardly or only from persons who volunteer to participate. It is scientifically chosen so that each individual in the population has a known chance of selection. In this way, the results can be reliably projected to the larger public.

Information is collected by means of standardized questions or interview schedules so that every individual surveyed responds to exactly the same question. The survey's intent is not to describe the particular individuals who by chance are part of the sample, but to obtain a statistical profile of the population. Individual respondents are never identified and the survey's results are presented in the form of summaries, such as statistical tables and charts.

The sample size required for a survey will depend on the reliability needed which, in turn, depends on how the results will be used. Consequently, there is no simple rule for sample size that can be used for all surveys. However, analysts usually find that a moderate sample size is sufficient for most needs. For example, the well-known national polls generally use samples of about 1,500 persons to reflect national attitudes and opinions. A sample of this size produces accurate estimates even for a country as large as the United States and India with a large population.

When it is realized that a properly selected sample of only 1,500 individuals can reflect various characteristics of the total population within a very small margin of error, it is easy to understand the value of surveys in a complex society such as ours. They provide a speedy and economical means of determining facts about our economy and people's knowledge, attitudes, beliefs, expectations, and behavior.

Moreover, once collected, survey data can be analyzed and reanalyzed in many different ways. Data tapes with identification of individuals removed can be made available for analysis by community groups, scientific researchers and others.

The advantage of this method is the personal experience of the trainees to collect data from the identified sample with the help of standardized interview schedule. This enables the trainees to see the society in close quarter. Survey method also provides opportunity for the trainees to analyze the data and present it in the readable form.

However, the disadvantage of this method is that if any trainee or trainees who are not able to prepare the interview schedule properly or administer it properly, the data collected may be incomplete and the samples may not reflect the true picture of the general community.

Case Study

The use of fictional or real case studies can help bring an element of practical application to the training. However writing a case study is not always easy, and care needs to be taken. The best case studies involve issues that are arguable either way, and therefore the outcome may be open to real deliberation. Writing a good case study is difficult and time consuming – it requires detailed knowledge of the relevant issues.

When writing a case study, you need to keep in mind the following:

- The scenario should be familiar to the trainees – either from personal experience or from previous training sessions.

- The scenario needs to describe the various individuals and the various factual situations with sufficient detail. However all information included in the study must be directly relevant to the issues which are being discussed.

Real case studies: This can either be a situation which is familiar to the participants or one which is new to them. The participants should be provided with a summary of the key facts, excluding any details which are not relevant to the issues which are the focus of the discussion.

The facilitator may choose to provide the trainees with the outcome of the situation and ask for a critique of this, and suggestions of what should have happened. This will be appropriate where the situation, and the outcome, are well known. The facilitator may otherwise choose to not tell the trainees the outcome and get them to suggest what should have happened (procedural steps, solutions etc).

Fictional case studies: Fictional case studies are useful tools to enable trainees to deal with highly sensitive national issues by altering the facts sufficiently to remove them from reality, whilst retaining the issues engaged by the national problem.

Either of the two methods used for real case studies is suitable for fictional studies. With some groups it can be a particularly useful exercise to require half the group to e.g. defend the alleged discriminatory behavior in the way in which national authorities, employers or other discriminators might seek

to defend it. This may require very skillful facilitation by the trainers since NGO participants will be reluctant to voice these views.

Demonstration

Much of learning is concerned with acquiring some combination of knowledge and skill. Lectures and discussions are incomplete as techniques for providing a combination of knowledge skill. Demonstrations, however, show adults how something works and the procedures followed in using it. Demonstrations can supplement content and translate descriptive material into actual practice. Demonstration of the skills is also often required in order for the trainees to fully comprehend as well as apply the new knowledge, competencies, skills, concepts, and/ or truths.

Demonstration serves two purposes in training. First, it can be used to provide a model of a skill. Second, it can be for support to explain an idea, theory, belief, concept or skill.

In terms of the learning process, a demonstration serves the purpose of arousing interest are motivation and directing attention to the skill, behaviour and/or knowledge to be learned. Demonstration can also be used to support a verbal explanation of a principle or physical process. Demonstration is also appropriate when the topic or skill lends itself to observation.

The advantage of demonstration method is that it is an excellent way to illustrate points which enable the trainees to comprehend complex and difficult material in a short period of time. In formal training environments, time is important. When properly prepared several minutes of demonstration may accomplish more than hours of lecture. Demonstration helps to reduce the gap between theory and practice. By providing a demonstration, complex models and processes become real. Demonstration allows the learners to see the exact manner in which a skill or behaviour is to be performed. Trainers should therefore, provide ample practice time in order for the trainees to develop a mastery level of performance.

However, this method has a few disadvantages also. Other than providing the trainees an overview of a task, skill, or process, some critics believe demonstrations offer only a few positive benefits. A wrong understanding of the demonstration may lead to negativity. A trainer who does not possess a

mastery level of skill or cannot demonstrate the correct procedure should not attempt this method.

Study Tour

This is one of the important methods of training which is normally sandwiched between the theory and practical. This method provides an opportunity for trainees to personally visit the places for on the spot learning. Whatever one learns in theory is only on paper but the same is corroborated in study tour by seeing the same. This gives a different type of experience which cannot be forgotten.

The advantage of this method is personal experience gained by the trainees to personally see the things which is sustained forever in the memory. However, the disadvantage is that not everyone can be taken on study tour as it involves money. Also if the trainees do not take the study tour seriously and treat the same as an outing, the tour will not be an educational one.

Mixed Method

Residential Training

Residential training may sometimes be necessary but their main positive characteristic is that, properly used, they are particularly effective in helping people to acquire a new and more positive understanding of values and to change their attitudes. This means that residential training is more than ordinary training carried out under one roof. It requires a considerable commonality and sharing of conditions and of work between all trainees and trainers to demonstrate in practice what common living, sharing, participation and joint responsibility mean. In this context group discussion will help to clarify and appraise what is happening; common field projects may express it; reading and study may well have prepared people for it; may be a final lecture will crystallise for all the underlying values of the common experience.

Many training institutions insist on residential training as it gives a lot of time for academic work, practical work apart from participants of the training programme knowing each other in a short span of time. In the non-residential training programmes the trainer should always be cautious in making the

trainees to be present in the programme in time and closing the sessions as per the pre-determined time schedule to enable the trainees to reach their homes safe. But in the residential training programme the trainees are controlled group who are always available in the training place. Extended sessions enable the trainees to complete the academic work fast and devote more time in the late evenings or nights for group work and practical work.

Trainers many times divide the participants in different groups and assign the responsibilities like upkeep of training venue, food arrangements, Chairmanship/ Coordinatorship for academic sessions. This provides leadership quality in the trainees.

Seminar and Workshop

Seminar means group activity where papers are presented on theme, issue, problem, application of skill or method by participants and followed by group discussion. Seminar is different from simple group discussion from different angles. First, in group discussion, many a time the topics or issues for discussion are raised on the spot by trainees while participating in programme, whereas in the case of seminar, a well planned paper is to be prepared by the trainee well in advance with careful study of reference materials. Second, group discussion may be controlled and guided by the moderator to a large extent, whereas in seminar it may be controlled almost completely by the participants. Of course, the guidance of the moderator is needed for preparation of the seminar paper.

Third, in group discussion, the moderator takes major responsibility for conducting effective group discussion, whereas in seminar the trainees take sole responsibility for chairing the session, conducting the group discussion and reporting the resolutions and conclusions. Fourth, the seminar involves more formalities in comparison to simple group discussion. Lastly, seminar requires through involvement in preparation of papers by experienced and well read participants, it also requires serious attention on the theme by the participants. On the other hand in simple group discussion, there can be more flexibility and informality in discussion.

Seminar aims at development of analytical thinking and problem solving abilities among the trainees. It also enables trainees to develop managerial abilities for organizing group activities, to develop democratic values and scientific attitude among themselves.

Seminars have a number of advantages with regard to achievement of higher order of learning objectives. It contributes towards individual development as well as group development. Different roles in seminar such as Chairperson, presenter of paper and roles performed by the participants in turns help them to gain managerial skills, self confidence, analyzing the problem, identifying alternative solutions to the problems and developing independent thinking. It helps the participants to acquire different communication skills in group situation, and to gain insight and experience in organizing group activities.

Seminars have limitations with regard to its application in selective topics. It is time consuming. The participants have a lot of inhibitions in facing the group as presenters of papers since, the training programme may be meant for a small duration. The paper presenters must have high level acquaintance with references and source materials. Seminar method involves proper planning on the part of the trainer and trainees which may not take place systematically during a short duration training programme.

Workshop is the most popular methods of group based learning, may be of large group or small group. Its main purpose is to acquaint the trainees with complex problems and develop skills like problem solving, decision making, instructional material development, application of training skills, etc. Workshop is also useful in development of social life-skills, communication skills, procedure for management etc. The major focus of workshop is group activity based learning. However, individual works may form a component of workshop.

A workshop involves a number of activities like presentation of resource person, demonstration, group discussion, practical and evaluation. A workshop may continue for a few days involving 5-6 hours group work everyday. A workshop may include a number of group activities like interaction based lectures, brainstorming and small group discussion. In a workshop the participants may work individually in the venue or may take some home assignments for development of materials.

The major advantage of workshop is its flexible nature of organization. An experienced trainer can conduct a number of workshops where the trainees learn skills as well as produce meaningful materials. The limitation of the workshop is that heterogeneous group members find it difficult to

work freely. Coordination of workshop activities requires organizational skills on the part of the organizer.

Field Operational Seminar

Field Operational Seminar is a training exercise which enables the participants to experience on a reduced space or time scale, but in a real situation, the sequence and correlation of operation constitute the process of the subject taken for training. In Field Operational Seminar, the participants rediscover for themselves through individual and group efforts of research and analysis, an educational strategy geared to development and the fundamental concept of the subject taken. They acquire direct experience of the ways of preparing and shaping a made-to-measure programme rooted in the requirements of a specific milieu, and a practical knowledge of experimenting with educational activities and assessing the various factors in the learning process. It is thus a situational method, combining analysis and action to arrive at the formulation of educational methods and procedures and a definition of the principles underlying action. Theories and concepts are constantly held up for comparison with the practical realities of a particular environment. Consequently the Field Operational Seminar is a full scale self directed experiment. It is a self learning exercise as it is only by doing that one learns to do.

Use of Audio-Visual Aids

Training is increasingly being considered as a process of communication and educational technology is a new approach to the problem of teaching and learning. Hardware and software are two structural components of educational technology and multimedia is an essence of this approach. Multimedia is used as vehicles of communication of ideas. They can also be provocative for generation of ideas. They are helpful in developing interest, attention, involvement and motivation which are prerequisites for learning, especially for creative function.

There are numerous audio-visual aids that one can use in the training programmes. The aids selected should focus on the subjects of delivery. Some of the aids can be made by the trainers themselves and some others can be purchased from the established agencies. However, the focus of the aids used should be on the subjects only.

The use of audio-visual aids in the training programmes is mainly:

- To maintain a high level of interest in the subjects delivered. They give the necessary variation and a change of pace in the sessions to help maintain the trainees' attention and interest.
- To make the trainees to understand the subjects from the beginning itself.
- Top of Form Bottom of Form
- To promote greater trainee participation. The trainer can ask the trainees to perform a particular task with the help of a teaching aid, either individually or in groups.
- Trainer should use the teaching aids judiciously keeping in view the age of trainees, their intellectual levels, language proficiency level and their socio-cultural background.
- Teaching aids should not be used just because they are available or that you find them fun to use. They are aids for training and not end in themselves. Therefore, their use requires careful planning on the part of the trainers to achieve maximum effectiveness.

Conclusion

Can the training programmes become tools for social change? Yes, it can bring in a limited change.

Society is characterized by a small section of the various kinds of elite who own and control a large amount of resources (land, capital, machinery, etc.). This section is well-informed, powerful and well-organized, and dominates the economic, political and cultural life of the society. On the other hand, there is a vast majority of people who have no control over resources including their own labour.

They are ignorant, weak and unorganized; they are the vast majority of workers, labourers, small farmers, tribals and women. Of course, there are several categories of people in between these two classes.

Given this structure of society, the meaning of social change implies improvements in the lives of this vast majority of people in the direction that they consider appropriate for themselves. Hence, the process of social change entails informing, mobilizing and organizing this vast majority of people such that they can identify, articulate and struggle for their common

interests. Unless the poor and the weak become informed and organized to act collectively in their common interests, meaningful social change cannot take place.

Thus social change implies:

- Conscientisation of the poor
- Empowerment of the powerless
- Organization of the unorganized

Viewed in this way, the process of social change will require changes in the individuals, groups of individuals and in the systems and structure of the society. Participatory training can play a limited, but crucial role in facilitating this process of social change. This can take place in several ways:

1. Individuals can use the learning opportunity provided by training for personal changes; e.g. understanding the dynamics of society and social change, their own strengths and weaknesses and their potential role in the process of social change.
2. Individuals can acquire relevant knowledge and skills through this learning opportunity to play their meaningful role in social change.
3. Groups and individuals can learn how to function as an effective team and building block for the larger organization in this process.
4. Individuals and groups can experience, in a microcosm, the possibilities of participatory and democratic functioning during the training programme itself and thus learn to experiment with their own visions of an egalitarian society.
5. Individuals and groups can acquire appropriate values and attitudes necessary for building such an alternative society.

To the extent that training creates an opportunity for learning, and learning entails change, the participatory training programme creates the necessary experience of personal and collective change. As well, such change process may provide useful insights to facilitate this process of change on a wider scale.

It is clear that structural aspects of social change do not occur during the training programme. Steps need to be taken outside the training programme to bring about significant changes in the structures and systems of the society. However, it is possible that certain seeds towards this structural transformation are sown during the training itself and they flower later through additional important steps outside the context training.

In this way, participatory training makes a limited contribution towards the process of social change and does not claim to lead, on its own, to social transformation. However, it makes an important contribution towards this process.

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Assessment of 'Sarva Shiksha Abhiyan' in Sarvodaya Schools of Delhi

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Introduction

Children are very important part of our society. Any lacunae in early education of a child can have long term consequences. Not to be educated, not to acquire basic literacy and numeracy is a serious disability, both for the child and for coming generations.

Every child in our country has a right to education. Right to education has become fundamental right in Indian statues books in 2002. According to this every Indian child 6-14 year of age has fundamental right to free and compulsory education (Kalam 2005). Education is every child's right; nothing can compare or compete with it, and when it is of good quality and relevant to children's lives, it truly can fight poverty. Denying children access to quality education increases their vulnerability to abuse, exploitation and disease.

Despite a major improvement in the literacy rates during the 1990's the number of children who are not in school remains high. Gender disparities in education persist, far more girls than boys fail to complete primary education. The importance given to primary education by the government is evident in its various five year plans. In the 8th five year plan, the target to universalise elementary education was divided into three broad parameters- Universal access, Universal retention and Universal achievement, that is making education accessible to children making sure that they continue education and finally, achieveing goals (www.unicef.org). In 1950-51, 3.1 million students had enrolled in primary schools. In 1997-98 this figure was 39.5 million. In 2002-03 an estimated 82% children in age group 6-14 were enrolled in schools.

Despite an overall increase in school enrollment in India, as many as 13.5 million children between the ages of 6 and 14 remain out-of-school.

The tenth plan set very stiff targets to be achieved in terms of almost all indicators, namely, availability of schooling facilities, enrollment and retention as well as gender parity. A high priority was accorded to the education sector in the tenth five year plan (2002-2007), with an allocation of Rs 43,825 crore as against Rs. 24,908 crore made available in the Ninth plan, representing an increase of 76 percent. Such huge allocation of money for education clearly reveals that education is an area that has been given a lot of importance by the government and that allocation towards the same has, only gone up over the years (Economic Survey 2004-05).

What is Universalisation of Elementary Education (UEE)?

Universal Elementary Education or Education for All means providing universal enrollment, universal retention, equity and universal achievement of children

Universal access indicates the availability of educational facility within a walking distance of 1km at the primary stage and within 3 km at the upper primary stage.

Universal participation of children means total enrollment and functional attendance and retention till the end of the course.

Universal achievement means ensuring the achievement of expected level of learning by almost all children (Zachariach 2005).

Overview

In 2002, the Government of India legislated to universalize elementary education. As a result, every Indian child between the ages of 6 and 14 has been given the fundamental right to receive a minimum of eight years of elementary education. A national program known as the SSA was started in the year 2002 which supports this legislation. The program was launched with the aim of providing useful and relevant Elementary education for all children in the 6-14 age group by 2010, and to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Providing access and motivation without compromising on the quality of education was the challenge that Sarv Shiksha Abhiyan had tackled in the

tenth plan. The eleventh plan aims to correct the quality of teaching and teacher absenteeism in elementary schools and focuses on improving the quality of education at the elementary level, especially in rural areas (Eleventh Five Year Plan 2007-2012).

Table 1.1

Allocations to Sarv Shiksha Abhiyan in the Department of Education from the year 2000-2009

Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
SSA (Rs crore)	300	500	1512	1951	3057	7156	10,041	10,671	13,100

SSA is the main vehicle for achieving the goals of Universalisation of Elementary Education through a time bound integrated approach in partnership with the states, local government and the community. SSA covers the entire country, with a special focus on educational needs of the girls, Schedule caste and Schedule tribe and other children in difficult circumstances (Singh 2005).

The objectives of SSA can only be realized, if children with special needs are also included under the ambit of elementary education. SSA has limited provisions for girl's education in the form of free textbooks and innovations at district level. Thus, National Program for education of girls at elementary level (NPEGEL) has been formulated for providing additional support for education of underprivileged/-disadvantaged girls at elementary level. In spite of this huge allocation there is paucity of data about the performance of the program. The present study therefore assumes importance as it has endeavored to find out the perception and satisfaction level of stakeholders at large and students and parents in particular. Also, the government is pumping more and more money in the SSA in every five year plan in order to achieve the goal of universalisation of elementary education; hence it is imperative to assess its functioning from the point of view of different stakeholders.

For the study, five Sarvodaya Co-education schools were selected. These are co-education schools under the aegis of the government of India

meant specifically for students belonging to low income group families. Only Sarvodaya schools were taken since after a lot of research it was found that implementation of the program was by far the best in these schools. So, it was envisaged that the study would be useful in understanding its implementation where there were less adversities.

Perception, knowledge and satisfaction level of different stakeholders regarding selected program components.

Awareness about the program and provisions under it.

In spite of the fact that government has been allocating huge amount of money for the program in every five year plan, still awareness about the program was found to be very low. It was seen that none of the parents and students were aware of the SSA. Thus showing lack of awareness among them regarding the program.

As many as 83% of the teachers were aware of the ongoing Sarv Shiksha Abhiyan but only 50% of them had some idea about the objectives of the program and could site at least one objective. Further when asked about the provisions under the program like pupil to teacher ratio, provision of free text books and uniform, refresher course, provision of teaching learning material for teachers and so on, all the teachers were aware of these provisions but majority (75%) of them did not know that these provisions were being provided under the aegis of SSA.

All the principals interviewed were aware of the ongoing program SSA but majority (60%) of them had only some idea about the objectives of the program. They could site just 1-2 objectives of the program such as providing free and compulsory education to all and mainstreaming out of school children. When asked about the provisions under SSA, it was found that only three of the principals had complete knowledge regarding the same. The remaining were aware of most of the provisions except for the provisions that were made for disabled children under SSA.

Usefulness of the refresher courses

One of the provisions under SSA is refresher courses for teachers. All the teachers interviewed had attended the refresher course at least once but as many as 75% of them did not know that this training was being given

to them under SSA. Sixty seven percent of the teachers and principals said that the refresher courses that were conducted for the teachers were beneficial as they updated their knowledge, clarified some of their doubts, taught them better teaching methodology that helped make their students grasp the subject matter easily and made subject matter interesting. Additionally, the principals also said that the teachers interaction with outside faculty made them aware about different views and opinions which boosted their confidence.

On the contrary, according to some of the principals (40%) and teachers (33%), refresher courses were a complete waste of time and resources and strongly felt that they were not of much use. This was so as the resource persons who came had poor knowledge of their subjects and the same resource persons were being sent every time which did not help in getting new view points. Some of the principals also stated that the subject seminars that were held were a complete waste of time as they were being held during the working days and teachers had to attend the seminar after the school timings, which was very tiring for them.

Pupil to teacher ratio

As per the norm under SSA, teacher to pupil ratio in a class should be 1:40 but, when asked about the class sizes, 66% of the students reported class sizes of larger than 40. Students were dissatisfied with the same as they faced difficulty in understanding whatever was taught to them in the class and also reported that it was difficult for the teachers to handle such large groups. When asked about the class strength, 50% of the teachers were dissatisfied with the pupil to teacher ratio and reported that it was difficult for them to handle such a large group of students and also checking their notebooks was tedious.

Remaining half of the teachers were satisfied with the pupil to teacher ratio as they had maximum of 38-40 students in their class, which was quite manageable for them. Majority of the principals reported that the pupil to teacher ratio in their school was not complying with the provision in the SSA and stated that because of too many students taking admission in their school, it was difficult to maintain that ratio. Further after class V, students from feeder schools were also merged in these schools in addition to the existing ones and they could not deny admission to them. This distorted the student teacher ratio further in middle classes.

Boys Vs girls

When teachers were asked about the ratio of boys Vs girls in their class in the present year, as many as 42% of them reported a ratio of 60: 40 in their classes. Thirty three percent of the teachers said that the number of boys and girls in their class was equal. When asked to recall the ratio of boys to girls in their class last year, majority (67%) of the teachers reported a ratio of 60:40, whereas 58% of them reported a ratio of 60:40 two years before that. Thus showing that the number of girls enrolling in schools had not changed much in comparison to boys over the years.

When asked about the boys to girls ratio in their school, majority of the principals reported a ratio of 60:40(60 boys and 40 girls) in their school. Two principals reported a ratio of 70:30 and 50:50 in their respective schools. Therefore it can be said that in majority of the schools the percentage of girls was less in comparison to boys. The principals reported that the ratio of girls was less because the parents did not want their girls to study in a co-education school. It was seen that the norm under SSA, which says that girl education is given priority, was under question as no special efforts were being made to improve enrollment of girls in schools. All of them reported that the ratio had not changed after the implementation of the program.

Provision for Teaching Learning Material (TLM)

Under the program, teachers are to be provided with money for the purchase of Teaching Learning Material which helps them in class room teaching. When asked about this provision, all the TGT's and assistant teachers reported that they were being provided with a sum of Rs 500 per year per teacher for the purchase of teaching learning material (TLM). Fifty percent of them were dissatisfied with the amount of money that they were getting for TLM and felt that the money was too less. They added that rather than a meager amount being given every year, teachers should be provided with a lump sum amount of money at an interval of three years so that they could buy good quality material rather than buying cheap stuff. All the teachers reported that they had full freedom in purchase of teaching learning material (TLM) as per their need and requirement. Additionally, they also said that it was the teachers who knew for which particular portion they required what kind of aids. Even though all of them were satisfied with the freedom that was being given to them, some of the teachers showed dissatisfaction with

the additional burden for the purchase of TLM. All the principals reported that the teachers were purchasing TLM on their own as per their need and requirement and said that the teachers knew the best as to what kind of aids they required that would help students understand and would make learning easy for them.

Provision for repair and maintenance of the infrastructure and equipments.

As far as the provision for repair and maintenance of the infrastructure and equipments was concerned, all the principals reported that they were getting Rs. 5000 annually per building for maintenance. As per the number of buildings in the school the disbursements were being done. Schools were utilizing that money for the maintenance of the classrooms and furniture, purchase of blackboards, white washing the buildings and so on. All of them were satisfied with the amount of money they were getting for the maintenance of the buildings.

All the principals stated that they were getting Rs. 2000 per annum for the repair of equipments that included mikes, amplifiers, laboratory equipments, aquaguards, curtains and so on. Of all the principals, majority (60%) of them were dissatisfied with the amount that they were getting for the repair of equipments and felt that the money was too less and that they were not able to buy even necessary things.

Participation of NGO's in the program and perception of NGO functionaries towards provisions made for NGO's.

All the NGO functionaries were aware of the ongoing Sarv Shiksha Abhiyan. Majority (80%) of them could just site two to three objectives of the program. Only one of them could site as many as five objectives of the SSA thus depicting low awareness and knowledge about the program among the functionaries.

As far as the provisions for students were concerned, all the NGO functionaries reported that they were getting Rs. 845/- per student per annum from which they were paying the salary to the teachers, giving rent for the learning centers, salary to the maids who were looking after the children and were also purchasing copies and other necessities for the students. All the NGO functionaries were highly dissatisfied with the amount of money that they were getting and stated that the money was too less.

When asked about the provisions for the teachers, all of them reported that the teachers of the learning center were provided with a 10-day workshop. According to the functionaries the workshop was very beneficial for the teachers and taught them many things like dealing with children of different age groups within the same class, using limited material for all students, using waste materials effectively and also taught them some playful methods of teaching.

Even though all of the functionaries were satisfied with the workshops that were organized for the teachers but at the same time they were highly dissatisfied with the salary of the teachers, which was just Rs 1000/- per month. All the functionaries reported that the teacher to pupil ratio in their learning centers was 1:40, which was as per the norms under Sarv Shiksha Abhiyan. As far as the out of school children were concerned, which is a major concern for SSA, all the functionaries reported that some of the main reasons for children not attending school were sibling care, poverty, lack of value for education by parents, employment of children and so on. All of them quoted that they were conducting household surveys for locating out of school children as well as drop out children which was in line with SSA objectives. All the NGO functionaries reported drop out cases in their locality and quoted reasons for the same as lack of inclination towards studies and sibling care.

But at the same the NGO functionaries reported that there had been a reduction in the number of drop out children with the implementation of the SSA. When the NGO functionaries were asked to rate their level of satisfaction regarding the effectiveness of the program all of them were highly satisfied with the effectiveness of the program in mainstreaming out of school children and thereby reducing their number.

Conclusion

The Sarv Shiksha Abhiyan has touched upon various important aspects of elementary and middle school education with its broad based objectives and provisions. However, some loopholes as shown by the study need to be looked into, which are negatively affecting the efficacy of the program. These are low awareness level about the objectives and provisions under the program among the students, teachers, parents and principals; insufficient allocation for purchase of teaching leaning material and not appointing well qualified teachers for refresher courses. Special schemes

need to be launched for enrolling the girl child who still remain out of school for social and familial reasons. As far as NGO's were concerned they need to be provided with better funding and timely dispersal of funds so that they can work effectively. Despite some loopholes, the program has by and large been very effective in mainstreaming out of school children and drop outs, the teaching learning materials were found to be very effective and helped students in better understanding of the subjects, the refresher courses that were conducted were beneficial for the teachers and helped them update their knowledge and taught them better teaching methodology thus making the teaching learning experience for students more rewarding and interesting. However, with better planning, regular monitoring and frequent evaluation, the program can be further improved.

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Situation Based Learning – A Better Method of Teaching

Tupe Navnath

Introduction

Education is key to social transformation. Therefore highest priority is given by nations to promote education by taking-up various programmes in all sectors of education – school, higher and adult. People learn through different modes which include formal education, non- formal education, informal education, co-education, distance education, and continuing education. However, in recent time lifelong education is picking-up fast as education can not be limited to four walls of educational institutions and time frame. Lifelong education is the most demanding thing in today's Information era as every moment a lot of changes take place almost in all the fields of development and the practitioners have to learn new information, new skills and knowledge as well as appropriate attitudes to do effective practice.. Robert L. Steinbach (1993) has rightly said that “people could learn from the moment of birth. Learning can and should be a lifelong process. Learning shouldn't be defined by what happened early in life only at school”. This statement shows the process of lifelong Learning.

The present condition in the educational system is not suitable for lifelong learning and hence, there should be a change in the traditional curriculum, tools of leaning, teaching methodology and evaluation. Learning is more for practice. Do we learn in a different way than we learnt as children? If yes, how do we learn in a different way? What makes education boring according to us? Or what makes education interesting? How many principles or theories we have learnt and retained? and how many of them have been used/applied in our jobs? Such questions would help us to search the right methodology and tools for lifelong learning. We should not consider knowledge for the sake of knowledge and art for the sake of art because we should become reflective practitioners and also learn to improve our practice. But there is **no Prepackaged Knowledge to improve our practices. So how we can**

construct the knowledge for ourselves? Which type of instructional design will help us? This paper contains situation based learning design model, learning tools that will give benefit to every learner to solve the issues. The author also focuses attention on approaches to learning design for lifelong education and learning experience of students to ensure that their learning is meaningful and motivating.

Lifelong Learning

According to Webster Dictionary 'Lifelong' means continuing through life or lifetime. And 'learning can be defined as the act, process, or experience of gaining knowledge or skills. Memory defines the capacity of storing, retrieving, and acting on the knowledge.' (*American Heritage Dictionary of the English Language 1992*) In this definition act, process and experience of gaining knowledge and skills are the central concepts of learning. According to Hilgard, 'Learning is the process by which behavior is oriented or changed through practice or training'. Malcolm Knowles (1990) states that 'Learning as a process of active inquiry not passive reception'. According to John Dewey (1916), 'why is it that in spite of the fact that teaching by pouring in, and learning by passive absorption, are universally condemned, (educators) are still so entrenched in practice... Education is not an affair of 'telling' and being told, but an active constructive process.' Unfortunately, our education system still emphasises on memory skills.

According to behaviorists, learning is a permanent change in behavior through providing reinforcement. 'Behaviorists view learners as mechanical responders; cognitivists understand them as cerebral thinkers; and humanists work with the learners as changing individuals. While instruction nears the right end of the continuum, learners benefit from the andragogical principles that rose out of humanism'. (*Learning: The Critical Technology, A whitepaper on adult education in the information age, WAVE*). In educational situation observe, describe, analyze, apply, and then implement are the techniques of learning. Here critical thinking is more important than imitation. We know there is a definite difference in animal learning and human learning. They have limitation of communication. Language is the plus point of human communication. Now a days various theories and principles are available with regard to teaching but teachers normally neglect them and comfortably teach in the traditional way. Teachers always prefer lecture method which is pouring of information in the brains of students and get deceit satisfaction of teaching. Actually effective teaching is that which create successful learning

in students. Teachers use psychedelic measurement to evaluate the teaching learning process and show the inflation of quality of education. Now a days screen boards are available instead of blackboards, mouse instead of chalks, delete system instead of dusters. But quality of education has not improved due to the lack of vision of the practitioners i.e. teachers.

Pedagogy and Andragogy

Pedagogy is well-known and traditional concept of teaching science. Pedagogy word derived from the Greek word "Paid", meaning child plus "agogos" meaning leading. Pedagogy has been defined as the art and science of teaching children. This is teacher-centered theory of teaching. Teacher has made each and every decision such as what to teach? What and how to learn? It is a teacher directed learning system. In this model students learn passively and teacher is more active. It is more formal and rigid process of learning. Learning is made boring and uninteresting. This method is not suitable for lifelong learning and hence, andragogy is the only way.

Andragogy is defined as, "the art and science of helping adults learn." It refers to learning – focused education for people of all ages. Problem based learning is the center point of the theory. This model conceived by Knowles is predicted on four basic assumptions about learners, all of which have some relationship to our notions about a learner's ability, need, and desire to take responsibility for learning:

1. Their self-concept moves from dependency to independency or self-directness
2. They accumulate a reservoir of experiences that can be used as a basis on which to build learning.
3. Their readiness to learn becomes increasingly associated with the developmental tasks of social roles.
4. Their time and curricular perspectives change from postponed to immediacy of application and from subject centeredness to performance – centeredness (Knowles 1980-p- 44-45)

It means andragogic model is developed on the four pillars which could illustrate as Self-concept, Experience, Readiness, Orientation and Motivation. In this learning process students move from dependency to self-directness. When students are adults they draw upon their own experience to aid their learning. Readiness of learners is closely related to their new social role. As

the persons adopt new knowledge they want to apply it immediately in problem solving. Motivation is the determinant factor of continuous activity based learning.

Situation Based Learning

Situation based learning module is more useful when one-way lectures are less important. However, to use the situation based learning method, there are two central barriers- one is the traditional curriculum and another one is the oral tradition of lecturers. How to reduce the time of lectures and promote the students to do self- governed work. Social constructivist approach could remove these barriers through goal directed and mediated nature of self – governed activities.

According to the social constructivist approach, learning is considered an active, social process in which individuals actively construct knowledge (Vygotsky, 1978; Brown et al. 1989); but present situation of teaching learning is completely against the social learning.

Traditional courses can be characterized as curriculum-based and lecture-based teaching. The courses are organized by a curriculum provided through various materials (typically textbooks and papers) and a number of lecture-based modules that are predetermined and sequenced. This approach represents a concept of 'knowledge as content' provided by the teacher.

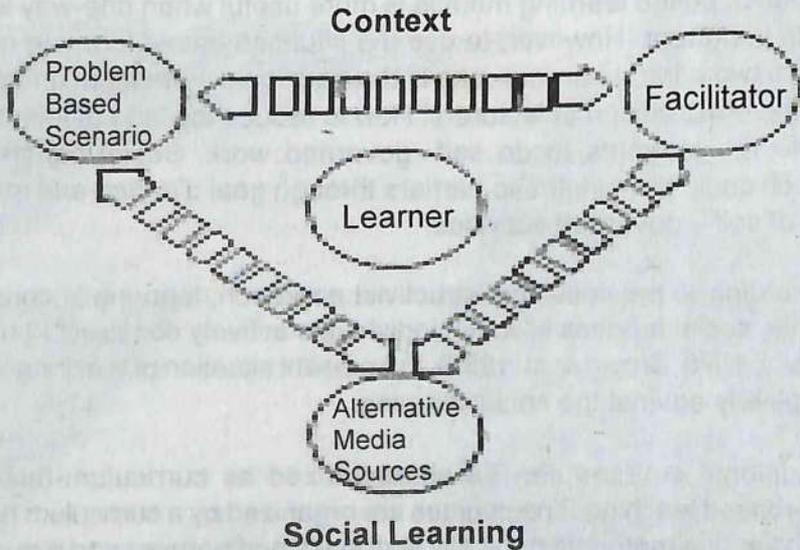
Furthermore, one-way lectures, to a large extent, are not interactive, because students are presented with answers rather than having to solve problems or find answers for themselves.

To overcome this situation, the situation based learning has been suggested as a model of instruction to Lifelong Learning, which could transfer the knowledge to real life situation. Situation based learning environments are based on constructivist learning principles (Wilson 1996).

The social constructivist theory proposes that learning occurs through students' sharing, discussing and critically reviewing their own and others ideas. Interaction, activity, sharing and discussion among students and teachers are all significant components. The Cognition and Technology group at Vanderbilt (1991) viewed that; they are less heavily dependent on the

acquisition of subject matter knowledge and more on "Learning by Doing". The four pillars are designed which could illustrate as Problem based scenario, Facilitator, Alternative media sources and Learner.

Situation based learning Model



Problem Based Scenario: Problem is presented before the students through story or court case or project or research report or documentary film. Learners play the role according to the context in that scenario. They act to solve the problem.

Facilitator: Teacher acts as a facilitator. This concept is against the spoon feeding system of learning. Teacher facilitates the learners and guide in their problem solving with appropriate feedback and coaching including error detection and correction (Naidu 4/9/2007).

Alternative Media Sources: Print media as well as electronic media create different learning sources which could help the students to fulfill the self governed activities. There is special arrangement for time to time feedback. Arrows show the feedback in the figure.

Learners: Learn through collaboration, articulation, practice. Learning takes place in social setting where they are acting upon authentic problem situations in groups, through dialogue, discussion, and debate. (Naidu 4/9/2007)

Problem Based Scenario

Situation based learning model develops the learning environment by creating the problem-based scenario. There are different types of writings - story writing, research reporting, documentary film scripts, court cases and projects. A sample of learning scenarios is given as an example below:

Learning scenario: Action Research

All teachers in Anand Niketan formulated the research problem as per their needs. Some of them decided to solve the problem collaboratively and some decided to solve the same individually. In this research programme, Mr. Patil was the supervisor as well the researcher. He suggested to the teachers to follow the cycle - Planning, Acting and reflecting to solve the problems and improve the practices as this is a continuous one in the action research. Planning is the most important process for developing a research proposal. Before the proposal is prepared, one should understand the concept of action research and then develop an action plan to solve the same. The suggestion of Mr. Patil was listened carefully by every one and discussed the theory of action research in groups. Thereafter, the teachers started working on the design of the proposal with all imaginative factors in mind. The principal of Anand Niketan also gave some guidelines to the teachers to develop the proposal.

Your role: You are the principal of Anand Niketan. Then how do you guide to develop an action research proposal.

Learning Activity:

1. For your problem, prepare a list of probable solutions.
2. How do you understand your practice better?
3. How do you improve your personal practice?
4. How do you improve the educational situation in your school?

Assignment:

Develop the action research proposal for your research problem. Following points must be considered in your proposal

- 1.1 Your name

- 1.2 A tentative title for the action research
- 1.3 The objectives of your action research
- 1.4 Possible research questions for your research.
- 1.5 The educational setting or context

Technology mode: Present your research proposal to the experts.

Period: 6 weeks

Marks: 20

Essential Reading

1. You and Your Action Research Project Written by- McNiff, Pamela Lomax, and Jack Whitehead, Second edition .2003, Routledge Falmer Taylor&Francis Group, London and New York.

Part I First Principles

- A: The nature of action research
 - B: The main feature of Action Research Processes
2. Action Researc Written by- Costello, Patrick J .M. Series editor Richare Andrews.
 3. <http://www.actionresearch.com>
 4. Search the additional sources in Google search engine as " action research in e-learning".

In the above scenario, problems have been presented before the learners and learners play the role according to the context. Context can be: a) The actual work setting; b) a highly realistic or 'virtual' surrogate of the actual work environment; c) an anchoring context such as a video or multimedia program, (McLellan, 1994.p-8) In this situation learners are completely involved in learning process and their interest also increases.

They realise the problems and get motivated to solve it because problems are related to their practices. In this learning process knowledge becomes tool, students acquire knowledge as well as a sense of when and how to use it. (Jeong-Im & Michael Hannafin) Students are engaged to complete the activities to solve the problems, which are provided in the learning scenario. Knowledge, skills and attitude could be applied while completing the activities. But Learning Scenario must be realizable, authentic,

knowledgeable, and contextual. In this context, Jan Herrington and Ron Oliver pointed out critical characteristics of situation learning for instructional design as follows:

- Provide authentic context that reflect the way the knowledge will be used in real life;
- Provide authentic activities;
- Support collaborative construction of knowledge;
- Provide coaching and scaffolding at critical times;
- Promote reflection to enable abstractions to be formed;
- Promote articulation to enable tacit knowledge to be made explicit;
- Provide for integrated assessment of learning within the task.

We should define the competency and learning outcomes while creating the learning scenario. Learning environment must be predetermined and characteristics of students should be considered when scenarios are developed and mold the traditional content into authentic small activities according to the sequences beyond the subject matter in the scenarios. On the point of Scenario building, Som Naidu reviewed that, "Course development comprises the creation of authentic learning scenarios in the form of stories in which students take on key roles. This story is one that provides challenges of various sorts to students depending on the field being pursued. Each challenge relates to the one before and builds upon it. Students work on these problems and must build something or analyse something and report on what they have done. They work in teams with mentors readily available to point them in the right direction. Work is submitted multiple times until it is right". (Som Naidu, 13/01/2007) Opportunities of learning by doing are given in the scenarios and students do the activities step by step collaboratively or individually and generate the knowledge, which is essential to them for their daily practice. In this process, learning is beyond the Learning by Doing and Experiential learning but associated with the social learning.

Conclusion

Creating the knowledge based society is the goal of emerging India. Lifelong education is an alternate way to attain the goal as the formal education system alone can not fulfill it. This article reviewed the pedagogical and andragogical methods of teaching and importance of situation based learning for students. The education system should emphasis more on learning rather than feeding the information or knowledge to learners.

What is learnt but not taught is better methodology of learning and situation based learning is one of the ways of such type of learning. The problem based scenarios; Facilitator, Alternative media sources, are the basic learning resources to the learners. Creating learning scenarios, developing learning activities and providing the sources and assignments for assessment are the major work to academicians in the development of situation based learning. Learner could learn as per their pace, time and distance and there is no barrier for these factors.

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Strategies of innovative style of teaching in Management Study

*Jyoti Sharma
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Abstract

The education system is undergoing the transformation phase in India, specifically in management stream. With the advent of multi national standards of education, the gurukul method of teaching may not be fully applicable in the dynamic environment of today. The teaching styles are changing with fast pace of change, where mix of practical exposure has become imperative with the theoretical inputs. It's time to make students ponder the contingency model of management, where faculties may use internal as well as external factors in teaching. The present paper focuses upon different strategies that will facilitate the innovative styles of teaching in management education.

The teachers are regarded as the torch-bearers of the society and hold a key position in the educational system. A teacher who acts selflessly with utmost patience, sincerity and devotion brings out the desirable behavioural changes through value-based education.

Thus quality of education is associated with the quality of teachers also. Therefore, efforts and endeavour must be to explore the possibilities for strengthening the bond of teaching learning process up to a greater extent in a positive direction.

The new education policy 1986, in its detailed report has reflected on the qualitative and quantitative changes in education. Reducing the bookish load, student centric approach along with making available the entire prerequisite infrastructure for the education are the welcome efforts of the different institution in India. The learning strategies adopted in primitive, preliterate societies were characterized by a highly informal mode of interaction. Education was largely limited to hunting and food-gathering and the learner

acquired these skills from other adults through observation and participation. The onset of literacy, by itself, did not usher in much variation in the informal mode of learning which was still marked by spontaneity with the teacher and the learner being largely unaware of the fact that learning was taking place. Now, there is an urgent need to restructure the traditional functioning of teachers' training institutions and efforts must be on to strengthen induction of the devoted and competent as well as experienced teachers who can regain the lost glamour and confidence in the educational set-up.

It is only during the last two decades that professional administrators have come to accept the need for deformatizing the educational system by adopting non-formal educational strategies. This trend developed mainly due to the pressures brought on the system by the humanist-deschooler lobbies who effectively articulated the arguments in favour of deformatizing education and highlighting the failure of the formal system to fulfill the expectations of the society. They demanded that the learning system be made more open, participative and vital.

It was further advocated that non-formal learning strategies should be adopted to provide education on a lifelong basis, the endeavor being to equip the learner not with just knowledge and skills, but also with the ability to learn-making the learner 'learn to learn'. The education system is undergoing the transformation phase in India, specifically in management stream. With the advent of multi national standards of education, the gurukul method of teaching may not be fully applicable in the dynamic environment of today. The teaching styles are changing with fast pace of change, where mix of practical exposure has become imperative with the theoretical inputs. It's time to make students ponder the contingency model of management, where faculties may use internal as well as external factors in teaching.

Thus, the concept of non-formal education emerged essentially as a reaction to the rigidity and inflexibility of the formal system. In most countries, formal education connotes age-specific, full-time classroom attendance in a linear graded system geared to certificates, diplomas, degrees, or other formal credentials.....In contrast, non-formal education which is probably best defined as skill and knowledge generation taking place outside the formal schooling system is a heterogeneous conglomeration of unstandardised and seemingly unrelated activities aimed at a wide variety of goals which specifically applies in management education. Though, it may be stated that the formal education system of gurukul carries many beneficiaries form

of disciple, stress bearing capability, systematized knowledge and versatile inputs. But in today's era of management, where people live in uncertainties packed with diversities needs to have an expert hand of contingency model. This model states the fact of analyzing the situation and assessing the possibilities of winning situation in available resources using common sense in which, solution to the problem may be totally different enough that may or may not be tried again.

The innovative style of teaching in management requires two important aspects that would lead to the perfect setup of educational pattern.

One relates to the curriculum of teaching with special emphasis on research and training and second is the teacher itself.

The curriculum aspect in management needs to be made with an objective of disseminating the information for the subject, which has the updated knowledge of the environment. This process can be taken combined with classroom teaching and practical exposure to the respective subjects. Projects, online training, collaborative researches can be promoted to have knowledge and expertise in related areas. Institutional and industry interface can be strengthened to have the now how of what industries requires from the student. Though this does not restrict the knowledge spectrum for the student but guides the system to give updated and directional expertise to the students.

Second aspect relates to the teacher itself, which includes certain traits to become successful as well as an effective teacher:

1. Leadership skills
2. Managerial skills
3. Adequate knowledge of student psychology
4. Entrepreneurial skills
5. Resource allocation skills
6. Competency in the teaching
7. Politeness in behaviour
8. Mastery over the subject matter
9. Associating the teaching with the teaching aids required as per nature of topic and Subjects
10. Skills of introspection
11. Adopting the student centered approaches

12. Allowing the democratic climate in the classroom
13. Good public relations
14. Conducting written / oral / quiz test well in time to ensure the achievements of the students that states perfect evaluation system.
15. Analyzing capability
16. Stress maintaining personality with patience

Teaching is considered an art. The concerned teachers try their level best to create conducive situations for teaching learning process. At the same time certain evaluation techniques are to be executed to assess the learning outcomes. In the present age, the advent of educational technology has proved a boon for education. The student centred approach, the massive call of educators, has been widely expanding throughout the world. A number of audio and video cassettes, open circuit TV, CCTV projectors, teaching through computers and satellite and distance education in the far-flung areas are useful innovations to improve upon the coverage and quality of education. Case study analysis of company's live problems needs to be given to the students in abundance to tax their brain and for further brain storming in groups. This will nurture their mental capabilities and will train them to manage conflicts in groups maintaining team spirit.

Certain suggestions can be implied to have fruitful results by applying innovative style of teaching in management:

1. Teaching being an art, teacher's endeavour must be to educate the students in a planned manner to achieve the educational goals.
2. For effective teaching, a teacher must have mastery over the subject matter and wide use of teaching aids to be adopted to make teaching pleasant and joyable.
3. A democratic environment ensures better system and learning outcomes. A teacher must respect the answer and on the other hand, he should try to raise the problems and encourage the child to think over for suitable answers.
4. The teacher must be a good friend of the students. Efforts must be explored to make teaching child centered rather than teacher centered in the changing set-up.

5. During the course of teaching, the teacher must identify and give proper exposure to such students who possess original thinking and creativity.
6. To test the results of teaching, the teacher must conduct timely evaluation based on modern pattern and accord measures for feedback, remedial teaching is to be planned for the growth of students.
7. The teacher must employ the widest possible range of resources for learning, learning through nature and much emphasis on oral teaching-learning technique at primary level.
8. The teacher must have curiosity to undergo different types of orientation cum in-service courses to keep them abreast with latest devices and innovations with a view to enrich the experience.
9. The teacher must not mind the on-going criticism about the changing roles and responsibilities in the society. Moreover, he/she should be away from the materialistic world and be loyal, sincere towards this noble profession.
10. Teaching when made participatory, inviting innovative ideas with open informal discussion encourages students to take up the opportunity in expressing their ideas. Such methods help in learning, listening and participating of students.
11. Case study application with an aptitude of industrial problem solving will make students have an advantage of utilizing theoretical knowledge with practical inputs and having a first hand experience of work types, schedules, operations and information. This would call for regular and strong institute-industry interface, in which faculties and people from industry from different levels will be acting as facilitators.
12. A diverse cultural educative community needs to be formulated that needs to expose and discuss different academic and societal issues among students formulated by academicians and corporate people.

Professional administrators have come to accept the need for deformalizing the educational system by adopting non-formal educational

strategies. Deformalization of education system calls for the open interaction, more learning, sharing of ideas, generating novel and innovative ideas as well and having a common platform for the learners and teachers from all spheres.

Conclusion

Today's management education cannot be taught by classroom instruction only. This restriction needs a replacement by providing practical exposure to students by open informal group discussions, quizzes, live projects, case study conduction, audio and video cassettes, open circuit TV, CCTV projectors, teaching through computers and satellite and distance education in the far-flung areas which are useful innovations to improve upon the coverage and quality of education. Beside this the evaluation pattern of the student may be designed in a feedback model that may guide the student improve on his/her strengths and weakness.

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The average length of a manuscript should normally be between 1500 and 2500 words; in exceptional cases, longer articles can also be accepted. Mimeographed, zexored or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page. Authors are requested to submit one soft copy along with the CD (MS Word). Articles can be sent by E-mail at iaea_india@yahoo.com, iaea@vsnl.com

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Editor's Note

This issue of the journal has eight articles and one book review apart from the full text of the speech delivered by Hon'ble Dr. A.P.J. Abdul Kalam, Former President of India during the literacy awards distribution ceremony on July 31, 2009 at New Delhi. Dr. Kalam has aptly titled his speech as "Empowering Adults with Education" and has given a detailed account of the importance of education to a common man. He is a gifted person to meet over five million youth in the last eight years and has a lot of confidence on the power and efficiency of the youth in nation building activities. Hence, in his speech he has suggested to involve student community in literacy programmes. Dr. Kalam also has given specific suggestions to increase the effectiveness of the adult education programmes in the country as a mission for Indian Adult Education Association to accomplish.

Dr. Theophilus Tefe in his article rightly said that there is a need for drastic reforms in education system of sub-Saharan Africa. While majority of the people reel under poverty, a very few privileged enjoy a lot. Only education can reform the thought and status of the people and achieve the desired level of decent living.

Skill is an important tool for development. While education gives knowledge skill enables the knowledge to convert into action. Skilled person can always stand on his/her own legs and earn the livelihood which is an empowerment. This is what is described in the article of Dr. O.E. Olajide.

Your valuable suggestions for improving the superiority of this journal will be appreciated.

Dr. V. Mohankumar
Guest Editor

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Empowering Adults with Education

Knowledge makes you great

Basically adult literacy empowers the citizens with education and facilitates higher order transformation of society. In a knowledge society, it will have added significance of continuous updating of knowledge. What is known today, may not be adequate for tomorrow. What was known earlier may have to be researched for new understanding. The digital world has enabled a huge amount of knowledge and information, which can be enabled through conventional teaching processes and autonomous learning methodologies. Today I find limited use of modern distance communication tools to impart adult education to read, write, to give skill education, to develop soft skills and to share experiences. But the single most obstacle to do this, is to expand in a big way is generation of software content. It requires a mission mode operation integrating the efforts of Government, NGOs and individuals to accomplish this. I am sure the Indian Adult Education Association can contribute in this important area. I would like to talk on the topic **“Empowering adults with education”**.

Education, Education, Education

Some time back, the President of Finland, Her Excellency Mrs. Tarja Halonen, visited Rashtrapati Bhavan when I was President. During our discussions, I asked her, what is the significance and how Finland has always been in the first few positions in the competitiveness index in the past few years? She gave three reasons: (1) Education, Education, Education – it is the foundation for the Finland's Competitiveness she said (2) Lifelong learning is promoted in Finland – people continuously are in learning mode, (3) Women are empowered with Education. Of course we have similar experiences in India, wherever we have empowered women with education,

This is full text of speech delivered by Hon'ble Dr. APJ Abdul Kalam. Former President of India on the occasion of Nehru and Tagore Literacy Awards presentation ceremony on July 31, 2009 at New Delhi.

states have excelled in the Human Development Index and also competitiveness. Nation needs to draw lessons from every success story. Lifelong Learning has to be the mission of education. Adult education and student's dropout, definitely has a relationship.

Literacy Status

For any nation, the level and quality of education is one of the most significant parameters for development. In India, the total literacy has gone up over the years but the quality needs tremendous improvement. Education is not just the ability to read and write but also a complete process of human transformation.

The synergy between education and learning has to be well perceived and operationalized. Education is essentially an aid to generate worthwhile learning. Learning itself is ultimately an individualized and lifelong process, whereby human transformation occurs within the individual. Learning has various forms such as: pre-learning, reinforcement of learning, classroom learning, individualized and independent learning of small groups or large masses, enrichment learning, self-learning and self-directed or self-managed learning. Final result of learning is the application of knowledge and skills for the benefit of the society, national and the world. Adult education can contribute to human resource development.

National Literacy Mission

I understand that the National Literacy Mission launched in 1988 as a technology mission to impart functional literacy to non-literates in the country in the age group of 15-35 years in a time bounded manner. Later, National Literacy Mission was recognized as one of the three instruments to eradicate illiteracy from the country, the other two being universalisation of elementary education and non-formal education.

Methods of Achieving Total Literacy

The goal of National Literacy Mission was to achieve a sustainable threshold literacy rate of 75% by 2007 by imparting functional literacy to non-literates in the age group 15-35. When we see the literacy data of the country through the 2001 Census, our national literacy works out to overall 65% whereas, the male literacy is 75% and female literacy is 54%. There is,

however, a wide disparity in the literacy rates of different states – Kerala has achieved 91% literacy while Bihar is only 47%.

The first breakthrough came in Kerala, in Kottayam town followed by Ernakulam district where the literacy campaign was initiated in 1989 and completed within a year. For the first time, an area-specific, time bound volunteer-based campaign approach had been implemented and the community becomes responsible for running its own development programmes and consequently determining its future. Also, States like Mizoram and Meghalaya have demonstrated excellent performance in adult literacy. Indian Adult Education Association should spread these models in all the States for getting time bound progress towards eradication of adult illiteracy.

Quantification of Problem

I was studying the population profile in the age group 15 to 35 as on 1 January 2009. We have 193 million male and 182 million females in the country within this age group. Based on different estimates, 164 million male (85% male population) and 124 million female (68% female population) are literates. Hence, we have to address the problem of remaining 29 million male and 58 million female who have to be provided with functional literacy in a time bound manner. With this aim in view, the adult literacy programme can be structured to provide literacy to 19 million male and 37 million females, in view of the government's policy of making all the women in the country literate in shortest possible time. The total number of people required to be made literate is around 56 million. We can have an yearly target of making 19 million literate.

My Experience with Youth

During the last eight years, I have met over five million youth. They have all been asking me as students what areas they can contribute in assisting transforming India into a developed nation. I have been telling them that they should participate in the literacy mission and educate at least five members who cannot read and write in their neighbourhood or in the nearby village. This they should do during the weekly holidays and school vacation period without affecting their own studies. They have promised me that they will do this service for the nation, so that India get transformed into a developed nation before 2020. Can you enlist the young for adult education mission?

The Ministry of Human Resource Development can promote this concept and create National Literacy Camps in all the regions during the vacation in collaboration with the State Governments and non-governmental organizations. Also it is to be ensured that more thrust should be given to women education. If this is done the women in the house will educate more members in the family leading to reduction of illiteracy in the family. While doing so, it should also be ensured that children in the age-group 6 to 14 positively attend school. Here again we have to create a good school environment and pre-school training so that the dropouts of young children from school are avoided. I have also been meeting the Vice-Chancellors of various universities who are willing to undertake adult literacy programme as an outreach programme through their affiliated colleges. If these three avenues are adopted complementarily I am sure we can become a fully literate India very soon.

Multi prolonged approach to achieve total literacy

As a first step, I would suggest that the Ministry of Human Resource Development to put a yearly target of 18 million people to be educated in the age group of 15 to 35 years during the years 2009-2012 by having a mission mode programme through the involvement of school students and the universities for promoting adult literacy in addition to the existing adult literacy mission projects.

We have at any one time 10 million students studying in 18,000 colleges spread in different parts of the country. Also, there are 13 million students who are studying in higher secondary schools. We can deploy volunteers drawn from this human resource, train them as adult literacy teachers and deploy them for adult literacy programme alongwith the other trainers. The programme should provide higher priority to this scheme for states having low literacy rate. The universities and schools carrying out this programme can be funded from the funds allotted for national adult literacy schemes. The evaluation of the students should be done by an independent body nominated by Ministry of HRD. The overall impact of adult literacy should be seen by acquisition of knowledge for skilled employment, improvement in hygiene, reduction in IMR -MMR, reduction in population growth rate, sanitation and cleanliness of rural sector, reduced conflicts and improved health of the people. The Vice Chancellors of the universities can be given this responsibility in the area where the university is located. They should look beyond the campus and see what opportunities we have to help the society.

Missions for Indian Adult Education Association

I have the following suggestions for Indian Adult Education Association for increasing the effectiveness of adult education programme of the nation:

1. High school and college student's programme should have specific dates during holidays allotted for participating in adult education programme as an extra curricular societal activity.
2. Enlisting fifty thousand students from colleges and high schools in everyone of the 600 districts for adult literacy mission can accelerate the mission substantially.
3. Having a budget for students travel and incidental expenditure on such adult literacy mission could increase the participating of the students without distance constraints.
4. Bringing out a book on adult literacy experiences by collecting the experiences of the Nehru and Tagore award winner of previous decades will enrich the knowledge on adult literacy.
5. Today's dropout will be the person needing the support of adult literacy mission later. Hence, prevention of dropout should become part of the adult literacy programme.
6. To reduce dropouts special schools like MR Raju's school in Peddamiram in Andhra Pradesh and accelerated learning programmes of Azim Premji Foundation or back 2 school program in Krishnagiri district of Tamilnadu could be introduced in every district. This can be an extended work of adult literacy programme by motivating the adults who are being educated to send the children to the schools.

Conclusion

Adult education and adult empowerment is an essential prerequisite for development. It is about empowerment. It is about enabling the adult to use his or her faculties to receive and transmit knowledge. It is about educating on the rights and responsibilities and protecting them from injustice. It is also about education on basis of hygiene and disease prevention. It is about

projecting avenues for growth. It is about paving the way for new generations with knowledge power. If the adult literacy rate is improved in every one of the 600000 villages of our country, that empowerment will enrich the nation. Such a mammoth effort is the need of the hour as that will enhance the dignity of all our citizens.

World Economic Crisis: A Call for Drastic Reforms in Education Systems of Sub-Saharan Africa

Theophilus Tefe

Abstract

The collapse of the Soviet Union in 1998 was hailed or seen by most countries as a triumph of capitalism over communism. Very barely ten years after this great collapse there were signs that capitalism itself was at risk of following the path of communism. It began with the Asian Tigers in 1998. Exactly ten years after these swift growing Asian economies collapsed, the almighty capitalist power house, Wall Street, crashed. The debris from the crash flattened out major banks in the US, and the after shocks reverberated throughout major cities in Europe and other continents.

I do not intend entering any economic discourse because I am not an economist. My concern in this paper is about the developing phenomenon viewed against the backdrop of education systems in the West. Most countries in Africa have also established schools with, in principle, fashioned on the Western systems. But, so far, the continent is reputed to be the least developed in the world with some of the countries already gaining the unenviable status of failed states. That none of the systems (communist or capitalist) is capable of bringing paradise to any society let alone Africa's has been clearly demonstrated by the fall of communism followed by the crash of almighty Wall Street.

This paper discusses how African countries could reform their education systems to either adapt to the stormy economic climate or develop a different line of thinking economic growth to make it a meaningful concept for all citizens to aspire to in a civil manner. It is the opinion of this paper that school systems should develop new awareness in their products to liberate

them from the confusion Western education systems have plunged them. A second, proposal has been made as to conceptualising the school system a transforming agency to create a 'new educated African' who does not ape European consumerism in the widespread sea of poverty as mark of civilisation and development. On the contrary, the African needs a new form of education to awaken in him or her the desire to see it as an opportunity to use the skills and knowledge acquired as tools for promoting democracy and developing sustainable economic growth which will benefit the present and future generations.

Introduction

In Paula Allman's book, *Critical Education against Global Capitalism* (2001: pxx), Peter McLaren re-echoed Karl Marx's fear that the successor to capitalism would be "sophisticated forms of barbarism". The world has, since Marx's fear was expressed, fought two bloody world wars followed by numerous civil wars in different parts of the world; there was the attack on the twin towers on 9/11 in New York and a reprisal counter attack on Afghanistan; the world had watched the senseless invasion of Iraq led by the US and Britain. Despite the fact that the remarkable achievements in technology and economic growth Marx's fear still hangs over the world. Some economists and other social scientists like Paul Ekins (1991), Albrow Martin (1996), Ronald Dore (2000), Paula Allman (2001), Anthony Giddens (2007) to mention just a few, have also added their voice to the chorus against the dangers untamed capitalism poses to the whole world.

The loss of human life and destruction of property caused directly by barbarism or terrorism are obviously manifest for the superpowers to act instantly to counteract any threat of it anywhere in the world. But there are other forms of barbarism which do not manifest in immediate physical violence nonetheless they are equally brutal in their degradation of human life, which warrants the same zeal that is being spent on attacking the former. Africa has been the home ground of the latter for the past sixty years. Out of lack of space but not due to absence of scholarly works, only two books are enough to present the current picture of Africa. (***Martin Meredith's book, The State of Africa: A History of Fifty Years of Independence published by Free Press 2006; Blaine Harden's Africa: Dispatches from a fragile continent, Harper Collins Publishers, 1993***). These books discuss into details the human mire caused in Africa by globalisation and greed from

Africa's own politicians and educated elite on one hand and on the other by business conglomerates from outside Africa.

In the epidemic of over production of all manner of consumer goods, people in some African countries still go to bed every night hungry; each year common diseases like malaria kill millions of children and adults in the tropical regions of the world; there are thousands of people displaced in their own country by war; and there are millions who are homeless and literally live in the streets of big cities; there is a systematic and consistent pollution and damage to the environment. And this is the realistic picture not only of Africa but also of some other parts of the world. This picture according to Paul Ekins (1992: 8) is in sharp conflict of what we have been told "one hundred years ago, in the industrial countries and forty years ago in the so-called 'developing' world, [that] economic growth is supposed to have been leading inexorably to the abolition of poverty".

With the advances that the world has made in science and technology one wonders why human knowledge is unable to rid the world of these forms of barbarism. Two explanations come readily to answer the question. Perhaps either the world is not knowledgeable enough to provide solutions to the problem or the type of education the world's industrialised countries have been giving and copied by the developing world have not anticipated these problems. One thing, however, is clear: that education and economic growth in their current form are less capable of uplifting humanity to a high ideal than it was previously thought. Disasters and crises in our lives often inform us that our biographies need realignment to regain the harmony lost. It is in this regard that I write this paper especially to open a debate among the intellectuals and educated elite in Africa towards creating a new form of learning not with the view of creating paradise there, but to prevent African societies from total descent into heartless modern barbarism that seems to be spreading gradually across the continent.

Towards the close of the twentieth century, Martin Albrow (1996: p 19), in his book *Global Age* wrote that, social scientists' approach to Modern Age was to associate it with capitalism, industrialism or an abstract modernity as keys to unlocking the course of events. Throughout the twentieth century we thus had writings centred on 'capitalist society', 'industrial society' and 'modern society'. In the twenty first century two new expressions - 'knowledge society' and 'knowledge economy', or sometimes referred to as 'service economy', have become the buzz words providing the framework in which

social stock taking is made. It is against the backdrop of this key concept of 'knowledge society' or 'knowledge economy' that the current form of Western formal education, which has been adopted by most African countries as a process for modernising their societies, comes in for criticism. It is in this regard that this paper would attempt to:

1. Identify the current learning processes in and beyond school and the way they are affecting humanity in general and Africa in particular.
2. Examine the future consequences of this form and trend of education to both 'knowledge societies' and 'non-knowledgeable' ones.
3. Suggest reforms which need to be carried out by African scholars to give a human touch to the modernisation process and make economic growth a means rather than an end.

We will begin by examining the concept of knowledge society or knowledge economy as it is understood and used generally and make critical appraisals of how it is affecting life and living in the world. Secondly, we will take a critical look at the implications to the environment. Finally, suggestions would be tabled as to how learning or education can be revolutionised, especially in Africa, to lessen the violence which is gradually engulfing many societies as a consequence of their struggle to integrate into the knowledge economies.

The Knowledge Society/Knowledge Economy

Knowledge society has come to replace similar vocabularies that were employed in the past to distinguish between two different worlds that existed in one. In our recent past, the globalisation process which began with the discovery of new lands and new peoples in different parts of the worlds gave birth to some new vocabularies as well. These new expressions were, in principle, markers which separate one world from the other. Expressions like 'the new world and the old world'; 'the civilised and the barbaric'; 'the developed and the underdeveloped'; 'the rich and the poor'; 'the east and the west'; 'the industrialised north and the primitive south' had one time or the other been comfortably used and comfortably accepted across the divides.

'**Knowledge society**' and '**knowledge**' or '**service economy**' is the two latest buzz expressions. These two expressions would be interchangeably used in this script.

Definition

Anthony Giddens defines knowledge society or service economy as “an economy in which only a small minority works in manufacture and agriculture” (Giddens 2007). But he explains that since all economies demand knowledge the term knowledge economy does not make sense. So he substitutes it with ‘service economy’ – implying that in knowledge economies most people do not produce tangible goods. Wikipedia encyclopaedia defines the knowledge society as that in which creation of wealth of nations does not any longer depend on capital, but rather on the knowledge, skills, wisdom and competences possessed by the people. Jan Figel (2006) defines it as a community in which the ability to create, disseminate and apply knowledge determines the economic performance. Alfred Marshall (1890 <http://socserve.mcm>) declared that “knowledge is our most powerful engine of production”. By that he also agrees with Giddens that every society has some form of knowledge with which they produce goods and services. But everyday use of the term refers to post-industrialised countries where more importance is now attached to the production of highly skilled goods than manufactured products. The importance of earlier economic tools of land, labour and capital is diminishing as tools for production. Physical labour is giving way to highly skilled jobs requiring advanced qualifications in creativity and processing of information. Capital is assuming the form of possession and application of high technology to production. Thus people in low-skilled jobs are pushed into inferior positions. In the European Union, for example, two thirds of the jobs created are highly skilled ones (Giddens) 2007: 22).

Indicators of Knowledge Economy

As has already been explained, in a knowledge-based economy attention is shifting from high volumes of production to high-valued skills. This means unskilled labour would continue to drop in these economies to give way to high-skilled ones. Examples of these skills we now see at work in medium to high technology firms or being developed and applied to manufacture, finance and banking, telecommunication, business and education.

In knowledge economies, high and often ugly competitions characterise the growth of industries to the point that indifference to the wellbeing of others has become the culture of survival. Closely related to a knowledge society is also the notion and idea of experts - a small class of professional, administrative and managerial employees found in both private and public

sectors. This small group of experts are highly paid for their skills and enjoy superior work conditions. These are the Chief Executives or Board Presidents of mega companies and Consultants in accounting and other high-skilled firms.

On the social side, people in the knowledge based societies are becoming more and more consumerist, isolated from each other. Family life is under threat of collapse. Parents have only little time to spend with their children and are communicating more and more with electrical gadgets. Because of Information and Communication Technology (ICT) in the homes, parents and children spend more time with computers than with each other. In the words of Ronald Dore (2000:8), Europe and the US have developed an industrial culture geared to "mere self-enrichment unlinked with the service or disservice one might be doing to one's fellow citizens in the process".

Education is generally agreed to be the transforming agent of societies. To get a good grasp of the process by which this transition and transformation into knowledge societies are taking place nowadays, we need to look at the educational systems in the capitalist societies.

Education in the Knowledge Economies

In the industrialised system, application of high technology to learning is wide in content and in intensity to the point that by the time the child enters the classroom his or her learning skills are at levels far beyond the reach of children the same age from developing countries. But learning today is not for the sake of learning. Profit is the main motivation for the capitalist economy, and education is also assuming the same character in the sense that it is becoming market oriented. In advanced economies, education is now seen as an industry producing high-valued and low-valued goods. The high-valued products are students who graduate with high technological skills with an appeal to manufacturing companies while the low-priced are those in the liberal and humanistic studies. Knowledge acquisition in schools has thus become a competition, producing winners and losers just as it is happening in the market.

The school environment where learning and knowledge acquisition takes place to transform the whole society has also assumed the character of the market economy in which education is a "privilege commodity sold and purchased" (Martin Albrow, 1996:115) by those with money. Subjects

classified as high-valued attract sponsorship in the form of scholarships and research funding from the industry, while students pursuing the low-valued ones must pay from their own resources. While the high-valued graduate has a brighter prospect for employment, the low-valued graduate's hope remains slim. Such a trend might eventually lead to some subjects disappearing completely from the curricular of schools causing imbalance in the harmonious development of the individual. The negative consequences for both knowledge and un-knowledge society in education assuming such a course must be an issue of concern for policy formulators in all societies around the world.

Education is about human development. Human development is more than economic growth. According to the UNDP, education and development is about "creating an environment in which people can develop their full potential and lead productive, creative lives in accord with their needs and interests" (www.undp.or.id/faq.asp#HDR1). Contrary to fulfilling this end, education systems of nations have come to a stage where they can no longer expand to accommodate the choice of interests of all, but they are rather restricted to protect national incomes. Education has simply become the pedagogy of enslavement to economic growth.

Education towards Consumerism

Another worrying aspect of education is its current orientation towards an uncritical objective of integrating the individual into the cauldron of consumerism. In the words of Peter MacLaren (2001), individuals have been reduced to tormented "creatures who are deliriously addicted not only to new commercial acquisitions but to the adrenalin rise of accumulation itself". (In Paula Allman 2001: xvi). In this addiction, he says, is the realisation of the individual's social relation within the global capitalist society. Consumerism has become the modern philosophy of life in which there is constant pressure "to consume more, and on the way, we become ourselves commodities on the consumer market" (Zygmunt Bauman 2008: 58). In such a situation nothing is ever certain. There is neither commitment at the family level nor to a love of the job. "The commodity form" explains J. Livingstone, "penetrates and reshapes dimensions of social life hitherto exempt from its logic to the point where subjectivity itself becomes commodity to be bought and sold in the market as beauty, cleanliness, sincerity and autonomy" (J. Livingstone cited in Bauman 2008: 59).

Human beings have started behaving more and more like automatons programmed to work, earn and consume their earnings as swiftly as possible. In such environments people's impulses determine right from wrong, good from bad; hence mistrust replaces sincerity. No wonder our cities and big towns are no longer safe places to live in. The name of the game played there is survival and the rules are 'trust nobody', 'show no mercy' and 'have no compassion'.

The situation in Africa

Africa has the unfortunate history of serving as the playground of all forms of ideologies with its post-independence leaders having no firm plan or policy of their own nor showing any serious commitment to those they adopt from developed countries. In Africa, Western forms of education produced a small but confused class of elite that created the false impression for the illiterate majority that, with independence, they were leading them on a path of becoming and living like Europeans. In reality, the wealth of African countries existed for the government functionaries and the elite who are more interested in "Western markets and Western lifestyles" observes Paula Ekins (1992: 10). The politicians and the educated elite are more interested in a mad and adrenalin rush to compete and compare themselves with their Western counterparts in the profuse purchase and consumption of Western goods without showing any concern for the majority. As an illustration, consider the retirement package which was proposed for a retiring President of Ghana, a country with a per capita income of less than US\$1,500:

- ◆ Lump Sum (thought to be worth USD 400,000)
- ◆ Six fully comprehensively maintained and insured fuelled and chauffeured-driven cars to be replaced every four years. The fleet comprise of three salon cars, two cross-country cars and one all-purpose vehicle
- ◆ TWO fully furnished residences that befit a former president at a place of his choice
- ◆ 60 days overseas travel with three staff members each year
- ◆ 18 months consolidated salary
- ◆ 1 million USD seed money for setting up a foundation
- ◆ Security – 24 hours security services.
- ◆ Budget for entertaining each year. (Source: GHP <http://www.myjoyonline.com> published 21/1/2009)

Such outrageous consumerist appetite is an indication of Africa's politicians and educated elite's inability to develop any deep sense of what modernity is about, because the process of education has not developed in them a morality and responsibility that governance and positions in the public service require. In Africa, the concept of democracy and human rights, as it is understood and nurtured in the process of educating children in the Western world, was only studied as academic subjects without permitting them to be practised in the schools. Acquisition of formal education in Africa was therefore generally recognised as a stage of preparing the individual towards passing tests and examinations and most importantly towards unquestionable acceptance and obedience to authority. At the end of the process those who behaved themselves and passed their examination were rewarded with employment mostly in the public service – where the structure of authority is even more profuse and rigidly obeyed.

Has education contributed to creating the knowledge-based society in Africa?

The formal Western education arrived in Africa through the Christian Missionaries whose desire was to create a civilised people out of a jungle full of barbaric inhabitants (Hansen 2005). The education system sought to achieve this task by two processes. The first was by a direct classroom education similar to those of Western societies based on competition where the best and the enduring survived and were rewarded with a job in the public service. It is this effort which has produced the teachers, medical personnel, civil servants, engineers, lawyers, economists, accountants, business men and women, among others. Together this group of people constitute a class that think themselves different from the 'illiterate and uneducated' who did not have the privilege of formal schooling. Indirectly the products, while still in the schools, were inducted into the consumerist culture with appetites sharpened, shaped and tilted towards Western goods. Secondly, outside the schools, the products needed to sustain the newly acquired status and protect it from being lost to indigenous traditions from which they have learned to distant themselves when possible. Two of the surest ways of achieving this were by securing a job first and secondly by conspicuous consumption and display of material wealth coming mostly from the West. So, in a sense, and by default African societies have also been successfully inducted, via schooling, into the strong culture of consumerism.

But the main difference between African and Western societies is that before and more than fifty years after independence the larger population of African societies have been excluded from the main stream knowledge economies or societies. In any case, a consumerist culture has been fast to spread whereas the knowledge base was too slow in developing to sustain a larger population.

Such a weak base triggered off post-independence rivalry and power struggle among the educated elite in Africa to occupy positions in government and public service solely for grabbing a generous share of their countries' wealth to sustain the newly acquired appetites and status. The new knowledge and skills acquired from the schools might have brought benefits in improving the health and lives of the people in modern and efficient ways than the traditional knowledge was capable of doing; but the difficulty is that hard work which goes hand in hand with consumerism culture in Western societies is absent or misunderstood in African societies. To most Africa's educated elite, hard work already had taken place during schooling and even a harder one during the struggle to get a position in the public service. What is left for the individual after this seemingly 'hard work' is to begin enjoying its benefits which is seen in how much one grabs and consumes Western products. This situation is gradually developing a type of individualism which is more dangerous than the one found in the Western industrialised economies. It is dangerous in the sense that it is neither grounded on any sound ideology nor on a philosophy found either in the West or in African tradition. The Western form of consumerism functions in the framework of democracy, individual freedom, accountability from governments, participation and, above all, hard work on the part of the citizens. There are efficient structures put in place to ensure that all citizens adhere to them irrespective of their position in government or private life. Unfortunately, in most African countries, these structures are simply not there, and where they exist, they are only for cosmetic reasons.

A second danger posed to African societies is coming from globalisation. The improvement in communication means that many Africans now have more access to information than their leaders think. Communication technology has brought live events and pictures of material prosperity of the West to many homes in Africa without an accompanying education for the people to comprehend the complexities and structures inherent in these societies. The incessant media adverts to influence consumption instincts of viewers in the developed countries have the same influence in awakening

the consumer instincts of African societies even more than they affect Western societies. African societies are not only learning from the schools, they have also been caught up in the daily panorama of life being a struggle to receive education, secure employment, work and buy, learn more, work more, and buy more; if you don't then you have failed in life; life does not wait for failures; make a life for yourself. It is a panorama of which Paula Allman (2001. xix) says, "reduces life to acquisition, to accumulation, to the winning and holding of power. Life becomes death and death becomes life". This precisely is the message that education systems all over the world seem to be saying to the persons going through them to struggle to the point of death in order to discover life – a life marked by money and power.

The subtle message from African leaders and the elite to their societies though are 'We have struggled and risked our lives to secure political independence from the colonisers; that hard work and risky venture won us the position we hold today. Those of you desiring to get to where we are, have to struggle now or wait for your turn when we are gone. If you can't wait or struggle then shut up and be content with the little favours we grant you.'

The fact that getting there is the desire of many and the fact that to get there is becoming more and more expensive in terms of receiving an education and a corrupt political process is the beginning of a major crisis in Africa. The crippling effect of the competitive educational system and a corrupt political process is the denial of opportunity for the majority who also desire to enter the economic society in Africa. In such uncertain and disabling circumstances, the only way open for the majority to arrive there, and arrive there fast, is to force the door open – that is through violence and bloodshed. It is at this milestone that efforts at modernising African societies for the past fifty years have arrived. The school system in many ways is responsible for producing such appalling bloody results.

How can education lessen or remove the threatening phenomenon of descent into a failed state which hangs over many countries in Africa? What can we learn or unlearn from the success and failure of Western education systems to improve life for the mainstream societies in Africa?

Before we find answers to these questions, Africans – intellectuals, politicians, traditional leaders and ordinary citizens - must accept that one must act before change can occur. Often, when it suits their individual agenda, Africans try to hide behind 'culture' to refuse change. In a documentary film

entitled Mobutu the King of Zaire, when interviewed about his repressive style of governing, President Mobutu answered that in a Bantu culture an elder and a leader is not to be questioned but obeyed. This was a president who virtually owned property in every European capital and flew in a private jet airliner wherever he travelled to, but refusing to acknowledge that governing a country in the 21st century is different from being an overlord of a feudal village. Culture is in a constant state of evolution, and behaving like a feudal lord in a century of rapid changes and spread of communication technology is an invitation to violence.

A new learning for all

David Hicks and Richard Slaughter (1998: 7) are of the view that it is possible for human beings to "reinvent ourselves and redesign our social architecture" to challenge the "unintended consequences of the great forces we have unleashed" by our learning. All our political and economic institutions and civil organisations need a revolutionary and critical consciousness to arouse change. Schools in modern times have been recognised all over the world as institutions which can bring about change by providing a uniform standard of knowledge and skills to all citizens of every country. For many years, schools have been serving as tools to develop technologies that have in turn brought about innovation in production of goods and services to unparalleled levels in the history of human development. But these same tools have brought about unanticipated, dysfunctional consequences politically, socially and economically – developments that seem to spin out of control of human knowledge. The price the world is paying for these developments are political upheavals, collapsing economies, social unrest and environmental destructions that beat human comprehension.

The choice of the school as a starting point, however, is not arbitrary because it is from the schools that the building of critical consciousness for change can begin. But the big question is: How does the school re-invent itself to offset the unintended negative forces its teachings have unleashed in the course of creating economic growth in Africa?

Reforms

The key challenges for most societies in Africa today are: how to end economic poverty; how to integrate various ethnic groups into a nation; how

to protect the environment from damage from industries; and above all how to achieve these ends in a peaceful manner. These ends are in line with Delores' four pillars of education: Learning to know, learning to do, learning to be and learning to live together.

The first software that education systems all over Africa need to install on the hard disk of education is that which acknowledges change. That is, learning to know to change. For a long time, most African societies have been torn between tradition and modernity. After contact with new cultures of Europe, most societies in Africa have become confused and torn between modernity and tradition. The globalisation process has opened up opportunities which according to Bauman (2008: 173) have made it possible for one to be different in a number of ways so that "what one was yesterday would no longer bar the possibility of becoming someone totally different today". Learning in Africa has to create this awareness in the learner that the school is only an initiation to a world that is witnessing unprecedented swift development where yesterday's wisdom is considered foolishness by the dawn of the following day. The only way the individual can comprehend the world is to develop his own identity in the mind-boggling uncertainties to distinguish between "things as they are" from "things as they pretend to be", (Jean Baudrillard cited in Bauman 2008: 183); or to consider how Bauman uses the analogy of the "smart missile" concept to explain the need to develop in a learner the idea of change. The smart missile is one which is designed for no specific target, but programmed in a way that while still in flight it is able to alter its course or position itself as and when it is necessary in order to hit a desired target. It is a concept which is beautifully expressed in Chinua Achebe's novel *Things Fall Apart* where the fable bird 'eneke' says, "since men have learnt to shoot without missing, he has learnt to fly without perching" (p. 16). Learning to know should be about learning and learning fast to adapt to a world which is presenting the individual with unlimited and compelling choices all at once. These rapid changes therefore make it necessary that schools should not focus only on satisfying the short-term needs of individuals by equipping them to crave a share for themselves in the consumer market. It is this uncritical craving for Western style of life which leads to the huge gap between those who fail in the school system and those who succeed - a gap that leads to competition and oppression. The schools therefore should awaken the consciousness of the individual to a higher ideal of lifelong learning to develop the smart missile concept of knowledge with which to confront life's numerous challenges. It is an awakening which engages the individual's passion in "a never-ending quest

not only to understand the 'as yet unknown', but to understand even more deeply the 'already known' " (Allman 2001:183). A phenomenon Bauman describes as open-ended reformation (Bauman: 188).

What needs to be seriously considered in African schools is that of learning to make choices. Western societies and capitalism are in a mess today because the education process has not looked beyond the capitalist horizon of economic growth and profitability in its teachings. Thanks to the rapid spread of information and communication technology, the media is loaded with advertisements portraying the beautiful life of Western consumerist societies. A vital quality that unbridled competition lacks is choice. Thus overwhelmed by the intensity of these adverts, individuals have no sense of choice to differentiate between a need and a want. It is a situation Peter Jarvis (2008: 3) describes as a disjuncture – "a gap between our biography and our perception of the situation to which we cannot give meaning or because we do not know the meaning that others around us give". Thus, instead of responding with just a slight adjustment of our biography, we allow others to determine for us without our registering that we are being manipulated.

Happiness does not always depend on level of consumption as Andrew Oswald's (cited in Bauman) research findings in the *Financial Times* showed. His research findings concluded that people in the well-off and developed countries have not become happier as they had grown richer; nor has their happiness increased with the volume of consumerist preoccupations and activities. What should and must be done in correcting such a situation in school education in Africa now, is to develop a critical thinking in the learner to come to the realisation that 'all that glitters is not gold'. Schools and education in Africa should stress this point by empowering the learner to acquire the ability to control his desires and the authority to make choices – empowerment to the point that one can influence the course of social, economic and political developments – so that one can say, like 'eneke', the bird in Achebe's book, that 'as the course of events try to fling me out of my desired ways I have also learnt to float along without getting subdued by them'. Developing a sense of how social, economic and political forces manipulate the individuals is possible, if education awakens the consciousness in the individual very early to these events and encourages participation in them from the grass roots level – the home, the school, the classroom and the community constituting the first environment for the learner.

The second reform in learning in African schools should be directed to the concept and practice of democracy in the schools. Besides the family, the school is the next place where individuals for the first time meet in a bigger and diverse group of other individuals. The school, therefore, is a laboratory for experimenting and learning democratic practices. But it is sad to note that democracy in schools has remained in the curricula of most African schools a concept to be learned and reproduced in an examination. Democracy thrives on co-operation and trust and should not remain abstract terms which learners should mechanically commit to memory and reproduce. From the classroom it is possible to build a practical structure on the abstract for learners and teachers to begin the practice of the democratic principle based on the ideals that our social existence as individuals depend on the well being and dignity of each member of the group. Ideas must be freely expressed and discussed to find the good and the bad inherent in putting them into practice. Solidarity and commitment, when demonstrated in practice in the classroom as some of the ideals of democracy, would go a long way in developing a sense of co-operation and respect for life instead of stiff competition in the learners. Where there is stiff competition, says Bauman, life becomes a game of survival where trust, compassion and mercy are lost (Bauman 2008: 57). Learning of democracy, therefore, should be based on a practical approach and the principle that our daily interaction with each other as human beings is worth more than commodities produced on a manufacturing line for our convenience. The school must be able to educate the individual that it is through dialogue and negotiations that human beings arrive at an understanding. It is by this stamp from education on the individual that African societies would be building the essential pillar of peace and learning to live together.

The last pillar of education, which unfortunately has not been included by Delores' four pillars, is the pillar of taking care of our environment. The question educators need to ask is, which global trends are life threatening and which can redirect and evolve human cultures onto the path of a higher humanity? The preference for and emphasis on teaching the natural sciences in schools as a condition that will frog-leap African societies to catch up with the developed industrialised worlds should be given a second thought. What do we measure progress with? What do we destroy in order to create? Is the destruction worth the benefits for us and future generations? These and many other questions should be asked and the answers critically contemplated as we embark on the journey of rapid industrialisation. Without

them creating Africa's knowledge base or knowledge societies will certainly result in more chaos violence and blood than it has already done.

Conclusion

The modernisation of African countries for the past fifty years has been a turbulent experience for the peoples of Africa. Even as this script is being written violent conflicts still rage on in some parts of the continent. Change does not mean returning to tradition. Any act of teaching and learning must focus on a future, which understands the past. African's past teaching and learning unconsciously focused on individual achievement and greed hence the current violence. Building a nation with a positive future will depend greatly on individual and collective insights, understanding, and knowledge to comprehend complexities of the modern world in order to alter our perspectives, values and behaviours to accommodate change in a civil manner. The software content of education systems in Africa, therefore must aim at developing in the individuals, political leaders and government officials the personal foundation to know more about world problems, social change and vision for the future. African educators and intellectuals of all persuasions must avoid the convenient but false claims that education be allowed to drift the way of commodity markets. The voiceless people of the continent are looking up to the intellectuals and the educated elite as the last bastion of hope to charter for them a new course of development that has humanity as its point of focus. Abrogating that responsibility to political leaders with no relevant education of the entire citizenry to also understand how developments at global level affect them as individuals at local level and collectively as nationals of a country, would only amount to entrusting the future of Africa to blind leaders to lead blind people.

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Gender Literacy and aspects of Deprivation among India's Tribes

CM Lakshmana

Abstract

The vast territory of India with its diverse ecological, physical, cultural and linguistic zones is a home to 1028.73 million people which include about 84.32 million tribal population (42.06 million; 40.88 per cent of males and 41.15 million; 59.12 per cent of females). Yet, in 60 years of development, the tribal literacy rate of India has not reached even 50 per cent; it is a mere 47 per cent. There was no visible improvement in ST female literacy over the period of 30 years of development in India. In this context, the present study attempts to understand the Gender Literacy and aspects of Deprivation among Scheduled Tribes in India.

Introduction

As per notified schedule under Article 342 of the Constitution of India, there are 533 tribes concentrated across the States and Union territories. India has the largest concentration of tribal people anywhere in the world except perhaps a certain country in Africa. Generally tribes are homogeneous in terms of socio-economic development unlike other groups. As per 2001 Census, the total tribal population constitutes 8.8 per cent to the total population of India. The total literacy rate of scheduled tribes in 1991 was 29.6 per cent increased to 47 per cent by the year 2001. Literacy poverty leads to the perpetuation of different types of disabilities which prevents them from availing and utilizing the development opportunities made available (Nagaraj B 2004). In the present competitive world, productive and qualitative human resource is the only asset that makes India shine. 'People are the real wealth of the nation', because people are not only the beneficiaries but

also the agents of economic and social progress (First Human Development Report 1990). 'Literacy poverty' could be said to be one of the obstacles that frustrated the otherwise landable most influencing factor which led to a limited success of development efforts in India (Nagaraj B 2004). Empirical studies have shown that particularly primary education has the highest rate of social returns and it emerged as the most significant contributor to predicted growth (Mahabub u.i. Haq and Khadiji Haq 1998). The data collected by Demographic and Health Survey (World Development Report 200-01) reveal that more than half of the 15 to 19 years olds in the poorest 40 per cent of house holds have zero years of schooling in 12 countries of the world, and India is one among them. However, it is true that India started with a poor education base at the time of independence, with a literacy rate of 17 per cent, and have been making committed efforts to eradicate illiteracy.

HDI- based profiling of scheduled tribes has shown that the scheduled tribes are a most deprived segment of the Indian society. The tribal sub-plan (TSP) strategy introduced since the Fifth Five Year Plan period i.e. 1974-79, called for specific plans of development including educational development of scheduled tribes. As seen from the available data, nearly two-third ST boys and Girls dropped out while ascending from primary to middle school. Increased financial outlays and special emphasis to the cause of STs have marginally improved the situation. But the picture is not too encouraging (Bhupinder Singh 1996). It is generally conceded that rural areas in general and tribal areas in particular have failed to attract resources personnel and infrastructural facilities.

Even the special plan i.e. the Tribal Sub- Plan (TSP) has not helped to the extent that it should have. In the words of Ramamurthy Committee, it has remained a paper exercise "not concretely provided in the budget documents". Yet, in 60 years of development, the tribal literacy rate of India has not reached even 50 per cent; it is a mere 47 per cent, and further it is much below the national average in the states of Andhra Pradesh, Madhya Pradesh, Bihar, Orissa, Uttar Pradesh, Jammu & Kashmir, Rajasthan, West Bengal, the progressive state of Tamilnadu and the union territory of Dadra and Nagar Haveli.

In this context, the present study attempts to understand the Gender Literacy and aspects of Deprivation among scheduled tribes in India, by states. Source of data for the study is the Primary Census Abstract: Census of India 1991 and 2001. Index of Deprivation (IOD) in crude literacy has

been computed by using UNDP-HDI frame work. The methodology is as follows:

$$IOD = \frac{\text{Target}_j - \text{CLR maximum value}_{ij}}{\text{Target}_j - \text{CLR minimum value}_{ij}}$$

Here IOD ij = Index of deprivation for the i^{th} State j^{th} criterion (Literacy)
 Target = Maximum achievable target for the j^{th} criterion (for example it is 100 per cent for literacy)

Min j = Minimum value for the j^{th} criterion (it is 0 per cent for literacy)

For instance IOD in CLDI for Karnataka, the Literacy rate in 2001 is 67 %.

$$\frac{\text{the IOD} = 100 - 67.4}{100 - 0.00} = 0.326$$

Background and key information on Population and Literacy: India

The total population in India increased from 838.58 million in 1991 to 1028.73 million in 2001. Of the total, there were about 67.75 million of tribal populations in 1991 which increased to 84.32 million in 2001. The proportion of scheduled tribe population in total population was 8.08 per cent in 1991 and 8.19 per cent in 2001 showing a marginal increase. But, the trend was reverse in the case of scheduled caste population; their proportion declined marginally from 16.48 per cent in 1991 to 16.19 per cent in 2001, as can be seen from table 1. In the last two decades, there has been a continuous increase of urban population in the country. A similar trend is seen in the proportion of urban population of Scheduled Tribes in India (Table 1); it has almost doubled in the decade 1991 to 2001.

The decadal growth of total population in India was 23.85 per cent and 21.34 per cent for the decades of 1981-1991 and 1991-2001 respectively. In regard to the decadal growth rate of SCs and STs, it was higher than that of the general population in India in both the decades (see table 1). However,

due to the efforts of the Health and Family Welfare Department, through population policies and programmes, even SC and ST population growth

Table 1
Selected Key Information on Population of India

	Selected aspects	Year	
		1991	2001
1	Total Population	83,85,83,988	102,87,37,436
2	Total SC Population	13,82,23,277	16,66,35,700
3	Total ST Population	6,77,58,389	8,43,26,240
4	Per cent of SC Population in total Population	16.48	16.19
5	Per cent of ST Population in total Population	8.08	8.19
6	Per cent of ST Males in total ST Population	50.71	50.56
7	Per cent of ST Females in total ST Population	49.29	49.44
8	Per cent of ST Rural Population in total ST Population	92.6	84.23
9	Per cent of ST Urban Population in total ST Population	7.4	15.77

Source: Compiled from Census Data

rate declined along with the general population in the decade 1991-2001. However, the ST population growth was comparatively higher (19.64 per cent) than the growth of SC population (17.5 per cent) and also the general population growth (21.34 per cent) in India for both the decades. This is attributable to various reasons viz., demographic, social and economic rather than popular population containing measures.

The crude literacy differential among SCs/STs and general population from 1971 to 2001 is presented in table 2. In 1971, the literacy rate was just 14.67 and 11.3 per cent respectively for SC and ST population in India. Even after thirty years of planned development literacy rate for ST in India had not reached even 50 per cent.

However, the literacy rate for SC (54.69 per cent) was comparatively higher than the literacy rate of ST population in 2001. Further, if we take the literacy gap between (a) SCs and general and (b) STs and general, it becomes evident that in all the Censuses ST literacy rate was higher than the SC literacy rate (Table 2).

The literacy gap between SCs and general and between STs and general was 10.69 and 18.28 per cent respectively in 2001.

Table 2
Differentials in Literacy Rates of Scheduled Caste, Scheduled Tribe and General Population in India

Year	Scheduled Caste	Scheduled Tribe	General Population	Literacy Gap	
				SCs and General	STs and General
1971	14.67	11.3	33.8	19.13	22.5
1981	21.38	16.35	41.3	19.92	24.95
1991	37.41	29.6	52.2	14.79	22.6
2001	54.69	47.1	65.38	10.69	18.28

Source: Educational Statistics of Scheduled Castes and Scheduled Tribes, Ministry of Human Resource Development, 1993 and Primary Census Abstract, Census of India 2001

Gender Literacy and Aspects of Deprivation:

In order to understand the paradigm of development in a developing society like India, gender related issues need to be given due weightage. To balance gender variation in education, employment and other fields like legislation and parliament, the constitution provides for reservation for SCs STs and women. However, there still remains much disparity between genders in literacy rates, employment etc. Religious groups and even states in the Federation have unequal levels of attainment in regard to education, employment etc. With this background, an attempt has been done to understand the literacy deprivation in ST males. As reported in table 3, the national average of IOD in crude literacy of ST males in 1991 was 0.794, which further declined to 0.386 points. In 2001, it was only 0.408 points. The highest and lowest levels of IOD were reported in the states of Bihar (0.602) and Lakshwadweep (0.078) respectively. In 1991, the states of Andhra Pradesh, Bihar, M.P, Orissa, Rajasthan and Tamilnadu had shown relatively higher level of deprivation in the crude literacy of ST males. The remaining states have shown relatively moderate level of deprivation in their crude literacy in 1991.

In 2001, the situation was entirely different in regard to the deprivation level for in ST males. Only two states viz., Mizoram and Lakshwadweep had registered lower levels of deprivation in 1991, but by 2001, many states i.e., Assam, Himachal Pradesh, Kerala, Manipur, Nagaland, Sikkim, Uttanchal, the union territories of Andaman & Nicobar Islands, Daman & Diu had reduced their deprivation level from moderate to low levels (Table 4). In regard to ST males, only the states of Bihar and Jammu & Kashmir had

shown relatively higher levels of deprivation in their crude literacy in 2001. The IOD of ST males was relatively moderate in rest of the states in India. From this, we could conclude that during the last 30 years of development in India, much importance was given to the development of SCs/STs through innovative policies and programmes. Hence, it is clear that these measures have to some extent helped in reducing the level of deprivation in crude literacy among ST males in India.

Results of a comparison in gender variation of IOD in crude literacy is given in Table 3. In 2001, the overall average of IOD for ST females was 0.408, but highest i.e. 0.652 points was reported for ST females. There was much variation in IOD figures between males and females. For example, the lowest level of IOD in crude literacy was for ST reported from the states of Mizoram and Lakshwadeep for the years of 1991 and 2001. On the other hand the states of Arunachal Pradesh, Assam, Goa, H.P, Maharastra and Tripura reported reduced rates of IOD of ST females in 2001 as compared to 1991. In 1991, these states had relatively higher level of deprivation in their IOD of ST females. A comparison of gender IOD gap shows that there was higher deprivation level in male population of ST in 2001, in the states of Bihar and Jammu & Kashmir.

Table 3
State-wise Gender Literacy Rates and Index of Deprivation of STs in India

Sl.No	State/Uts	Males				Females			
		1991		2001		1991		2001	
		Literacy Rate	IOD						
1	Andhra Pradesh	25.3	0.747	47.66	0.523	8.7	0.913	26.11	0.739
2	Arunachal Pradesh	44	0.56	58.77	0.412	24.9	0.751	40.56	0.594
3	Assam	58.9	0.411	72.34	0.277	39	0.610	52.44	0.476
4	Bihar	38.4	0.616	39.76	0.602	14.8	0.852	15.54	0.845
5	Chattisgarh	*	0	65.04	0.350	*	0	39.35	0.607
6	Goa	54.4	0.456	63.49	0.365	29	0.710	47.32	0.527
7	Gujarat	48.2	0.518	59.18	0.408	24.2	0.758	36.02	0.640
8	Himachala Pradesh	62.7	0.373	77.71	0.223	31.2	0.688	53.32	0.467
9	Jammu & Kashmir	**	0	48.16	0.518	**	0.000	25.51	0.745
10	Jharkhand	*	0	53.98	0.460	*	0.000	27.21	0.728
11	Karnataka	47.9	0.521	59.66	0.403	23.6	0.764	36.57	0.634
12	Kerala	63.4	0.366	70.78	0.292	51.1	0.489	58.11	0.419
13	Madhya Pradesh	32.2	0.678	53.55	0.465	10.7	0.893	28.44	0.716
14	Maharastra	49.1	0.509	67.02	0.330	24	0.760	43.08	0.569
15	Manipur	62.4	0.376	73.16	0.268	44.5	0.555	58.42	0.416

16	Megalaya	49.8	0.502	63.49	0.365	43.6	0.564	59.2	0.408
17	Mizoram	86.7	0.133	91.71	0.083	78.7	0.213	86.95	0.131
18	Nagaland	66.3	0.337	70.26	0.297	54.5	0.455	61.35	0.387
19	Orissa	34.4	0.656	51.48	0.485	10.2	0.898	23.37	0.766
20	Rajasthan	33.3	0.667	62.1	0.379	4.4	0.956	26.16	0.738
21	Sikkim	66.8	0.332	73.81	0.262	50.4	0.496	60.16	0.398
22	Tamilnadu	35.3	0.647	50.15	0.499	20.2	0.798	32.78	0.672
23	Tripura	52.9	0.471	67.97	0.320	27.3	0.727	44.6	0.554
24	Uttar Pradesh	49.9	0.501	48.45	0.516	19.9	0.801	20.7	0.793
25	Uttaranchal	*	0	76.39	0.236	*	0	49.37	0.506
26	West Bengal	40.1	0.599	57.38	0.426	15	0.850	29.15	0.709
27	A & N Islands	64.2	0.358	73.61	0.264	48.7	0.513	59.58	0.404
28	Dadra & N.Haveli	40.7	0.593	55.97	0.440	15.9	0.841	26.99	0.730
29	Daman & Diu	63.6	0.364	74.23	0.258	41.5	0.585	51.93	0.481
30	Lakshadweep	89.5	0.105	92.16	0.078	71.7	0.283	80.18	0.198
	INDIA	40.65	0.593	59.17	0.408	18.19	0.818	34.76	0.652
Source: Primary Census Abstract: Census of India 1991 and 2001									
Note: * states were not constituted** Census was not conducted									
IOD calculated by the author									

Table: 4

Index of Deprivation (IOD) in Crude Literacy levels of ST Males in India

IOD Levels	States	
	1991	2001
Relatively Lower <0.1-0.300	Mizoram, Lakshadweep (1state and 1 ut)	Assam, HP, Kerala, Manipur, Mizoram, Nagaland, Sikkim, Uttaranchal, Andaman & Nicobar Islands, Daman & Diu, Lakshadweep (8 states and 3 uts)
Relatively Moderate (0.301-0.600)	ACP, Assam, Goa, Gujarat, HP, Karnataka, Kerala, Maharashtra, Manipur, Meghalaya, Nagaland, Sikkim, Tripura, UP, West Bengal, Andaman & Nicobar Islands, Dadra & Nagar Haveli, Daman & Diu (15 states and 3 uts)	AP, ACP, Chattisgarh, Goa, Gujarat, Jharkhand, Karnataka, MP, Maharashtra, Meghalaya, Orissa, Rajasthan, Tamilnadu, Tripura, UP, West Bengal, Dadra & Nagar Haveli (16 states and 1ut)
Relatively Higher (0.601-0.900)	AP, Bihar, MP, Orissa, Rajasthan, Tamilnadu (6 states)	Bihar, Jammu & Kashmir (2 states)

Source: Census Data: IOD calculated by the author using UNDP -HDI frame work

Table: 5
Index of Deprivation (IOD) in Crude Literacy (Females) of Scheduled Tribes in India

IOD Levels	States	
	1991	2001
Relatively Lower <0-300	Mizoram, Lakshadweep	Mizoram, Lakshadweep
Relatively Moderate (0.301-0.600)	Kerala, Manipur, Meghalaya, Nagaland, Sikkim, Andaman & Nicobar Islands, Daman & Diu	ACP, Assam, Goa, HP, Kerala, Maharashtra, Manipur, Meghalaya, Nagaland, Sikkim, Tripura, Uttaranchal, Andaman & Nicobar Islands, Daman & Diu
Relatively High (0.601-0.900)	AP, ACP, Assam, Bihar, Goa, Gujarat, HP, Karnataka, MP, Maharashtra, Orissa, Rajasthan, Tamilnadu, Tripura, UP, West Bengal, Dadra & Nagar Haveli	AP, Bihar, Chattisgarh, Gujarat, Jammu & Kashmir, Jharkhand, Karnataka, MP, Orissa, Rajasthan, Tamilnadu, UP, West Bengal, Dadra & Nagar Haveli

Source: Census Data: IOD calculations are based on UNDP- HDI framework

However, it is evident from Table 5 that the IOD of ST females is concerned, many states like Andhra Pradesh, Bihar, Chattisgarh, Gujarat, Jammu & Kashmir, Jharkhand, Karnataka, M.P, Orissa, Rajasthan, Tamilnadu, U.P, W.B and Dadra & Nagar Haveli have had shown higher level of deprivation in crude literacy. Hence, it is to be noted that there was significant disparity in gender literacy deprivation among scheduled tribes in India.

There was no visible improvement of ST females in India over the period of 30 years of development. Further, a stagnating trend was witnessed in the literacy levels of ST females in India, as could be seen from Table 5. Even ST Males are no exemption to this trend of declining IOD from relatively moderate to lower level during 1991 and 2001. Excepting the states of Arunachala Pradesh, Assam, Goa, H.P, Maharastra, Megalaya and Tripura, the rest of the states continued to have relatively higher level of deprivation in crude literacy among ST Males during the period. As reported by Bhupinder Singh (1996) there was a sharp drop from primary stage (101.79 per cent) to middle stage (35.65 per cent) and consequently over two-thirds of ST boys and girls dropped out from primary and middle schools.

There are historical and socio-economic reasons for experiencing wide disparity between male and female literacy in India in general and of ST population in particular. Studies have shown that for ST girls, it is the lack of residential facilities in educational institutions that deter scheduled tribe families from sending their children to such institutions. On the other hand, in a generally male dominated society like ours, the traditional role of women confining to the house, taking care of children and accepting male domination in the family has found wide acceptance². However today the situation has changed at least for the general population; female literacy rate has improved significantly to reach the male literacy rate. But in case of tribal females the situation continues; literacy gap between ST males and ST females continues to be grim. The literacy gap between ST males and females has not shown improvement in the last 60 years of development.

High priority to girl's education and steps to reduce drop-out rates, encouragement for school enrolment to SC/ST girl students and incentives for retention of students from standard III to VI were provided in the tribal welfare plan which was formulated in 2001. Further the Tenth Plan aimed at improving the literacy rate especially female literacy rate and enrolment rate as also reducing the drop-out rate at all levels. It further aims at increasing the employment opportunities for educated youth of poor families and improving the socio-economic status of the communities of SCs and STs. With this in view, the Ministry of Education has been providing grants to tribal sub plan (TSP) to tribal majority states under article 275 (1) to meet the cost. Under this scheme, girls hostels, boys hostels, ashram schools in tribal sub-plan areas have been opened and working to enhance the welfare of scheduled tribes in India. The scheme provides for establishing educational complexes in low literacy pockets in tribal areas by providing cent percent financial assistance to NGOs/ organizations established by government as autonomous bodies/ educational and other institutions like cooperative societies to establish educational complexes in 136 identified districts of erstwhile 13 states where tribal female literacy is below 10 per cent as per 1991 census. So these institutions are mandated to improve female literacy especially in the states of Andhra Pradesh, Bihar, Chattishgarh, Gujarat, Jammu & Kashmir, Jharkhand, Karntaka, M.P, Orissa, Rajasthan, Tamilnadu, U.P, W.B, and Dadra & Nagar Haveli. The existing institutions under the above scheme have been trying to reduce gender disparity in crude literacy among scheduled tribes in India by reducing IOD level in ST population and the above mentioned States.

Concluding Remarks

Article 46 of the Constitution explicitly recognizes the Scheduled Caste and Scheduled Tribes as the weaker sections of the society and calls for promotion of their educational and economic interests as well as to protect them from exploitation. In pursuance of this, both central and state governments have been implementing several schemes for the development of SC/STs. Now we have stepped into 21st century and also completed 60 years of independence. Hence, when we talk of development, we should keep in mind the imperative to take care of the overall development of every community, region and religion in the country.

In recent years, India has achieved great success in IT and BT. IT graduates from India are in great demand in the international market. But, according to 2001 census in India, there were 41 illiterates for every 100 ST males and 65 female illiterates for every 100 females. This situation, if allowed to persist would cause irreparable damage to our social fabric. The progress achieved in improving literacy rate of ST males in India gives room for hope.

The Tribal Sub Plan (TSP), District Primary Education Programme (DPEP) and the scheme for educational complexes in pockets of low female literacy tribal areas which is being implemented in pursuance of Article 275 (1) of the Constitution, should focus on improving the literacy situation particularly of ST females in India. What is needed is a vigorous approach to improve literacy and reduce the IOD of crude literacy among ST females, especially in the states of Andhra Pradesh, Bihar, Chattishgarh, Gujarat, Jammu & Kashmir, Jharkhand, Karnataka, M.P, Orissa, Rajasthan, Tamilnadu, U.P, W.B, and Dadra & Nagar Haveli. Comprehensive and effective programmes are required to tackle gender disparity in literacy among STs in India.

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Vocational Education Programmes as a Tool for Promoting Community Development and Youth Empowerment in Selected Vocational Centres in Ibadan Metropolis Oyo State, Nigeria

OE Olajide

Abstract

This study examines the effectiveness of vocational education programmes in promoting community development and youth empowerment Ibadan metropolis in Oyo State. The study adopted the survey research design with the population of 300 purposively selected respondents. The major instruments used to collect data from the respondents was the questionnaire. The chi-square (c^2) statistical tool was used to test two (2) null hypotheses stated for the study at 0.05 level of significant. The findings of the study reveals that vocational education is significantly related to community development (c^2 cal = 58.5; df 12; $p < 0.05$). Also the study showed that vocational education is significantly related to youth empowerment and development. (c^2 cal = 79.5, df = 12; $p < 0.05$). It is however, noted that vocational education is significantly related to community development and youth empowerment among the beneficiaries in Ibadan.

Consequently, it was recommended that government and non-governmental agencies should support vocational education programmes in terms of policy formulation and resources, also, more vocational education centres should be established to cater for increasing unemployed youth in our society.

Introduction

Background to the Study

Vocational education is not a new phenomenon to Africa and Nigeria in particular. Even before the advent of colonial masters, Africa was able to

satisfy her technical and vocational needs especially in the area of tools making and skills acquisition of various form to meet the challenges of human environment (Omolewa, 1997). However, colonization has brought about neglect in the teaching and learning of skills through inheritance within the family and replaced by the "imported" vocational skills (Roll, 2001).

The developing countries including Nigeria were convinced that the best way to develop and enhance employment opportunity is by using western education and technical training following the growth of industrialization in Europe and America through the same means. (Lephoto, 1995 and Coombe, 2004).

In line with the above the federal government of Nigeria have contributed greatly to youth empowerment through vocational education programmes which include:

- ◆ The Structural Adjustment Programme (SAP);
- ◆ The National Directorate of Employment (NDE);
- ◆ Family Economic Advancement Programme (FEAP);
- ◆ The Directorate of Foods, Roads and Rural Infrastructure (DFRRI), just to mention but a few.

Despite the introduction of these programmes by successive government to reduce if not total eradication of unemployment in Nigeria especially among the youth, yet there is even increasing member of urban unemployed and rural unemployed youth labour force (Seers, 2002).

It should be noted that the entire programme failed to achieve the desired goals because of the following reasons as highlighted by World Bank (1996):

- ◆ Reliance on import goods;
- ◆ Weak base for sustainability;
- ◆ Lack of participation by grassroots' people;
- ◆ Lack of capacity and technical knowledge by both the government and the people;
- ◆ Sub-contracting of projects which leads to poor control; and
- ◆ Lack of technical expert and effective management capacity by local executive agencies.

It is necessary to note at this juncture that the aims and objectives of

vocational education is to bring about youth empowerment and community development as contained in the National Policy on Education (Revised edition, 1998). It include the following:

- ◆ To provide trained manpower in applied science, technology and commerce particularly in the sub-professional grades;
- ◆ To provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development;
- ◆ To provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man;
- ◆ To give an introduction to professional studies in engineering and other technologies;
- ◆ To give training impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnels who will be enterprising and self reliant, and
- ◆ To enable, our young man and women to have intelligent understanding of the increasing complexity of technology (National Commission for Technical Education, 1989)

From the above aims and objectives of vocational education, it has therefore being viewed as determinant of socio-economic development, moral development, and can led to poverty reduction in Nigeria. There is not doubt in the fact that no meaningful community development can take place without vocational education. This is because community development connotes change in human well-being and a tool for achieving social transformation in the country. (Anyanwu, 1992). Unfortunately all the vocational education programmes introduced by successive federal government in Nigeria aimed at bringing about better change for the survival of humanity had failed to achieve the desired results. Based on this background, the study is out to examine the contributions of vocational education programme on community development and youth empowerment in selected vocational centres in Ibadan, Oyo State.

Statement of the Problem

It is a known fact that Nigerians is experiencing rise in unemployment rate despite the introduction of numerous vocational education by successive federal government in the country aimed at youth empowerment and community development.

It is against this foregoing that the study is out to investigate the influence of vocational education programmes, on community development and youth empowerment in Oyo State of Nigeria with the view to determine the effectiveness of vocational education programme as a tool of promoting community development youth empowerment in Nigeria.

Research Hypotheses

- Ho₁:** There is no significant relationship between vocational education programme and community development in Oyo State, Nigeria.
- Ho₂:** There is no significant relationship between vocational education programme and youth empowerment in Oyo State, Nigeria

Methodology

The study adopted a descriptive survey research design with a sample size of 350 respondents selected from four vocational centres in Ibadan Land. The centre are:

- i) Apampa Vocational Training Centre, Ibadan
- ii) Ministry of Women Affairs and Community and Social Welfare Vocational Centre Samonda, Ibadan
- iii) Senator Ajimobi Vocational Training Centre, Oke-Ado, Ibadan
- iv) Hon. Arapaja Foundation Training Centre, Bode, Ibadan.

Instrumentation

The major instrument used for data collection was a set of structured questionnaire tagged Vocational Education, Community Development and Youth Empowerment Scale for Participants (VECDYESP). This was complemented with interview schedule, observation and available records.

The questionnaire contains two (2) sections. Section A. This Section was used in eliciting biodata information such as sex, marital status, age, and religion.

Section B item which were positively stated, ask question that are related to variables to be tested. Respondents are to indicate their degree of agreement with each item by ticking one of the four options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SA).

Data Analysis**Hypothesis 1**

There is no significant relationship between vocational education programme and community development in Oyo State.

Table 1: χ^2 Contingency table showing the relationship between vocational education and community development.

N	χ^2 Calculated Value	Degree of Freedom	Critical Table Value	P	Remark
300	58.5	12	21.026	<0.05	N5

Table 1 revealed that c^2 calculated value of 58.5 is greater than the critical value of 21.026 at 0.05 level of significance. It therefore implies that vocational education is significantly related to community development. the result of the findings on hypothesis are in table 1 above shows that proper implementation of vocational education will bring about community development (i. e. c^2 cal = 58.5, df 12, $p < 0.05$).

Hypothesis 2

There is no significant relationship between vocational education programme and youth empowerment in Oyo State.

Table 2: χ^2 Contingency table showing the relationship between vocational education and youth empowerment in Oyo State.

N	χ^2 Calculated Value	Degree of Freedom	Critical Table Value	P	Remark
300	79.5	12	21.026	<0.05	N5

Since the χ^2 calculated value of 79.5 is greater than the critical table value of 21.026 at 0.05 level of significance. Thus revealing that the above null hypothesis is rejected and the alternative is hereby accepted.

This therefore shows that vocational education is significantly related to youth empowerment. (i. e. χ^2 cal = 79.5, df 12, $p < 0.05$).

Discussion of Findings

The finding of the study revealed that vocational education programmes had significantly influenced community development and youth empowerment in Oyo State, Nigeria. The first null hypothesis was rejected as it was confirmed from the finding of this study that there is significant influence of vocational education programme on community development. The finding of this study corroborate with Anyanwu (2000) who asserts that vocational education programme has been found as a tool for achieving social transformation in the society. He also argue that vocational education have far reaching effects on citizens participations in community development programmes. Also, the finding showed that vocational education programme had provided the participants with needed skills required to be self employed and function well in the society. This finding is in line with Omolewa (1990) who argued that vocational education has been found to have provided functional literacy skills which are capable of providing employment opportunities for participants and also change the status of the participants for better in the community.

Hypothesis two was also rejected, thus confirming the perception that there is significant influence of vocational education programme on youth empowerment in Oyo State. This study support the submission of Akintayo (2005) and Igwe (2003) that vocational education is work-oriented and has enabled majority of the participant to be self-employed. The finding also revealed that vocational education has implication for in poverty reduction in the society, especially among the youth. Thus, Ojo-Ajibare (2002) argued that vocational education tend to create room for socio-economic development of the participants as they could embark on income generating activities.

In addition, the finding of the study, indicated that vocational education programmes has been found to be significant correlation with employment rate reduction in the society. Ojelade (2004) postulated that vocational education programme plays an important role in national development in the area of creation of employment opportunities to the citizens especially among the youths in the society.

Conclusion

This study examined the relationship between vocational education programmes and community development and youth empowerment in Oyo

State. The findings revealed that there is not doubt that there is a need for strategic partnership between vocational education programme, community development and youth empowerment. This can be done through the proper implementation of all vocational education programme put in place by the governments at all levels, non-governmental organisations and all stakeholders in education industry. It has been established that vocational education had given room to self-employment of majority of the unemployed graduates, improved their socio-economic status in the society of these who participated in vocational education programmes in the state. The programmes has also improved the quality of life of participants in the community. In addition, the study in addition revealed that vocational education plays an important role in solving problem of unemployment in Nigeria. It should be noted that reduction in the level of unemployment is an aspect of community development.

Recommendations

Based on the findings of the study, the following recommendations are made:

- 1) Government and non-governmental organisations should provide the enabling environment towards effective implementation of vocational education programmes for self-reliance.
- 2) Government at all levels should be encouraged to establish more vocational education centres in there domain to cater for the host of unemployed graduates and school learners.
- 3) In addition, vocational education centres should enjoy free-registration from government.
- 4) The curriculum for vocational education should be simple and entrepreneurship oriented to take are of out-of-school leavers too.

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Preparation and Presentation of Organized Bodies of Knowledge to Adult Learners

HM Kasinath

1. Preparation for Presentation

Preparation and presentation of organized materials to the adult learners is determined by the duration of the time factor. For the longer and formal tutoring, the tutor must prepare thoroughly. But for the shorter, less formal explanation, the tutor must prepare in a different way. The tutor presents the explanation in relatively unanticipated situations spontaneously, and the explanation is impromptu. The preparing for an instruction has several aspects – the choice of media, the instructor's motivation, affective preparation, and cognitive preparation. We shall now turn to each of these.

(i) The Choice of Media

One aspect of preparation and presentation of material to adults is choosing the medium through which the lecture is to be presented. The choice is in between tutor or substitute such as a film, a television tape, audio tape recording, or 35-mm. slides, OHP transparencies, power point presentation through LCD. Or a combination of the tutor with either of the modes.

The decision is based on a variety of factors. If the tutor has no idea to use the audiovisual aids of this kind, then his decision is easy. But if they are available, are they worth the trouble of getting and arranging them? How effective are they as aids to, or substitutes for, the tutor? Answers to these questions must be based on the research on audiovisual aids. For the time being, we shall focus on the tutor who has undertaken a task of delivering an instruction for 20 minutes or more. This means that the tutor

must prepare both for the 'content of the instruction' and the 'style' in which body of knowledge is to be delivered to adult learners.

(ii) The Instructor's Motivation

It involves how strongly the tutor want to instruct well ? In the constraint of one's time and energy, how great is the desire to give a good instruction ? Under most circumstances, instructing well takes preparation. Except for the most experienced tutor holding forth on extremely familiar ideas, the tutor must be motivated to prepare – to collect information, determine one's emphases, organize the sequence of ideas, create incisive and fresh examples, and so on. If the tutor is distracted by other interests or duties, she will be unable to give attention to these tasks needed.

(iii) Affective Preparation for Instruction

The affective side of the instructor's preparation for the instruction refers to the possibility that one may suffer from "speech fright". Many instructors experience speech fright and postpone taking adult education classes for that reason (Elliott, 1970). Even after a speech course, about one-fourth of the tutors still experience anxiety and lack of confidence. Fight at the prospect of giving an instruction reduces the tutor's ability to communicate (Clevenger, 1955). Speech fright in tutors shows itself in observable behaviour, subjective experience, and physiological changes.

We shall describe a relatively new and effective technique of reducing speech fright among tutors through systematic desensitization (Elliott, 1970). It is another example of a behaviour modification technique. Systematic desensitization has two main parts : muscular relaxation and the graded presentation of anxiety – producing stimuli. The subject first learns how to engage in "*progressive relaxation*". Then, while in a very relaxed state, which is incompatible with feelings of anxiety, the subject is asked to think about the weakest item in a list of anxiety-producing situations. Some of the items in such a list would be :

- (i) Lying in bed just before going to sleep
- (ii) Reading about speeches alone in a room about one or two weeks prior to a pending speech ;
- (iii) Getting dressed on the morning of the speech ; (iv) Walking up before the audience ; and

(v) Presenting a speech before an audience.

These situations previously have been arranged in a hierarchy from *weakest to strongest in the level of anxiety* produced. If the subject feels any tension while thinking about a given situation, he is told to discontinue thinking about it, to become relaxed once more, then to think again about that situation until it no longer makes him feel tense. Each anxiety-producing situation in the hierarchy is considered neutralized when the subject can stay relaxed while in the imagined situation. The subject thinks in turn about each of the items in the hierarchy, from the least disturbing to the presentation of the speech itself, until all have been neutralized. Researchers have found that being able to relax while thinking about public speaking in imaginary situation will carry over to real-life situations. The procedure works well in reducing anxiety in a broad range of situations, including fear of snakes, claustrophobia, test anxiety, fear of mathematics and alphabets, and public speaking. In each case a hierarchy of anxiety-producing situations is formulated, and the subject is systematically desensitized by pairing a feeling of relaxation, instead of anxiety, with the situations presented.

(iv) Cognitive Preparation for Instruction

The instructor's cognitive preparation requires curriculum construction for adults. *Tutor* uses what one knows about the subject and about his adult learners. *Tutor* aims at the instructional objectives and takes into account the adults' ability, motivation, and knowledge. Tutor may do some research in the literature of his topic, takes notes and organize them into an outline, write out his lecture word for word, and prepare audiovisual aids of various kinds. Typically, this preparation has drawn only upon the teacher's knowledge of the subject and has neglected other factors of the kind discussed below. We shall try to offer the tutor the additional ways of preparing one's instruction. This section of the instruction would include the introduction to the instruction, establishing tutor and adult learner relationships, gaining adult learner's attention, and exposing essential content.

2. Presentation of Bodies of Knowledge

In this section, we shall describe some functions of the presentation and give examples of how they can be served. Then we shall elaborate on

the motivational and organizational techniques that can be used, primarily in the presentation and also throughout the instruction as new topics are introduced.

The presentation would include a variety of tasks : establishing tutor-learner relationship, promoting learners' attention, exposing to essential content, and promoting awareness of relevant knowledge or experience (Shutes, 1969). Although the effects of different types of presentations have not been studied (Thompson, 1960), knowing the types can give the tutor a wider range of alternatives. In his analysis of teachers' lessons, Shutes identified different functions that presentations can serve.

(i) Establishing Tutor-Learner Relationships

This function of the presentation is served when the tutor introduces oneself, asks the names of adult learners, makes warm-up comments about the temperature, harvesting, supply of manure, adequate water supply, power supply, shares anecdote from news papers, or talks about the adult personal problems.

(ii) Gaining Learners Attention

Here we find tutors' language in which he/she calls for attention, gets the class to learn as much as possible, mention that a oral test will follow at the end of the instruction, uses of visual aids (Chalkboard, artifact, etc.), assign adult learners to play certain roles, or asks questions. The tutor tries to engage the interests of learners to gain their attention. Here are some suggested techniques and approaches to gain the attention of adult learners.

(a) Making Reasonable Assumptions about Adult Interests

What interests have the adult learners already acquired ? If adults want to learn, and the tutor can make adults to see him as helping them to acquire learning skills, then the tutor stands a better chance of gaining adult interest in learning.

The first class and subsequent ones should deal with need based information on which adults can solve their daily problems, otherwise, unless other kinds of motivation are tapped, attention or even attendance to the class will lag.

The main idea here is *relevance to learners' goals* – whether these goals are the solution to daily challenging problems, good crops, success in their life, satisfaction of expectation, ability to help other people, or a chance to earn more money. Instructions that are relevant to adult learners' motives become motivating in themselves.

All this means that the tutor should take the experiences, problems and conditions of the adult learners into account. In order to achieve relevance of adult learning, the tutor must realize that adult's interests vary according to many factors :

- the adults' age, gender, socio-economic status, level of ability, previous life experiences and success events, race, nationality, religion, and so on ;
- the times in which they available for learning ;
- changes in circumstances and conditions of living ;
- events in the outside world of art, politics, science, agriculture ; and
- the adults' stage of development (for example, newly married couples become more interested in the fantasy life ; bachelor's are increasingly concerned with occupational interests ; adults become more interested in the world of work).

Such factors should be taken into account regardless of the subject of the instruction – reading, writing and arithmetic. Tutors choice of topics, words, examples, analogies, and supporting evidence should be drawn from fields that touch the adults' interests.

(b) *Providing Motivational Cues*

Telling adult learners that certain ideas are important, that certain issues will be solutions to various chronic problems, certain suggestions or techniques are essential for improvement of production – all provide cues that motivate adult learning. Allison & Ash (1951) showed that learning can be improved by telling learners that the material in a film is important and difficult. It is probably better to tell students, whether in instructions or other teaching situations, that a *topic or problem is difficult* but understandable or solvable rather than that it is easy.

Then if the adult learner succeeds in understanding the topic or solving the problem, learner's self-reinforcement is increased, and if one fails, his/

her loss of self-esteem will be less. But if a learner succeeds with what one has been told is an *easy topic or problem*, then self-reinforcement is less, and if one fails, his/her loss of self-esteem is greater. By this reasoning one can conclude that *it is better to tell learners that a topic or problem is difficult, but understandable*.

(iii) *Exposing Essential Content*

Here the tutor *announces the topic as a title* ("Our subject today is the bimetallic standard"), makes a *statement* about the *topic* ("This lesson is about the various kinds of money we have used during the history of our country"), announces the topic as a *generalization* ("In this lesson you will see that different circumstances have forced our country to use a variety of kinds of money"), *summarizes* the main points (two to four, at least) of the lesson, or defines or asks learners to define terms related to the theme. The specification of the objectives for the instruction falls into this category ("All the end of this lesson you should be able to state five causes, besides slavery, of the Civil War").

(a) *Advance Organizers*

Telling students in advance about the way in which a instruction is organized is likely to improve their comprehension and ability to recall and apply to what they hear. Ausubel (1968) applied the term *advance organizers* to such preliminary material. Ausubel has not defined an organizer clearly. It can take the form of the rules of organization underlying a body of apparently unorganized ideas. Or it can take the form of higher level propositions. It appears that the rules or propositions should help learning by giving the learner concepts on which to hang or anchor new ideas. Given such hooks or anchoring concepts, the adult learner will be better able to classify, store, and retrieve the information he is given. These anchors may already exist in a adult's behaviour, and the organizing material may merely bring them out for use. Such organizers can make apparently rote material, lacking any clear meaning or organization, become more meaningful, classifiable, and more readily remembered.

Note that this procedure implies the opposite of giving the student a set of facts first and then letting him develop generalizations by inductive reasoning. Infact, use of advance organizers may appear to go against the idea of teaching by the "discovery" method, which requires learners to

formulate concepts or principles from data on their own. However, without giving learners the conclusions, advance organizers can still be used in discovery learning to help a learner to form the concepts and categories he needs to interpret his discoveries. Providing "*ideational scaffolding*" for fitting new experience into a preexisting structure is the purpose of the organizer. It need not interfere with discovery processes. For certain purposes of tutoring, such as helping learners to acquire concepts and principles with which to understand a body of facts and ideas, advance organizers will be helpful. Probably the lower ability learner profits most from such techniques (Ausubel & Fitzgerald, 1962).

(b) Prompting Awareness or Relevant Knowledge or Experience

Here the tutor asks questions about the learners' knowledge or experience related to the topic, gives or asks for illustrations, recalls existing knowledge of the learners, asks questions to show how the learners' prior knowledge relates to points illustrated by an introductory example, or explicitly relates the prior knowledge of learners to the topic of the lesson. Ausubel (1968) stressed this idea in ascertaining that the most important factor influencing learning is "*what the learner already knows and that the tutor should ascertain this and teach the learner accordingly*". Similarly, Gagne (1970b) held that the major factor in learning is the *prior learning of "prerequisite capabilities"*.

(c) Summary on Exposing Essential Content

Shutes was able to train codes to identify which of the above functions appeared in the lessons of 32 teachers classified as more effective in brining about student achievement. *He found that "exposing essential content" occurred more frequently in the more effective lessons.* Although this finding is related to classroom performance, it makes enough sense to be used as a guide to teaching a body of knowledge to adult learners.

3. Conclusion

It is worthwhile to consider the above list of possible functions of the preparation and presentation of the body of knowledge to adult learners. If you do not know the background of your adult learners, you ought to pay attention to "*establishing tutor-learner relationship*". If your adult learners should be more interested or attentive, you may want to use your introduction for "*prompting learners' attention*". If the nature of the topic/theme is

unknown to your learners, you will use your presentation for "**exposing essential content**". And, if you think your learners may not see the connection between 'what they already know' and the 'new knowledge', you may use the preparation for instruction to "**prompting awareness of relevant knowledge or experience**". Such scientific and psychological strategies of preparation and presentation of body of knowledge to adult learners can make learning to become meaningful, classifiable, and more memorable.

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Paulo Freire's Basic Philosophical Principles – An Outcome of the Application

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Abstract

The study was carried out to find out if the application of Paulo Freire's Basic philosophical principles of human and social consciousness has any impact to play in the planning, delivery, and evaluation of literacy programmes.

Literacy participants in three carefully selected basic literacy centres organized and sponsored by a religious organization, the university of Ibadan, and a government parastatal (Agency for Adult and Non-formal Education) were used for the study. The study was designed to answer three questions based on the objectives of the study. The design adopted was quasi-experimental in nature. Three teams (each for the basic literacy centres) comprising two postgraduate students, who had undertaken a course on philosophy of Adult Education, served as the research assistants cum facilitators for the study. The study was conducted with the experimental groups, in each of the centres, in another location different from their normal class for six weeks.

The findings showed that almost all individuals who come to literacy class operate at the first and lowest consciousness level which Freire called intransitive consciousness level. Secondly, facilitators who teach in these literacy centres usually begin the literacy session without attempting to move the learners from the lowest consciousness level to the highest level through motivational talks. Thirdly, when our team moved the learners, from the experimental group, from the lowest level to the highest level, they became more active, more outspoken, and played a significant role in their learning more than learners who did not participate in the study. Therefore, the study was able to establish that the consciousness level of an individual plays a

significant role in his learning and what he will do with it subsequently. Based on this finding, it is recommended that facilitators in literacy centres must first work on the consciousness level of literacy participants by moving them from the lowest to highest consciousness level, through motivational talks, before the actual commencement of teaching in the literacy class.

Introduction

In the early 1970's, a Latin American adult educator, Paulo Freire, propounded a radical and revolutionary philosophy of conscientisation or political consciousness-raising and action for adult educators throughout the world. This philosophy or theory, as described by some scholars, is radical in the political sense of utilizing education to bring about social, political, and economic changes in the society. Freire was tremendously influenced, in his philosophical propositions, by three major philosophical traditions in education- the Anarchist tradition, the Marxist-Socialist tradition, and Freudian Left. The Anarchists opposed national systems of education because of their conviction that education in the hands of the state would serve the political interests of those in control. They, therefore, advocated the promotion of personal freedom and autonomy of the learner by removing education from state control.

The Marxist-Socialist tradition in education advocated a revolutionary change from a capitalistic political economy to a socialist form of government and economy in order to produce a free and autonomous person. The Freudian Leftists addressed the problem inherent in the Marxist-Socialist assumption that once people become aware of what they view as evil structures, they will be able to bring about the necessary changes. The Freudian Leftists disagreed with this assumption by pointing out that many persons are prevented from acting in their own self interests because of the structure of authoritarianism that is imposed from the earliest stages of man's development. They, therefore, advocated sexual freedom, changes in family organization, and libertarian methods of child-rearing and education as the solutions to this structure of authoritarianism.

Freire's theory of pedagogy which, to a greater extent, informed his philosophical principles was based on the viewpoints of these three philosophical traditions in education. The major area of his basic philosophical position is the theory of human knowing or consciousness where he employs an "analogy for grammar" (transitivity) to describe four states of human and

social consciousness. According to him, each of these states of consciousness goes a long way to determine the type and quality of learners that will be produced in an educational system or literacy centres. Based on this assertion, this study was actually carried-out in three basic literacy centres in Ibadanland- the largest city in sub-Saharan Africa-to find-out if the state of human and social consciousness of a learner has impact in the domestication or liberation of the learner as well as in the planning and implementation of literacy programmes.

The Problem

In Nigeria, the most common literacy programme mounted is that of basic literacy where beneficiaries are thought how to read, write, and compute simple arithmetic. These literacy classes are actively run by both governmental agencies and non-governmental organizations. One of the major problems of these basic literacy centres is that majority of the participants easily and quickly forget the skills of reading, writing, and computation after sometime. Could this have been as a result of the state of human and social consciousness of the learners while in the literacy centres? Does human and social consciousness of learners have a role to play in retentive capability? Was the human and social consciousness of the learners taken into consideration in the planning and implementation of the literacy programme? These questions significantly determine this study.

Objectives of the Study

The objectives of the study were determined by the questions posed above in order to find out:

1. If human and social consciousness level of learners plays a significant role in learners retentive capability,
2. If human and social consciousness level of learners has impact in the domestication or liberation of learners,
3. If human and social consciousness level of learners is taken into consideration in the planning and implementation of literacy programmes in Nigeria and what result does it produce.

Setting and Methodology of the Study

The study adopted a quasi-experimental design or approach. Three

literacy centres, located in the heart of Ibadanland, the capital city of Oyo State and the second largest city in Sub-Saharan Africa, were randomly selected. The first selected literacy centre is managed by a religious organization while the second selected centre is managed by the University of Ibadan through the Department of Adult Education. The third centre is organized and sponsored by Oyo State Agency for Adult and Non-formal Education (AANFE) and is situated in Iddo community in Iddo Local government Area of the State. Three teams comprising two postgraduate students, who had undertaken a course on philosophy of Adult Education, served as the research assistants and facilitators for the study.

Freire's theory of human knowing and consciousness

Freire's theory of human knowing and consciousness was based on the belief that "the human person is unfinished and always in the process of becoming". According to him, thinking and knowing are dependent upon history and culture and the social reality, in which we live, shapes our ideas, and thinking. Knowledge is, therefore, the process through which individuals become aware of objective reality and of their own knowledge of the reality. Hence, true knowledge of reality penetrates to what reality really is because it is connected with reflective activity. In essence, in any learning situation, we must take into account the role of consciousness or of the conscious being in the transformation of reality.

Based on this assertion, Freire classified states of human and social consciousness into four and described, in details, the characteristics of people who operate in each state. The first and the lowest level of consciousness is intransitive consciousness. At this level, individuals are preoccupied with meeting their most elementary needs. They cannot comprehend the forces that have shaped their lives.

They ascribe their plight to self blame or to supernatural causes or to destiny. They are perpetually in a culture of silence. They accept whatever they are told hook, line and sinker without any question. They perceive reality not as a problem but as a normal way of life which they cannot change. They believe they do not have any control over their lives. The second level of consciousness is what Freire called Semi-intransitivity or magical consciousness. Self-depreciation is a common characteristic of this consciousness where individuals internalized the negative values that the dominant culture ascribes to them. This consciousness is also marked by

excessive emotional dependency; that is, to exist is to be under someone, to depend on him. This form of consciousness often expresses itself in defensive and therapeutic magic.

Freire called his third level of consciousness-naïve-transitiveness. It is transitive because people begin to experience reality as a problem. Though individuals operating at this level are just emerging from the culture of silence, they begin to apply pressure and criticism to the dominant groups in the society. Despite this, they are still susceptible to populist manipulation. Thus, power elites can manipulate them by force, propaganda slogans, or dehumanizing utilization of technology. However, the advantage of this level of consciousness is that individuals begin to sense that they have some control over their lives. The danger is that they are still able to be pacified by receiving certain political and economic privileges. The fourth and the highest level of consciousness is what Freire called critical consciousness. This level is marked by depth interpretation of problems by the individuals. They now have self confidence in discussion. They become receptive and refuse to shirk responsibility.

The quality of discourse is now dialogical. At this level, as a person scrutinizes his own thoughts, he sees the proper causal and circumstantial correlations. Individuals begin to have a radical denunciation of the dehumanizing structures in the society by engaging in rigorous and rational critique of the ideology that supports these structures. It is important to state that critical consciousness is brought about not through intellectual efforts but through reflective activity, that is, authentic union of action and reflection. The critical consciousness is more or less a humanistic act of knowing which implies communication through dialogue with others to determine how they experience reality.

Freire submitted that "to know is always a process which implies a dialogical situation. There is not, strictly speaking, "I think", but "we think." It is not "I think which constitutes "we think", but on the contrary, it is "we think that makes it possible for me to think". He concluded that "knowledge is not an act in which a subject, transformed into an object, docilely and positively accepts the subject-matter that the other gives or imposes upon him or her". Having understood the background of Freire's philosophical principles of human knowing and consciousness, we then put it into practice in order to answer the objectives formulated for the study.

Application of Freire's theory in the Basic Literacy Centres

The processes adopted in order to apply Freire's theory of human knowing and consciousness took the following dimensions: First, on getting to the literacy centres, we observed the facilitators teaching-learning process with the learners without any intervention. Second, we observed the response pattern of the learners to the teaching-learning process which was not forthcoming. Third, we intervened to know the level of consciousness of the learners in the literacy class. We found-out that 90% of the learners operate at the first and lowest level of consciousness which is the intransitive consciousness level while 10% operate at the second level which is semi-intransivity or magical consciousness level. With this background information on the teaching learning process in the literacy centres, we decided to apply Freire's theory and the following steps were followed in the application.

STEP 1- A member of the research team took over as the facilitator in each of the three literacy centres.

STEP II- At Agbowo literacy centre (managed by the Baptist Church), 15 participants were taken out of the class to another venue while at the Emmanuel College Model Literacy Centre (managed by University of Ibadan through the Department of Adult Education), and AANFE Iddo Literacy centre located at Iddo Local Government Area, 12 participants from each of the two centres were taken to another venue.

STEP III- A six-week literacy session was conducted among these experimental groups with members of the research team.

STEP IV- During the literacy session, the first week was used to work on the consciousness level of the learners having found out that majority of them operates at lowest consciousness level. The purpose of this was to move the learners from the lowest level to the highest level which is critical consciousness level before the actual literacy teaching began. This session was tagged motivational session where the research team used various strategies to raise the consciousness level of the learners. The first strategy used was verbal interaction with the learners where they were told that "no person is already made rather every person is the designer of his own being. The essence of their learning is to use it to improve and bring about a change in their lives. This change can only be brought about by themselves and not by any other person on their behalf. Therefore, they should not wait for any other person to come and determine their fates for them. Life is all about what you can do to help yourself".

The second strategy used was the citing of examples of people who had used the learning acquired in literacy classes for their personal development and that of their immediate communities. The motivational session was done three times during the week.

STEP V- After this motivational session, the learners were encouraged to freely express their views on what they can do with the learning they are about to acquire in the literacy class. The responses of the learners were stimulating. Some said "we will use it to improve their thinking". Some said "with the learning we are about to acquire, we will become confident to ask questions about the running and management of the social organizations will belong to." Some said "we will no longer be timid and afraid to ask questions about life generally." Some interesting findings from this motivation session were that the learners were actively involved, wanted the session to continue, and praised the facilitator for introducing the session.

STEP VI- The facilitator began the actual teaching of the content of the curriculum. This lasted between the second and fifth week.

STEP VII- The facilitator used the last week to remind them of their promises during the motivational session. This sparked-off another series of promises from the learners.

After the six-week exercise, the learners, who constituted the experimental group, were asked to join other participants who did not participate in the experiment in their class.

Findings of the study

When the experimental group returned to their class, the member of the research team, who served as the facilitator, was withdrawn. Each centre's bonafide facilitator took over the teaching-learning process while the research team observed the process for three consecutive sessions. Our findings from the observation revealed the following:

- ◆ When the facilitator began his teaching, he was immediately challenged for not starting with motivational session by members of the experimental group. With this, the facilitator was rattled at the boldness of the learners.
- ◆ During the teaching-learning session, the more outspoken participants, who actively asked questions, explanations, and clarifications, were members of the experimental group.

- ◆ After the end of each of the three sessions, members of the experimental group asked the facilitator this stunning but important question: "Sir, of what benefit is the learning we have acquired today to our lives, personal development, and that of our communities".

The facilitator was completely dumbfounded because he had never been asked such a question before. The learners had just experienced true learning and social activity of their existence

Discussion of Findings

From the findings of the study, we were able to establish the following:

1. Almost all the individuals who came to literacy class operate at the first and lowest consciousness level called intransitive consciousness.
2. Facilitators who teach in literacy classes usually begin the literacy session without attempting to move the learners from the lowest level of consciousness to the highest level through motivational talks.
3. The lowest level of consciousness in which the literacy participants operate contribute significantly in domesticating the learners to accept, without questioning, whatever the facilitator impacts unto them. Therefore, learning which takes place among learners at this level of consciousness domesticates rather than liberates them.

Therefore, our findings have shown that the consciousness level of an individual plays a significant role in the perception of that individual to his learning and what he will do with it subsequently. Therefore, all efforts must be made by facilitators to first work on the consciousness level of participants through motivational talks before the actual commencement of teaching in the literacy class. Facilitators must recognize that literacy participants initially come to class operating at the lowest level of consciousness and they must move them from this level to the highest level if the teaching is to have meaning and impact on the learners. Secondly, facilitators must recognize that learning which takes place among participants with the lowest level of consciousness is domesticating in nature and it perpetrates the culture of silence among the learners.

Thirdly, facilitators must take into consideration that true and meaningful learning is the one that liberates the learners from culture of silence,

oppressed consciousness, manipulation, and dehumanization. This true type of learning can only be achieved when the learners operate at the highest level of consciousness called critical consciousness

Recommendations

Arising from the findings, it is recommended that for learning to become meaningful to learners, for self-confidence to be developed in the learners during discussions, for learners to use the knowledge acquired in literacy classes to have some control over their lives, for them to develop rigorous, critical, and rational enquiring spirit of interpreting their problems, all literacy programmes must be planned and implemented with due consideration accorded the highest and critical consciousness level of the learners. If the learners have not attained this level, concerted efforts must be made to move them from wherever level they are to this highest level before the actual commencement of teaching-learning in the literacy class. It is only through this that all efforts put into the planning and implementation of literacy programme will start to produce fruitful and desired results.

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Challenges in Departments of Adult and Continuing Education & Extension Work in India

Bhalba Vibhute

I. Prelude

The way back in 1977 the University Grants Commission (UGC) recognized the important of extension in the following words:

"If the University system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority." (UGC Policy frame 1977)

The Conference of Vice-Chancellors (May 1981) endorsed fully the concept of extension in 1981 and also the report of expert group on programmes for alleviation of poverty under the chairmanship of Dr. M.S. Swaminathan (1982 Planning Commission) had enabled the UGC establishing Departments of Adult and Continuing Education and Extension Work (DACEEs) in Universities in India.

National Adult Education programme (NAEP) of Govt. of India also gave opportunity to introduce the extension as third dimension of higher education and also to set up DACEEs in Universities. "The Adult Education programme as a point 16 of the 20-Point programme of Government of India was introduced (1983 – 1989) followed by the Area based Approach Programme (1989 – 1992) and the Total Literacy Campaign (1992 – 1997) of the National Literacy Mission. In the Ninth Plan the UGC continued the Adult and Continuing Education Programmes in a manner that facilitated the Centres/Departments of Adult and Continuing Education and Extension to cast their own Point of

Action for the Extension dimension specific to their own University" (Xth plan for DACEEs) During Xth Plan alongwith the programmes of Ninth Plan the UGC has entrusted the responsibility of making on line learning and e-learning an integral part of the activities of the DACEEs.

Over a 30 years DACEEs have implemented various programmes such as :

- ◆ Eradication of illiteracy (both Center based & Mass programme of Functional Literacy) under National Adult Education Programme (NAEP)
- ◆ Population Education Clubs
- ◆ Planning Forum
- ◆ Legal Literacy
- ◆ Continuing Education
- ◆ Scheme of Jan Shikshan
- ◆ Nilayam
- ◆ Extension and Field Outreach
- ◆ Area Based Programmes
- ◆ Students Counselling / Placement guidance
- ◆ E-learning etc.

II. Eleventh Plan

- ◆ Focus of proposed Eleventh plan guidelines is on Lifelong Learning and Extension
- ◆ The number of DACEEs has increased from 73 (Xth Plan) to 86 (XI th Plan)
- ◆ The UGC has suggested a change in the nomenclature of the Department. The new Departments will now adopt the nomenclature as Department of Lifelong Learning (DLL)
- ◆ And the existing departments are advised to change their names accordingly.

Approach

- ◆ **Focus on Lifelong Learning** : All different programmes initiated earlier by DACEEs under various terminologies will be reformulated and developed as LIFELONG LEARNING Programmes

- ◆ **University Specific Programmes** : The approach during the XIth Plan would be to encourage different universities to develop university specific programmes keeping in view the expertise of the faculty and local needs.
- ◆ **Developing Lifelong Learning as a Discipline of Study & Field of Practice** : The emphasis is laid down on this aspect because the knowledge base of Lifelong Learning in India continues to be weak, and hence systematic efforts should be made to generate new knowledge through rigorous researches and scholarly publications.
- ◆ **Expansion of programmes** by encouraging all universities to start DLLs
- ◆ **Strengthening the Departments** in terms of equipments and staff. At least core faculty of four members be provided.
- ◆ **Introduction of Programmes in the selected Colleges**
- ◆ **Creation of Centres of Excellence** to take up special programmes in the areas of their specialization.
- ◆ **National Professorship and Fellowships** will be instituted with a view to encourage eminent scholars to pursue their research and publications and expand the knowledge/ base which are *sine qua non* for developing the discipline of Lifelong Learning.

Main Programmes and Activities

1. **Teaching, Training and Research** : Offering discipline based Courses at various levels Viz; MA/M.Phil, Ph.D., optional courses, Post Graduate Certificate and Diploma, organizing Faculty Improvement Programmes, Research Methodology courses for Doctoral students and young faculty members and undertaking Researches.
2. **Lifelong Learning Programmes** These may include Continuing Education Courses – both university based and community centered, Equivalency Programme, Quality Life Improvement programmes, Individual Interest Promotion Programmes, Vocational Education / Skill Training, Induction / Sensitization programmes for peoples representatives, education of older adults etc.
3. **Extension (including Counseling of students and non students youth, career guidance and placement assistance)** Universities should take up extension with the purpose of developing innovative models of

extension and generating documentation and try to link theory with practice and vice versa. As far as possible extension activities should be planned with the active participation of university community specially the students. All the extension activities should be systematically planned, and well documented (including audio video) and disseminated. The work of the students' involved in Lifelong Learning should be considered for academic credit in addition to or as a part of their regular course of studies.

4. Publication (including e-content development) The thrust of this area is to knowledge generation, which is one of the important mandates of the university system. The main activities may include development of reading materials for neoliterates, writing of text books / monographs for different courses, documentation of success stories / case studies, meta research and evaluation studies and other scholarly publications, preparation of e – contents of select courses, capacity building/ training manuals and data bases.

5. Population Education (PE) The purpose of incorporation of Population Education in University and Colleges in the XI Plan is to create awareness on population issues among students and non-student youth through various activities which may include organization of awareness programmes for student and non student Youth, workshops for developing materials and training field functionaries, developing and offering short courses etc. However, efforts have to be made to bring about desirable changes in the attitude, practices and values in the society on gender related issues through the organization of workshops and mass contact programmes.

6. The Departments will have the freedom to select one or more of the above areas keeping in view the specialization and experience of the faculty, local needs and character of the university. It is, however, suggested that the departments may try to opt for not more than two areas for intensive work so that, they could make significant contribution to the selected area and become a specialized departments by the end of the Plan period.

7. The Director should plan and implement the scheme of Adult Education with the active participation of all the faculty members of the Department as a team. Special efforts should be made to encourage younger faculty members to take up the programmes under the guidance of senior faculty.

III. Challenges

1. Competent faculty
2. Governance
3. Programme development, Sustainability and Convergence.
4. Developing Partnerships
5. Learning Resources
6. Monitoring
7. Research
8. Other

1. Competent Faculty

Faculty is a lifeline of the DACEEs. Hence some important issues in this regard need attention.

- ◆ Competent persons having full understanding of the functioning of the DACEEs and knowledge of the theories and practices of Lifelong Learning should be recruited as faculty in the department
- ◆ Evaluation of the performance and the progress made in Lifelong Learning by existing faculty working in the departments' should be done periodically
- ◆ University / Departments should do the study to understand the expertise developed among faculty
- ◆ Faculty should publish atleast two paper in National/International level in a year.
- ◆ Faculty should write and publish books on Lifelong Learning
- ◆ Faculty members often attend International/ National / State level Conferences. They should be encouraged to publish such papers and also share their opinions among staff members. How far their participation helped Deptt. improve its programmes also be considered seriously.

To overcome such challenges at the first instance the universities without any prejudice recruit competent faculty. The faculty so recruited should always remember that they are Lifelong learners and accordingly should always try to enrich themselves to make department a Centre of Excellence.

Governance

Though DACEEs are part of higher education system in the universities and they are given equal status to other academic departments in the

university there is great difference in their style of functioning. DACEEs are non-vocational academic in nature and observe usual university office hours. Further the focus of these departments is more on extension than teaching. Job specifications of core staff spelt out by the UGC in 1983 need serious attention.

Director (Professor)

1. Overall administrative charge of the Department of Continuing Education and Extension Work including population education, planning forum, etc. under the Vice-Chancellor. Supervising the work of the staff and the functioning of the Department. Guiding and assisting the colleges and departments undertaking continuing and adult education programmes and activities related to continuing and extension work.
2. Planning the programmes of continuing education and extension work under the guidance and in consultation with the Working/Standing Committee and advisory committee of Continuing Education. Implementing programme with co-operation of faculty members of the various departments of the university and colleges and other organizations.
 2. (a) Developing courses/programmes for continuing education.
3. Looking after work related to advisory committee of continuing education and extension work and its follow-up etc.
4. Implementation of the programmes of Adult education, population education and other courses conducted under the department as decided from time to time and maintaining public relations with mass-media and others who be associated with the programmes.
5. Monitoring and evaluation of the programmes of continuing education and extension work and non-formal programmes undertaken from time to time, undertaking studies, surveys and investigations pertaining to continuing education, adult education and extension work, approved by the university.
6. Teaching some of the courses in the discipline of continuing education *and adult education when introduced.*

7. Teaching some of the courses undertaken the programme of continuing education and extension work if pertaining to his/her specialization.
8. Any other/work related to the department and its functions as may be assigned by the Vice-Chancellor from time to time added to the department.

Assistant Director (Reader)

1. Assisting the Director in administrative work and in planning, developing and execution of programmes and if necessary teaching some of the courses when the discipline of Adult Education is started.
2. Teaching some of the courses undertaken under the programme of continuing education and extension work.
3. Assisting in studies, surveys, etc. undertaken by the department pertaining to the work of continuing education, adult education, extension work and non-formal education.
4. Assisting in evaluation of the programme of continuing education and extension work.
5. Assisting in the work of non-formal or extramural education that may be taken up by the university.
6. Any other work related to the department and its functions as required to be added from time to time.

Project Officer (Lecturer)

has four broad areas of work:

1. Identifying needs of the area, training and fieldwork.
2. Supervision and Co-ordinating work of different units/centres.
3. Public Relations-contracts with mass media and community resources.
4. Evaluation- Surveys of areas where work is going on, feed back, follow-up etc.

3. Programme Development, Sustainability and Convergence

DACEEs programmes and activities include -

- ◆ Developing academic programmes such as: Foundation, Certificate, Diploma, Degree, Post Graduate, M.Phil, Ph.D courses.
- ◆ Vocational career oriented courses
- ◆ Leadership and Human Resource Development Programmes
- ◆ Quality of Life Improvement Programmes.

- ◆ Individual Promotion Programmes.
- ◆ Social and Citizenship Role Awareness Programmes. etc.

Programme development

To implement activities under such programmes there is a need to plan every activity in view of its requirement. Therefore under such circumstances DACEEs should use micro-level development approach, where focus of the programme should be on the following factors (1988 guideline) i.e Identification of-

- ◆ Perceived needs of the people
- ◆ Potential of peoples participation
- ◆ A resource – map including physical, natural and human resources in the area.
- ◆ Local organizational structure
- ◆ Coverage of target groups etc.

Sustainability

- ◆ Creation of conducive environment for the success of the programmes.
- ◆ Survey of the needs and interests of the target groups
- ◆ Identification of target clientele
- ◆ Developing programmes according to the needs and interests of the target clientele
- ◆ Assessment of local resources
- ◆ Prioritization of programme activities
- ◆ Defining programme objectives in clear terms
- ◆ Effective and efficient implementation of the programme
- ◆ Regular monitoring of the programme
- ◆ Evaluation of the programme
- ◆ Creating of corpus fund

Convergence

- ◆ Taking the help and advise of other departments in Programme Planning

- ◆ Environment Building
- ◆ Passing on the information about the programmes and activities of other departments to the participants
- ◆ Simplifying the development materials of other departments and making them available in the library.
- ◆ Taking part in the activities of other departments at the grass root level.
- ◆ Persuading other departments to visit the to inform the people about their programmes and activities.

4. Developing Partnerships

In the words of Rekha S. Sen, "Collaboration and networking to provide education is going to become imperative and we want to cut costs in education, enhance the outreach/ jurisdiction of the institution and make available a variety of courses without constraints of time and space".

Why Partnerships ?

Inter – Institutional Partnership helps achieve the following:

- ◆ It promotes inter-institutional co-operation
- ◆ Minimization of cost by which maximum people can be benefited
- ◆ Sharing of resources at the disposal of institutions, such as human resources and their skills, information resources, laboratories, accommodation, libraries, managerial resources, financial resources etc.
- ◆ Reaching to the unreached at remotest places and taking education to their doorsteps.
- ◆ Opening doors to adults learners for life long learning programmes.
- ◆ Making available variety of need based programmes without any constraints.
- ◆ Widens organizational base and helps promoting sense of extended family and develops group dynamics.
- ◆ Solves problems such as recognition, quality, control, accreditation certification etc.
- ◆ Maximum use of scarce resources
- ◆ Help establish relationship between "World of Knowledge" and "World of Work".

5. Learning Resources

1988 guideline for DACEEs says "Universities / Colleges are best suited to contribute to the process of developing of learning resources (print and audio- visual) for creation of awareness and demand for various activities under the third Dimension". It means that this is one of the important parameters of measuring the performance of DACEEs. Broadly speaking learning resources may include-

- ◆ Self Instructional material for continuing education courses
- ◆ Primers for adult learners
- ◆ Training manuals
- ◆ Text books
- ◆ Books for neo- literates
- ◆ Documentation of success stories
- ◆ Posters
- ◆ Documentation of case studies
- ◆ Material for practical work
- ◆ Literature of follow-up programmes of NLM etc.

6. Monitoring

This is also one of the weak area in implementing programmes. Monitoring is done to ensure the success of the programme. This is essentially required more in the extension and field outreach programmes. Hence such programmes should be monitored at all stages – means – from the planning to evaluation. This helps to understand. -

- ◆ Proper formulation of the programme
- ◆ Proper implementation of the programme
- ◆ Programmes planned and their achievement level and also their shortfalls.
- ◆ Details of the target population and their achievement level
- ◆ The different activities such as lectures, demonstrations, exhibitions, etc. organized during programme.
- ◆ Participation of outside agencies
- ◆ Role played by local organizer
- ◆ Economics of the programme
- ◆ Difficulties in the conduct of programme.

7. Research

Frankly speaking DACEEs are very poor in conducting researches and research publications. It may be because "The University Departments / Centres of Adult, Continuing Education and extension have grown in an inverse manner in comparison to the Departments in terms of their functional dimension. While most other Departments have grown from teaching and research to extension the Department/ Centres of Adult and Continuing Education and Extension Work have grown initially from extension to teaching and research". (1988 guidelines)

The DACEEs were started in 1980s and as rightly pointed out above the focus of the activities was extensions in initial stage. But during also twenty years approach and focus of the activities have changed. Designations of the core staff are also changed. Even the nomenclature of the Department is changed as Department of Lifelong Learning (DLL). All benefits given to teachers are also given to core faculty. In such circumstances we should retrospect and redefine our priorities and weightage given to them. In my opinion now we should give on individual part 50% weightage to extension and 25% to teaching and research each.

Core faculty can undertake, for example, research activities such as:

- ◆ Survey pertaining to the Department programmes
- ◆ Evaluation of programmes of DACEE
- ◆ Minor research projects in the area of adult, continuing, population, education programmes
- ◆ Research projects on SSA
- ◆ Impact Research on NLM programmes
- ◆ Research on development issues
- ◆ Research on Communal harmony and peace education

This list can be extended more but the point under serious discussion is that all faculty should be involved in research activity either at individual or department level.

Efforts should also made to present learned papers in the conferences attended and participated. As per own specialization, attempts should also made to write papers on different topics.

8. Other

- ◆ Each DLL should have at least 6 core faculty which enable DLL to apply for schemes like special Assistance Programme (SAP)
- ◆ Vacancies in the departments should be filled in immediately
- ◆ DLLs be established in all universities in India
- ◆ Statutory status be accorded to those DACEEs who are not yet got this status
- ◆ Partnership approach be adopted to bring down the cost of programmes
- ◆ Focus on continuous development of faculty
- ◆ Implementation of internal quality assurance system
- ◆ Each department should prepare its roadmap of at least ten years
- ◆ Raise interest in utility oriented education
- ◆ Proper attention be provided on documentation of activities without fail
- ◆ Resource – both human and financial – mobilization should be the top propriety
- ◆ Use of IT be encouraged.

Some important issues pertaining to the functioning of the DACEEs highlighted above point to the fact that approach and focus of the activities of the department have been changed enormously. To cope with changed scenario DACEEs should equip ourselves to make significant contribution in strengthening the process of Lifelong Learning, as Lifelong Learning is one of the keys to meet the challenges of twenty - first century.

How Teachers Learn

Shamim Ujjainwala

Abstract

There is little doubt that teachers' work in schools is constantly changing. Because schools represent societies' means of influencing, through the transmission of knowledge, values, skills and attitudes, they need teachers who encourage children to learn, to achieve and treat the world as a land with limitless horizons. This dynamic role requires teachers to develop different teaching skills and professional attributes. In association with this shifting demand, in recent times, the term "lifelong learning" for teachers has gained popular acceptance.

It frequently appears in policy statements and curriculum documents. What is suggested in this paper is that lifelong learning is not simply a term for a policy or mode of provision. As a response for emerging professional demands from teachers, in service teacher trainings are a must. However, conducting training programme without keeping principles of adult learning in mind is a mere waste of resources.

This paper, using the authors own experience first, as a school teacher, educational manager and then later as a teacher educator. It is based on the observation of a number of teachers working in good, bad and mediocre primary and secondary schools, in both urban and rural settings. The experience of the training organized by state education department, management of schools, SSA has been taken into account, alongwith the pre-service training in Maharashtra state. A shift in the design of teacher training programme is proposed and the characteristics of the new design are described.

'In a time of drastic change, it is the learners who inherit the future. The learned find themselves equipped to live in a world that no longer exists'
-Eric Hoffer, *Vanguard Management*, 1989.

Need for lifelong learning for teachers

Over recent years, the work of teachers in schools has changed considerably and without doubt, further change is inevitable and its pace is unlikely to diminish. The teaching task has become far more complex and sophisticated as schools reflect contemporary social and economic trends that are contributing to higher expectations of schools and with comparable demands on teachers (Adams, 2001). In such an environment, the quality of teaching and learning is under challenge. Often it seems that teachers are called upon to act as change agents without fully understanding what is involved. The need is recognised to create new professional cultures for teachers in times of change and uncertainty. A consistent theme has been the need for ongoing professional development both as a right and a responsibility, as a means to assist change and to promote a learning culture within the profession. A second theme in several of the articles was a reference to teachers' commitment to lifelong learning.

Teacher learning is a lifelong learning activity that starts from his/her school days and continuous throughout the life. In case of majority, teacher learning is facilitated by training programmes delivered before entry into teaching profession and also while continuing in teaching profession. Even in the case of an effective pre-service programme, the impact on recipients can wear out over time. Teaching, being creative and individualistic, requires periodic rejuvenation of teachers' attributes and upgrading of their technical know-how. They need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed on them.

The Education Commission (1964-66) strongly recommended that large scale and coordinated programmes of in-service education for teachers should be organized by universities, training institutions and teachers' organization, for teachers at all levels so that every teacher would receive at least two or three months' in-service education in every five year of service. Knowledge Commission (2008) stated that both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most States. "Pre-service training needs to be improved and differently

regulated in both public and private institutions, while systems for in-service training require expansion and major reform that allows for greater flexibility.”

However, according to NCTE report, in spite of many initiatives taken over the years, the larger body of school teachers do not get the opportunity to participate in any meaningful programme of in-service education, and the objective of exposing each teacher to in-service education at least once in five years – a recommendation repeatedly made by commissions and committees and incorporated in policy documents – remains unfulfilled. The reasons are many and varied, and include among other the large number of teacher involved, the lack of infrastructure at local levels allow teachers' organizations to updating the knowledge and skills of their members, general lack of motivation on the part of teachers to update their knowledge and skills by seeking their own useful avenues, and lack of appreciation by the 'administration' of the value of in-service education.

Transforming Teacher Learning

It has been observed that even though teachers participate in training programmes little or no change is visible in the quality of education in the country. All the resources, human, material, money and time go waste.

One of the reasons given by the teachers is boredom at these training programmes. The design of the in-service programmes conducted fails to appeal to the teachers. It is here that, as teacher educators we need to reflect and reform. We need to note the key differences between children and teachers as learners.

Child and Adult Learning Characteristics

Children

Adults

- | | |
|--|--|
| <ul style="list-style-type: none"> Rely on others to decide what is important to be learned. Decide for themselves what is important to be learned. Accept the information being presented at face value. Need to validate the information based on their beliefs and values. Expect what they are learning to be useful in their long-term future. Expect what they are learning to be immediately useful. Have little or no experience upon which to draw, are relatively "blank slates." Have substantial experience upon which to draw. May have fixed viewpoints. | <ul style="list-style-type: none"> Rely on others to decide what is important to be learned. Decide for themselves what is important to be learned. Accept the information being presented at face value. Need to validate the information based on their beliefs and values. Expect what they are learning to be useful in their long-term future. Expect what they are learning to be immediately useful. Have little or no experience upon which to draw, are relatively "blank slates." Have substantial experience upon which to draw. May have fixed viewpoints. |
|--|--|

Little ability to serve as a knowledgeable resource to teacher or fellow classmates.

Significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Since the 1970s, adult learning theory has offered a framework for educators and trainers whose job it is to train adults. Malcolm S. Knowles (1973) resurrected the word "andragogy" used it to label his attempt to create a unified theory of adult learning. Knowles' contentions were based on four assumptions:

1. As they mature, adults tend to prefer self-direction. The role of the instructor is to engage in a process of inquiry, analysis, and decision-making with adult learners, rather than to transmit knowledge.
2. Adults' experiences are a rich resource for learning. Active participation in planned experiences – such as discussions or problem solving exercises, an analysis of those experiences, and their application to work or life situations – should be the core methodology for training adults. Adults learn and retain information more easily if they can relate it to their reservoir of past experiences.
3. Adults are aware of specific learning needs generated by real-life events such as marriage, divorce, parenting, taking a new job, losing a job, and so on. Adult learners' needs and interests are the starting points and serve as guideposts for training activities.
4. Adults are competency-based learners, meaning that they want to learn a skill or acquire knowledge that they can apply pragmatically to their immediate circumstances. Life or work-related situations present a more appropriate framework for adult learning than academic or theoretical approaches.

At any in-service training it should be borne in mind that an instructor's primary responsibility is to do a good job of managing the process through which adults learn.

Designing and delivering training grounded on the principles of adult learning

For more than two decades, adult learning theory has served as the framework for training adults. In order that we derive maximum benefit from our training programmes following principles need to be observed.

Principle 1: Leadership

Adults enter the learning environment with a deep need to be self-directing and take a leadership role in his or her learning.

To resolve the "dependency" problem, adult educators developed strategies for helping adults make a quick transition from seeing themselves as dependent learners to becoming self-directed learners. Adult educators, in the development of a learning environment, define the process through which learning takes place for example:

- ◆ The instructor guides the learners in determining the relevance of the learning for their own lives and work; whereas,
- ◆ The learners are encouraged to use their own leadership, judgment and decision-making capabilities.

To reinforce the notion of learner responsibility in the instructional process, a variety of activities can be used to obtain information from participants regarding what they want to get out of the session and to ensure a match between instructor and participant objectives. Information should be gathered from participants prior to the session to assess participants' skill levels, prior training, education and professional experience and interest in, need for, and expectations for the sessions. This can be done through an application form, learning contracts, a mail (electronic paper) survey of registered participants, or a brief telephone interview if the number of participants is small. This information can be used to organize instructional objectives, sequence content, and design-reinforcing activities.

During an introductory section, participants can be asked to write down their most important goal for the session, and then be asked to share their expectations. Students are asked to put their comments regarding goals on a wall chart labeled "expectations" or "learning goals." Instructors can also ask participants to list the skills, experience and positive characteristics

they bring to the learning environment. This process honours participants, identifies participant resources for the group and provides additional assessment data. The instructor can read goals from the sheet periodically throughout the session and indicate when a section is particularly designed to meet that learner's need, thereby reinforcing learner investment in the session.

Principle 2: Experience.

Experience is a rich resource for adult learning and therefore actively involves adults in the learning process.

Few individuals prefer to just sit back and listen to a teacher or trainer go on and on about the topic. The effective instructor keeps this point in mind and designs learning experiences that actively involve adults with various levels of experience in the instructional process. This entails practice activities such as discussion, hands-on work or projects for each of the concepts that the instructor wants the participants to master.

Concentration is also an important issue. Humans can only consciously think about one thing at time. It is essential to provide learning environments that help learners concentrate on their learning tasks. Contents, formats, and sequences must be interesting to compete with other attention-demanding thoughts and environmental intrusions (McLagen 1978).

Boud, Keogh, and Walker (1985) found that adults have a broader base of experience to which new ideas and skills can be attached; furthermore, a broader experience base allows adults to incorporate new ideas and skills with much richer and fuller meaning than do youths. The more clearly defined the relationship between the old and the new (through discussion and reflection), the deeper and more permanent the learning will be. For example On-the-job training, small group discussions, case study work, or even computer-based training all embrace the concept that participation helps increase involvement in the learning process and retention of the knowledge.

Information that goes into the participant's memory will likely to be remembered if learners practice remembering the information soon after they process it. Therefore, it is important to provide opportunities in the session for review and remembering by means of activities like written

summaries, application exercises and discussions (Zemke and Zemke 1995).

Principle 3: Appeal

Develop an appeal, a "need to know" in the learners to make a case for the value in their life performance of learning what is offered. Appeal is the power of attracting or arousing interest. Adult learners are motivated to learn when they have a need to know. They want to know how the instruction will help them and often ask themselves the following questions:

- ◆ What's in it for me?
- ◆ Why do I need this information? .
- ◆ How will I benefit from it?
- ◆ How can I make use of it in a practical, real way?
- ◆ How will it help me be a better person or professional?

According to Training and Development expert Robert F. Mager, training is appropriate only when two conditions are present:

- ◆ There is something that one or more people do not know how to do. They need to be able to do it.
- ◆ If they already know how, more training won't help.

Adult orientation to learning is centered on life or work. Therefore, the appropriate frameworks for organizing adult learning are life and/or work related situations, not academic or theoretical subjects. Meaningful learning can be intrinsically motivating. Motivation can be improved and channeled by the instructor who provides clear instructional goals and learning activities that encourage and support strong learner interest. To best capitalisation this high level of learner interest, the instructor should explore ways by which the needs of each learner can be incorporated into the training sessions. This would include:

- ◆ The use of challenging and exciting learning experiences.
- ◆ Learning activities that are self-paced and tailored to individual rates of learning.

Provide real or stimulated experiences through which the learners experience the benefits of knowing and the costs of not knowing.

Principle 4: Respect

Honour adult learners' individuality and experience and create a safe, respectful and participant-centered environment for learning to take place.

The word respect here is defined as "esteem". The instructor of adults must show deferential regard for the learner by acknowledging an adult learner's experience and creating a climate in the learning setting that conveys respect.

The following suggestions are offered as ways in which the instructor can help foster a comfortable, productive learning climate through the attitude that he or she projects:

- ◆ Show respect for the learner's individuality and experience.
- ◆ Be open to different perspectives.
- ◆ Treat the learners as individuals rather than as a group of people who are all alike.

Establish a learning climate of:

- ◆ Mutual respect.
- ◆ Collaboration rather than competition.
- ◆ Support rather than judgment.
- ◆ Mutual trust.
- ◆ Fun.

Principle 5: Novel Styles

Deliver instruction in a stimulating, rich and diverse environment through a variety of instructional methods to appeal to adult participants' learning style and preferences.

The instructor must keep in mind that although adults have common characteristics as learners, adults also have individual differences and most adults have preferred methods for learning. Adult learners respond better when new material is presented through a variety of instructional methods, appealing to their different learning preferences.

No matter how well planned a programme is, individual differences among participants often make it necessary to make some adjustments during the programme. Flexibility can be incorporated into programmes. When developing an instructional programme, the instructor must take into consideration the novel styles of learning that each adult brings to the session.

Conclusion

In our country we are catering to a huge number of teachers during in-service programmes. Such a kind of training is possible only when the master trainers, be it a teacher educators or teachers themselves are first trained into andragogy. Adult learning theories should be an integral component for adult educators. Otherwise we will end up teaching the way we do our children without actually impacting our teachers.

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Literacy in the state of Uttar Pradesh: An Overview

Archana Singh

Uttar Pradesh is the biggest state in terms of population on which mainly depends the overall development of the entire nation because human resource, if they are treated as resource at all, are the most valuable as has been self evident from the creation of the separate Ministry of Human Resource Development at the level of Government of India. Since 1985 when late Rajiv Gandhi, a great visionary having wide exposure to various developed countries of the world, took decision to establish the Ministry with a view of ensuring that every citizen of the country may be able to actualize the hidden potential within him/her, especially from the standpoint of education and training highly instrumental in optimum capacity building of the people of our country which is facing a very serious kind of crisis of character which is amply evidenced by the ever rising scams, frauds etc. in various walks of life.

Education broadly refers to the process through which biological individual is transformed into a social and cultural person. It develops the capacity to understand various situations which a person comes across and not only develops the capacity to understand and analyze them but also to give adequate responses that are required for meeting the imminent challenges and adjusting with them.

Education of a child begins right from the time when embryo develops within the womb of mother. The famous story of Abhimanyu who, while in the womb of his mother Subhadra, could learn the art of breaking six gates of the *Chakraviuh* (especially designed strategy of war) simply by hearing the story which Arjun was telling to his wife Subhadra just for the sake of quenching the thirst of her knowledge and providing required entertainment during the period of pregnancy.

Education may be informal, formal, non-formal and continuing. In fact the informal education of a person goes on throughout his/her entire life within the institution of family, and circle of friends, relatives, colleagues, casual acquaintances etc. It is an established fact that mother is the first teacher of who teaches the child to communicate with people around him/her. Later on, other members of the family like father, other siblings, grand parents etc. informally educate the child within the premises of the household in which the family lives.

Education inculcates the right kind of attitudes and values and enhances the capacity of a person to change according to the requirement of the situation so that needed adjustment with the fast changing environment in the present era of fast growing knowledge which doubles within a period of two years, may be facilitated.

This is a well known fact that those who adjust with the situation survive more easily as compared to those who are rigid and inflexible who quite often either break or become extinct. Education from the time immemorial have been eulogized in various ancient and authentic Sanskrit texts. The significance of education has been highlighted as under :-

येषां न विद्या न तपो न दानम्, ज्ञानम् न शीलम् गुणो न धर्मः ।
ते मर्त्यलोके भुवि भार भूताः, मनु यरूपेण म गाश्चरन्ति ॥

which means those who in this world are not educated are like animals wandering from one place to another. It has been further pointed out:

विद्या ददाति विनयम्, विनयाददाति पात्रताम् ।
पात्रत्वाद् धनम् आपन्नं, धनाद् धर्मः ततः सुखम् ॥

which means education develops humility, humility creates eligibility, eligibility helps in earning money and money enables performance of righteous duties and provides comforts. Further it has been observed that is the sense of righteous duty that differentiate men from animal.

आहार निद्रा भय मैथुनम् च समान एतद् पशुभिः धराणाम् ।
तेषां धर्मो हि अधिको विशेषः धर्मेणहीन पशुभिः समानः ॥

which in nutshell means that the only difference between human beings and animals is of the righteousness that as stated supra , is the product of education.

Education is such an asset which enables a person to command respect through out the world (स्वदेशे पूज्यते राजा, विद्वान सर्वत्र पूज्यते) Moreover, education is the most important asset of a person which cannot be stolen by thieves, seized by king, parted by brothers and even it is not heavy from the stand point of carrying it, it enhance while we spend, as is evident in Sanskrit verse given below:-

न चोर चौर्यम् न राजहार्यम्, न भ्रात भाज्यम् न च भारकारी ।
व्ययेक ते वर्द्धते एव नित्यम्, विद्या धनम् सर्व धनम् प्रधानम् ॥

Unfortunately India which has unique distinction of enlightening the entire world and has been universally accepted as the Guru (teacher) of the entire humanity is lagging behind a number of the so called materially developed and technologically advanced countries of the world. As is evident from the Census data of 2001, according to which 35.16% of the population 24.74% males and 46.23% females, have been illiterate all over the country, despite the commitment of the country to attain the goal of total Literacy by the year 2010 and the commitment made under the latest constitution 86th Amendment Act Vide Article 21A which adumbrates "the State shall provide free and compulsory education to all children of the age of 6 to 14 years in such a manner as the State may by law, determine."

It is really a very pitiable situation that the most populous state of the country namely, Uttar Pradesh has the literacy rate of 56.27% as per 2001 census out of which 68.82% was males and 42.22% was females. As a consequence, the State of U.P. is considered to be one of the BIMARU states in the entire country and lacks far behind the all India indicators of socio-economic development. It is against this backdrop that an overview of population in Uttar Pradesh is being presented below:

An analysis of the Census data at the table given in the Annexure related to literacy rates by sex for the state as a whole and its various districts (at present 70 in number) shows that in the year 1991 the total percentage of literacy in the state was 40.71% out of which 54.82% was males and 45.78% was females whereas as the same has risen to 56.27% as per Census 2001 with male literacy rate at 68.82% and female literacy rate 42.22%.

District-wise analysis brings out that the lowest literacy rate in the year 1991 was in Bahraich district (22.67%) whereas the highest literacy rate was Kanpur Nagar (63.95%), may be because Kanpur Nagar has been the industrial nerve of the state of U.P. providing far larger employment opportunities to people, preferably to those who have been educated. In the year 2001 also, the situation almost remained the same.

As far the literacy percentage of males in 1991 the highest level was in Kanpur Nagar (72.92%) which rose to 80.25% in 2001. Likewise, the lowest percentage of literacy among males in 1991 was in Bahraich district (32.27%) which in 2001 rose to 45.58%.

Gender wise analysis of population - increase in literacy rate, particularly in terms of decadal percentage increase as evidenced by data contained in the table at Annexure shows that highest decadal percentage increase in literacy rate was in Chitrakoot district, may be because this district has been evaluated as totally literate district by the National Literacy Mission whereas minimum decadal percentage increase in literacy rate during 1991-2001 was Shravasti district, may be because this is a newly created district carved out of the erstwhile Bahraich district. As for the male literacy rates, particularly in terms of decadal percentage increase during 1991-2001, the highest increase was again in Chitrakoot district. Likewise the minimum decadal percentage increase was Shravasti district.

As regards female decadal percentage increase in literacy rate during 1991-2001 it is clear from the table that the maximum was in Chitrakoot district and the minimum was in Shravasti district.

In view of these findings, there is an urgent need for accelerating the pace of enhancement in literacy status of people both males as well as females in Shravasti district which is not only a newly created district but also a victim of ravages of floods quite frequently especially when there is heavy rain as also when huge amount of water is released from the dams built on various rivers like Sharda, etc. from the neighboring country, Nepal.

Book Review

Vivek Nagpal

Shalini Wadhwa, ed., *Modern Methods of Teaching Adult Education* (New Delhi: Sarup & Sons) pages 398, Hardbound.

Modern Methods of Teaching Adult Education edited by Shalini Wadhwa (First Edition) published by Sarup & Sons, New Delhi is a thick hardbound compendium of nine chapters by various international scholars on an array of topics viz. ***Curriculum; Sociological Animation; Learning & Life; Experimental Learning for Adults; Learning: Organization & Support; Self-Directed and Distance Learning; Teaching & Evaluation; Providers of Adult Education; Open Access Institutions for Adults.***

The first chapter entitled ***Curriculum*** deals with a subject that had until recently received no more than marginal attention in some countries. The first article traces the historical concept of curriculum, discusses various strategies and factors determining curriculum construction. The legitimization and justification of curriculum and areas of its application have also been discussed towards the end of the article. The second article in the Chapter is on ***Ideologies in Adult Education***. It discusses at length, the dispute over the classical conception of adult education as a 'network of institutions transmitting the tradition of Western culture to voluntary interested adults' on the one hand and the view that adult education needs to be restored to the educationally underprivileged. The article is followed by a write-up by H. Korner on ***UNESCO recommendations***, analyzing the recommendations passed at the 1976 session of the General Conference of UNESCO on the issue.

Socio-cultural Animation, the subject matter of Chapter II, is described as a movement rather than as a theory or a body of doctrine. In the first article, J.A. Simpson discusses the concept, beginning with a French

definition of sociological animation as 'anything which facilitates access to a more active and creative life for individuals and groups and increases capacities for communication and participation in community life' and passing on to more comprehensive definitions. The author refers to varying methods adopted by animateurs- both freelance enthusiasts and those appointed by authorities or officially sponsored agencies. According to the author, the most striking achievement of socio-cultural animation is its opposition to cultural policy and cultural expenditure that benefited only a minority of population. The next article, **Formal & Informal Education: Future Strategies** examines future strategies that grew out of the world educational crisis of the late 1960's and the great broadening of educational and development concepts and goals in the early seventies. It addresses in particular some perplexing questions about forging stronger linkages between formal and non-formal education and between both of them and various other development activities. Another article on **Non-formal Education** by D.J. Radcliffe and N.J. Colletta discusses the recent development of the concept of Non-formal education, dwelling on methodological considerations, case studies and examples. Various economic, social, political and cultural considerations of the concept of NFE have been elaborated. J.E. Bock and C.M. Bock provide a systematic account of the subject, in their article **Non-formal Education Policy in Developing Countries**. J.W. Apps, in his article **Mandatory Continuing Education** traces its genesis, reasons for its growth, as well as its trends and problems.

In Chapter III. **Learning & Life**, the article **Adulthood** takes the prevailing view of adult life as a process of development. Adulthood is divided into three stages viz. young adulthood, middle adult years and maturity. The prominent characteristics of each stage, according to consensus of research, are described along with an account of intellectual and moral development during adulthood. As individuals move from childhood to adulthood, they simultaneously assume new roles. **Old Age** by C.E. Kennedy is an excellent study of the characteristics of the last stage of man's life. It discusses the biology of old age, development processes and environmental influences during this period of life with special reference to retirement and widowhood, family life, leisure and education. The educational implications of adulthood are specifically treated in A.W. Fales' article **Lifespan Learning Development** which examines and compares two different approaches. In his article, **Lifespan Learning: Implications for Educators**, D. Mackeracher discusses conditions essential for the learning process, the basic activities involved in the process, and influencing factors. Boredom and inactivity have

to be avoided and educators have to respond to individual needs in order to achieve optimal conditions for efficient learning.

Chapter IV deals with **Experimental Learning for Adults**. Learning occurs when the event changes the judgment, feelings, knowledge or skills of the learners. The author studies the four stages of the process that follow such learning. Experimental method is distinguished from the traditional (conceptual) method of learning. Two different approaches to it are 'pragmatic institutional' and 'individual existential'. The first approach sponsored cooperative education while the second is personal learning from everyday experience. It is a life-long experience in which teachers perform a supportive or facilitative role through role plays, games and simulations, value exercises and psychodrama leading to attitudinal and behavioral change.

The author outlines further areas of research, with age, stage and gender differences, for designing learning programs in order to develop the capacities of communities and organizations to change and grow. The growing importance of experimental learning, in both formal and informal education, is stressed. Certain orthodoxies constitute the mainstream outlook of every culture and epoch and serve as guides for action. Such ideologies and belief systems are often seen as God-given and beyond human control. They are enforced by established social practices. They foster dependency relationship that constrains adult development. A set of rules, roles and social expectations governs the way people see, feel think and act. Such assumptions hamper any change in outlook. Adult learning in such a situation is the means whereby the assumptions may be brought under critical examination and a basic change brought about in personal perspective. This point is discussed in **Personal Perceptive Change through Adult Learning**. In order to move towards new perspectives, adults must possess a critical awareness of the old assumptions and how and why they had acquired them. Collective action is called for and strategies need to be framed for a planned change. The article **Organizational Change and Adult Education** refers to four different conceptual approaches to planned organizational change. They are 'rational planning approach', 'social interaction approach', 'human problem solving approach' and 'political approach'. All the four approaches have to be combined for a powerful planned change. Finally, the need for further study on a national and international level is stressed in order to arrive at conclusions concerning the adoption of complex organizations to meet the educational needs of adults.

All learning requires some organization. In fact learners' achievements depend not so much on the level of their ability as the way the learning task is organized. This is the subject matter of the chapter on **Learning: Organization & Support**. The article **Learning Style** is an account of research into differential learning performance by learners. Much of adult education is conducted in small participatory learning groups applying the theories of group dynamics. The article **Group Learning** examines the advantages claimed for discussion groups and sensitivity or 'T' groups, their strengths and weaknesses in practice and the conditions that have to be met if they are to achieve their potential. 'T' groups aim at furthering learning by increasing self-awareness and sensitivity to others. This aim, it is claimed, can be achieved also by meditation, bio feedback, imaging and visualizing, fantasy and dreams – new therapies that may be incorporated in higher education. The article **New Therapies: Adult Education Applications** discusses the potential of these therapies for the individual seeking to direct personal learning projects. In developing countries, special measures of organization and support of learning have been devised. The article **Integrated Rural Development: Community Organization** describes, with examples, the means of mobilizing whole communities to further both educational and developmental goals. **Campaign: A Technique in Adult Education** outlines the combination of broadcasting with study groups to promote awareness and to help people to understand major public issues and policies. Perhaps the best known small group organization of learning is through study circles. **Study Circles in Sweden** outlines their nature, history and achievements in a country where they have for a long time been the privileged form of learning environment in adult education. The most important of new technologies in the organization and support of adult learning, mass communication and information technology have been dealt with in the penultimate article, **Media Support in Adult Education**. The article identifies the multifarious contributions made by periodicals, radio, T.V. and video recording. **Computers**, the final article of the Chapter, takes a more critical line.

It asks whether the new technique is 'dehumanizing'. The author examines the problem of who controls the learning process and the learning environment when computers are used. – an issue related also to mass media.

The series of articles in the chapter **Self Directed and Distance Learning** stresses the vital importance of self-directed learning, which has

to be fostered and expanded because the goals of lifelong learning can be achieved only through adults developing the ability and willingness to pursue it. The first article ***Self Directed Learning: Theories*** concentrates on self directed groups and discusses essential elements for devising an adequate theory of self directed learning in groups. The next article ***Self Directed Learning: Concepts & Practice*** describes research which reveals the extent of individual self-planned learning projects, the reasons for undertaking them and how they are conducted. It discusses the issue of optimum amount of teacher control and self-directed learning in credit and non-credit courses. The extent of learner freedom and self management in distance courses is dealt with in the article ***Self Directed Learning in Distance Learning***. The article ***Distance Education*** identifies the characteristics of distance education other than physical distancing of teacher from taught. It discusses the advantages distance education offers; the materials used in it; its institutional structure and the extent of its development. ***Correspondence Study*** outlines various aspects of correspondence study system including an account of the providers of this type of study, the needs it serves, and the problems of recognition and validation of such courses. Education of adults takes place in a varied market, having to answer the needs of a clientele composed not only of diverse types of learners but also having divergent and sometimes conflicting requirements. It covers a wide range at different levels and in a variety of circumstances. The article ***Teaching Method for Adults*** lists the most popular methods of teaching that may be employed by educators. It relates these methods to current theories of learning, suggests some guidelines for good practice and stresses the need for further research. The next article ***Teaching Roles and Teaching Styles*** discusses the teacher's role as an artist, a facilitator and a critical analyst. It relates the personal style of the teacher with the learning styles of adults. The next two articles concentrate mainly on situations in developing countries. The first one ***Non-formal Education: Instruction*** considers divergent perceptions of instructional needs and a typology of educational approaches under four headings: the content-centered approach; the problem-focused approach; the conscientization approach and human development and creative planning approach. The second one ***Integrated Rural Development: Specialized Training Programs*** highlights the importance of educational programs in integrated rural development and discusses their nature, functions, and methods. The next article ***Evaluation in Adult Education*** describes evaluation in adult education as still an underdeveloped field. The author reviews distinctive features of evaluation as applied to adult education. He goes on to list some of the most comprehensive studies undertaken with an

account of methods used and recent trends in the field. **Adult Education Evaluation in Developing Countries** concentrates on the studies of major programs sponsored by such institutions as UNESCO, World Bank and the agencies of advanced countries especially those engaged in the task in developing countries. The article **Providers of Adult Education** gives a brief historical review of providers of adult education up to the present times, confining itself only to international organizations. It suggests three ways in which providers of adult education can be classified. Firstly, they are either Govt or non-Govt organizations; secondly, they function either with a profit motive or voluntarily with a missionary zeal; thirdly, they are engaged either exclusively in adult education program or adult education is only one of their activities. The article concludes with comments on future trends. The next article **Adult Education in Public Schools** discusses adult education program and classes that are provided by public schools i.e., schools that are financed by public authorities, regional or national in different countries of the world like United States, U.K., Sweden, and some East European countries like Albania, Germany, Poland and Hungary. The article examines the adult education dimensions of their schools and concludes with a reference to trends and issues in the field. In the penultimate article, **Community Colleges in Adult Education**, the contribution in the field of adult education of such colleges in various countries like Japan, Canada, Australia, Netherlands and America has been discussed with examples. The last article **Universities & Adult Education: Policies & Programs** examines university involvement in adult education as a worldwide phenomenon. It concentrates on the most significant of exceptional circumstances using a historical perspective. It includes the analysis of different types of university involvements and concludes that future developments are likely to be seen most clearly in terms of recurrent education.

The last Chapter **Open Access Institutions for Adults** examines the need for open access to education for adults in order to achieve the goals of learning. It considers the nature of open access and the issues relating thereto, along with examples of open access to universities in four different countries. The second article **Adult Education for Profit** refers to problems of data collection because proprietary institutions are not willing to reveal business secrets. The writer mentions a wide range of subjects in which the organizations impart education. The proprietary schools continue to flourish and the enrolment of learners has continued to rise in America and Western Europe. The writer discusses the attractions of the proprietary

sector and ponders over their future prospects. The third article ***Christian Churches & Adult Education*** describes the fourfold purpose of churches in the field of adult education. It refers to Christian influence in adult education in U.K., the contribution of United States and the work of Paulo Freire. Engagement in adult education came to be looked upon by the members of the churches not as a peripheral interest but 'integral to the purpose for which Christians join together'. J. Alfred's ***Libraries & Adult Education*** describes the significant role that libraries play in support of adult learners. ***Museums & Galleries in Adult Education*** discusses at length the educational role of museums and galleries as the presenters of a people's heritage and as activators of community or natural development.

The teaching of adults today has gone beyond the teaching of the alphabet and has been extended to the development of social and professional skills. In this context, the book has a significant relevance. The Editor has done a remarkable job in collecting as many as around fifty articles by different foreign authors on different themes and topics and compiled them under appropriate sections in the book. Each chapter carries with it a long list of further references for the readers who are inclined to seek further information. Articles in the book also accompany a valuable list of references and cross-references.

One dissatisfying feature of the book for the Indian reader is the complete absence of references, examples etc., from the Indian context. The book has throughout an international perspective; it lacks Indian orientation, which restricts its value for the Indian reader. At times, the Editor has not exercised due care in starting a fresh topic under a separate section. Minor misprints are irritatingly too numerous. The errors need to be carefully removed in the next edition of the book. Nevertheless, the book is likely to be most useful for those engaged in the study of adult education, especially with international perspective. A lot of material at one place on a variety of aspects of adult education is the most admirable feature of the book.

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Indian Journal of Adult Education, first published as a monthly in 1939, is now brought out as a quarterly by the Indian Adult Education Association. The journal has special interest in the theory and practice of Non-formal Education with special reference to the relationship between Adult Education, Development and current experiments in the field. Contributions on a wide range of themes within this broad framework are welcome.

The average length of a manuscript should normally be between 1500 and 2500 words; in exceptional cases, longer articles can also be accepted. Mimeographed, xeroxed or carbon copies of manuscripts will not be accepted. Manuscript should be typed in double space, on one side, with a 2" margin on A4 size paper. Footnotes and references should come at the end and not on every page. Authors are requested to submit one soft copy along with the CD (MS Word). Articles can be sent by E-mail at iaea_india@yahoo.com, iaea@vsnl.com

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Editorial

Science and the democratic idea have generated forces, which are operating in the modern world for over three centuries to transform human life. A vast amount of transformation has been taken place in some areas. The impact is being felt in the rest of the areas of the world as well.

In the modern age, the problem for India is the assimilation of the forces released by science, technology and democracy, which are being grafted on to her traditional tree.

Education is a process of development, aiming at the development of the individual and the society of which he is a part, and of both in interaction. It also refers to social, cultural, moral, physical, intellectual, emotional and economic aspects or development, leading to a new social order, which is classless, cooperative and free from exploitation. Therefore, education has to be an instrument of development. It is itself developmental in character. Thus, conceived, development is also educational. Education of adults and children should go hand in hand, and be one harmonious whole. According to Gandhijee, the fundamental purpose of education is to inspire new strength and new vigour, so as to bring to birth a new life force.

For a moment, let us not dismiss Dr. Manmohan Singh's goal to eradicate illiteracy among women in the next five years as just another hollow promise. No way can full literacy be attained by just repeating the mistakes of the past. A primary aim of Sarva Shiksha Abhiyan, introduced in 2001, was to engage village communities in education reforms by involving parents in village education committees.

To attain full literacy among women in the next five years, the Government of India will have to build partnership with the State Governments, and the two together with the private sector.

“Sakshar Bharat” – its Scope and Purpose

Prem Chand

Government of India on 8th Sept, 2009 launched 'Sakshar Bharat Mission. Prime Minister of India declared that this is his government's new programme to significantly reduce illiteracy in our country, particularly among women. He further stated that one third of India's population continued to be illiterate and that about half of our women can not read or write. In fact this initiative of the government is based on the concern, the President of India had expressed about gender disparity in the literacy rates of the country and had announced in Parliament that the government will recast the National Literacy Mission as the National Mission for Female Literacy to make every women literate in the next five years. The Sakshar Bharat Mission has set a target of making 70 million adult persons including 60 million women literate by 2012 to achieve the objectives of overall literacy rate of 80 percent, to reduce the gender gap in literacy rates to not more than 10 percent, to halve the adult female literacy rate and to reduce regional and social disparities. Sakshar Bharat has laid emphasis on reducing illiteracy particularly among women. But besides the programme of Basic literacy, it also envisages programmes of Basic Education, Skill Development and Continuing Education. Basic literacy programme would comprise of teaching of about 300 hrs spread over 3 months or beyond depending on local conditions, followed by another 100 hours of guided learning for another 3 months. Successful completion of 300 hours of instructional learning and 100 hours of guided learning is expected to enable the learner to achieve learning proficiency equivalent to stand III. Basic literacy will be provided through a variety of context specific and group specific approaches even though the Mass Campaign Approach will be the dominant strategy of its implementation. Literacy Learning Centres to impart basic literacy will be set up in different villages/wards of different Gram Panchayats. A Literacy Educator will be responsible for teaching 8-10 learners. The Basic Education programme will enable the neo literates to continue their learning beyond basic literacy and acquire equivalency to grades V, grade VIII and even beyond, wherever possible. In this task, the National Institute of Open Schooling, other State Open Schools and Institutions will be the partners of the Sakshar Bharat Mission.

Vocational Education (Skill Development) programme will equip the neo literates with skills to improve their living and working conditions. Jan Sikshan Sansthan, set up by the Govt. of India in different parts of the country and other vocational institutions will be assigned the responsibility of guiding and organization of skill

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development training at the Gram Panchayat level. 1.70 lakh out of a total of about 2.50 lakh Gram Panchayats are proposed to be covered by 2012. In each of these Gram Panchayats a Lok Sikshan Kendra (LSK) will be set up to provide institutional, managerial and resource support to basic literacy, basic education, skill development and continuing education programmes. Each LSK will be manned by two preraks who will be responsible for organizing these activities. Purpose of the Sakshar Bharat programme is thus not only to provide basic literacy to the adult illiterates but also to extend the facility of equivalency programme, skill development programme and continuing education programme in the form of library, reading room, discussion groups, short term courses etc to improve the quality of life of the adult learners. National Literacy Mission was set up in 1988. The main objective was to impart functional literacy to the adult illiterates of the age group 15-35. scope of Sakshar Bharat has been widened by including all the adult illiterates of age group 15 and over in its ambit. In 1991, there were 121 million including 77 million female illiterates of the age group 15-35 in the country. 2001 census indicated that the number of illiterates of this age group came down only by about 20 million to 100.7 million including 66.8 million females as during this period population of this age group increased by 66 million from 281 million in 1991 to 347 million in 2001. Illiterate population of the age group 15 and over in 2001 was 259.5 million including 168 million female illiterates.

Is the scope and purpose of 'Sakshar Bharat' limited to making the adult illiterates as literates of class III level? What level of literacy is needed for these and other deprived sections of the society to make use of their literacy in improving their quality of life? The minimum level of literacy as defined by the census – 2001 was "A person aged 7 years and above who can both read and write with understanding in any language has been taken as literate". It was not necessary for a person to have received any formal education or passed any minimum educational standard for being treated as literate for the purpose of census. All persons who were not illiterate were considered as literate and they were classified by their levels of literacy. Total population of the age group 7 and over in 2001 was 865 million. Of them 304 million forming 35.16 percent of the total population were found to be illiterate. Of the 560.7 million literates, 155.3 million were of the age group of 7-14 years. According to the census data, level of literacy of the 405.4 million adults of the age group 15 and over was as under:-

- Literates without any educational level	-	18.2 million
- Literates below Primary education	-	56.3 million
- Literates with Primary education	-	95.8 million
- Literates with Middle education	-	76.3 million
- Literates with Secondary Education & over	-	158.8 million
Total	=	<u>405.4 million</u>

What level of literacy, we are talking about when we say that literacy expands people's choices, gives them more control over their lives, increases their ability to participate in society and enhances self esteem etc. EFA Global monitoring Report 2009 brought out by Unesco also states that literacy is a key to education that also opens the way to better health, improved employment opportunities and lower mortality. Constitution of India in 1951 realized the importance of a minimum level of education for each child and laid down that all children below the age of 14 should be provided free and compulsory education. It was considered that elementary education level was essential for every child to become a good citizen in his/her life time. National Family Health Survey 3 conducted in 2005-06 reported the following impact of literacy of different levels on fertility rate, pregnancy and number of children born etc.

S.No.	Level of Education	Total Fertility Rate	Percentage of Women Currently Pregnant age group 15-49	Mean No. of children ever born to women age 40-49 years
1	2	3	4	5
1	No Education	3.55	5.9	4.71
2	< 5 years complete	2.45	4.4	3.64
3	5-7 years complete	2.51	5.2	3.52
4	8-9 years complete	2.23	4.9	2.97
5	10-11 years complete	2.08	4.4	2.63
6	12 or more years complete	1.80	4.1	2.15

The above data indicates that the total fertility rate in respect of those women who had no education was higher as compared to those who were literate. Similarly impact of literacy on pregnancy and number of children born is visible from the above data. This data also reveals that as the level of literacy improves, its impact on these factors also increases. Total fertility rate in case of illiterates was 3.55 but it came down to 2.51 in case of those who had 5-7 years of education and to 2.23 in case of those who had 7-9 years of education. First and second National Family Health Surveys conducted in 1992-93 and 1998-99 had also indicated similar impact of literacy on these factors. Keeping in view that literacy helps individuals and the society in several ways in their social and economic development 'Shakshar Bharat' has considered it essential to provide basic education facilities to all those adults who need to improve their level of literacy even beyond the level of class III envisaged under its basic literacy programme. This basic education programme envisages to improve the literacy level of not only those who are literate without any educational level or those who are literate below the primary education level, but it also proposes to provide facilities as part of its basic education (equivalency) programme for teaching/learning and certification of primary education, middle education and even beyond

where ever possible in collaboration with the open schooling system of the country. So the scope of Sakshar Bharat also extends to all those adult literates who have low levels of literacy and are desirous of improving their level of literacy to primary, middle or even beyond. If elementary level of education is considered as the minimum level of literacy for children to be good citizens in their life time, why cant we think of providing this minimum level of literacy to our adults who are leading their life without acquiring this minimum level of literacy. We have given our children right to education so that they acquire a minimum level of elementary education before they become adults. Are our adults who are leading a life of ignorance not eligible to get this right of minimum level of literacy? According to 2001 census adult literacy rate of India was 61 percent.

Of the 405.4 million adult literates, number of those literates who had completed at least elementary education was only 235.1 – i.e 170.3 million were those who had literacy level of below elementary education. Only 35.5 percent of the adult population of 665 million had literacy level of elementary education. Percentage of those adults who had atleast primary level of education was about 50 percent. Sakshar Bharat has the responsibility of providing these 64.5 percent of the adults of the country literacy level of elementary education in the long run but atleast to provide primary education level of literacy urgently to enable them to make use of the literacy in their day to day life situations.

The importance of obtaining literacy data and of using them to formulate policy and monitor their effects is increasingly recognized by both national and international agencies. Goal 3 of Education For All (EFA) provides for ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes and Goal 4 of EFA provides for achieving a 50 percent improvement in levels of adult literacy by 2015 especially for women and providing equitable access to basic and Continuing education for all adults. India is thus committed to meeting the learning needs of the adults through equitable access to appropriate learning and life skills programmes and providing equitable access to basic and continuing education for all adults as part of these goals. Unesco considers availability of reliable and useful data on literacy as a fundamental tool for policy development and implementation of its Literacy Initiative for Empowerments (LIFE) programme which aims to support the achievement of the EFA literacy goal especially for women in developing countries with the lowest literacy rates. International Community is moving away from the traditional measure of literacy to differential literacy measure.

The Literacy Assessment and Monitoring Programme (LAMP) aims to identify the full range of literacy - from the most basic reading and writing to the skills needed to participate fully in a learning society. Level 1 of the literacy skill indicates persons with very poor skills, Level 2 respondents can deal only with material that is simple, clearly laid out etc and it also denotes a weak level of skill. Level 3 is considered a

suitable minimum for coping with the demands of every day life and work in a complex advanced society. Level 3 denotes roughly the skill level required for successful secondary school completion and college entry. Levels 4 and 5 describe respondents who demonstrate command of higher order information processing skills. For the purpose of literacy assessment including LAMP, the following definition of literacy was proposed by literacy experts in June 2003.

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potentials and participate fully in the community and wider society”

If literacy is to meet the demands of every day life and work in a complex advanced society, internationally the suitable minimum level is considered to be level 3 and all those who have a literacy level below this minimum need to be considered as semi-literates and provided a continuum of learning. For developing countries like India, the minimum level of literacy needed to develop knowledge and potentials and participate in the community and society may not perhaps be below elementary education level. Scope and purpose of any adult education programme including 'Sakshar Bharat' has therefore to provide this minimum level of literacy to all its adults who have not reached this level.

The term Adult Education encompasses Basic Literacy and Continuing Education for adults. In advanced countries most of the continuing education courses and programmes have reached high school and college level. In case of developing countries like India continuing education programme was implemented at Primary and Middle levels through open schooling system besides having other ingredients of knowledge up gradation, skill development and awareness activities which are relevant to improvement of quality of life of the adult learners and the society. We need to know how the individuals' literacy skills and vocational skills relate to employment opportunities, economic outcomes, social benefits and better access and utilization of health care and health information and to what extent are particular population sub-groups excluded from adult learning system. We need to plan short term courses for improvement of knowledge, information, and skill development etc. of those adults who are lagging behind in these respects.

Many countries are investing public resources to support higher levels of formal, non formal and informal adult learning. There are 2,50,318 Gram Panchayats, 6,334 Block Panchayats and 579 District Panchayats in India, as per the information available from the Ministry of Panchayat Raj. Of these 4,263 Block Panchayats and 1,57,875 Gram Panchayats fall in 365 districts of the country having adult female literacy rate below 50 percent. Sakshar Bharat envisages setting up of a Lok Sikshan Kendra (Adult Education Centre) in each of these gram panchayats in a phased

manner. The purpose of Sakshar Bharat programme is to provide continuing education to all adult neo literates and semi-literates the facility of improving their literacy and vocational skills and to provide them the facility of acquiring knowledge and information needed for improving their quality of life. So the scope of the Sakshar Bharat, which at present is the main adult education programme in the country extends to meeting all learning needs of the adults through appropriate learning and life skills programmes as part of basic and continuing education for all adults.

Mass Literacy for India - Emerging Superpower

Ajay Kumar

The Paradox of India's Development and Quality of Public Life in India

The paradox of India's developmental path is that it is economically an emerging global power as well as one of the most backward nations in terms of Human Development Index (HDI). The economy of India, measured in USD exchange-rate terms, is the twelfth largest in the world, with a GDP of around \$1 trillion (2008). However, the HDI for India is 0.619, which gives the country the 128th rank out of 177 countries (HDI 2005). India ranks 85th, in terms of the global ranking for corruption in 2008, according to a Transparency International survey. There are 85 million (85 crore) poor people in India, who are ruled by 15 million (1.5 crore) corrupt, impotent, sick, feudal, brahmin and caste maniacs.

Organized crimes like terrorism, communal pogroms, illegal drug trafficking, human trafficking, adulteration in food products, and more general problems related to governance and quality of public life with deteriorating law and order, declining moral values, corruption, apathy, alienation and distrust are "spreading like wildfire" across the globe but more particularly in fast developing economies of the Third world. India is witness to series of bomb blasts in recent years along with communal pogroms against Muslims, Christians and Biharis.

At the recent UN General Assembly held on 24 September 2008, the world leaders shed their crocodile tears expressing their governance worries and nightmares about increasing terrorism and rhetorically announced their unwavering support for improved legal frameworks, institutional capacity-building and, in some cases, full transition to democracy to provide a hedge against future destabilization. But none of them talked about the key issues of growing inequality, alienation, declining public values, mass 'illiteracy' and also mis-education, which are at the root of these problems.

If knowledge is power, then India cannot become a superpower like the US and Japan or any other West European nation, unless all its citizens are educated (both in the literate and cultural sense) and are able to see themselves as a new 'imagined' community; as a new, young and dynamic nation-state, which is ready to excel and

act as a superpower in each and every sphere, whether it is science, technology, education, innovation, production, civilizational values, arts, sports, etc. The ability to 'imagine' the nation-state and evolve better 'citizen-citizen' relationship, 'citizen-state' relationship is primarily a function and role of mass education and literacy. India, being the largest democracy in the world, is still far below the level of 75% of literacy rate. Quantity-wise, India still has about 35% 'illiterates' and has been globally ranked 105th in literacy terms by UNESCO's the Global Monitoring Report (GMR), 2008.

Literacy and Cultural Sensibilities

As a civilized nation, quality-wise, our literacy and cultural sensibilities are not only educationally backward but also distressing. Often we hear reports of infanticide, homicides, suicides, gang rapes, rapes of minors, road rages, accidents, stampede deaths, dowry deaths, honour killings, armed conflicts, etc in the media. In some places, political violence is a part of festering civil wars. The most prevalent form of violence in the world and in our own country is the domestic and social violence against women and 'dalits' (e.g. the *untouchables*). This certainly shameful, but is also a sign of our social and cultural backwardness. Such violence against women and *dalits* in everyday life signifies a broader social pathology, which promotes other forms of violence, including organized violence by the upper caste, male Hindus "legitimated" by ideologies that keep both women and *dalits* in lower ranks and as oppressed.

The above mentioned problems are not only development issues, which in acute form quickly become problems of large-scale human misery. They are also problems of education and cultural backwardness. In the absence of quality education and mass literacy, these problems threaten social collapse in the 'developing' countries including India. These problems of backwardness add to security threats, because criminality and terrorism thrive in a morally and economically weak social and political system. Both, social backwardness and criminality tend to reinforce each other. Lack of education worsens food security and reduces preventability of diseases. Social problems and educational backwardness, consequently, are obstacles to the realization of human interests and values. They are handicaps of various types and origin which delay the achievement of what a society or a nation chooses to accept as normal social life.

Indian Literacy Scenario

Literacy programmes in independent India have always been piecemeal token-efforts without any long-term national vision, regardless of the degree of success and valuable experience gained at various stages adult education intervention by the Indian government. The Indian government's decision to launch a Mass Literacy Campaign (TLC) in 1986 was primarily an educational response to the needs and

exigencies of a globalizing and liberalizing India under the pressures of 'structural adjustment policy' (SAP) dictated by the World Bank.

The TLC was launched by the young Rajiv Gandhi government with much fanfare not only as a necessary means of creating a permanent literate society within a decade, but also as contributing to nation's unity in diversity. However, the problem of undertaking such a huge national task has been immensely complicated by many factors. Apart from meager budgetary allocation given to adult education and literacy in every Five Year Plan as a non-priority area, Indian educational planning and language policy in education have faced the problem of constructing a balanced and yet a ratiocinative, multilayered identity for the 'learner', which is often complicated by a plethora of local languages and cultures. As far as the TLC is concerned, this multiculturalism has been poorly understood and badly presented to most of the adult learners.

Literacy in India is an indispensable means for effective social and economic participation, contributing to human development and poverty reduction, says UNESCO. Yet the Indian government has done little extra job or any meticulous homework to plan spread of mass education and literacy in order to educate the public or its citizens about good governance and its hurried transition needs of the 21st century. The Indian educational plan and implementation has at the most been an "as usual" business, with token budgetary concerns and quality improvement.

Our successes have never been by any means negligible, no matter how sceptical our intellectuals and middle classes may have become. But the 'non-inclusive' nature of the current phase of rapid economic growth in India is worsening. It is more than 60 years since India became independent. Along with many educational, economic, political and technological achievements, we have also become too narrow, what Amartya Sen (15 August, 2007, *The Hindu*) calls as "comprehensively sceptical of the 'vision thing' ". During the International Literacy Day (08 September) celebrations every year at Vigyan Bhawan, New Delhi, the Indian government is seen jubilant in honouring literacy workers, animators, volunteers, NGO activists, professionals, and educators in their role of spreading literacy, even though it is an area that is unlikely to win genuine appreciation for actual quantity and quality of literacy expansion in our country.

Critical Understanding

According to UNESCO, a literate person is one who can with understanding both read and write a short simple statement relevant to his everyday life. Secondly, again according to UNESCO, literacy is not the simple reading of a word or a set of associated symbols and sounds, but an act of critical understanding of man's situation in the world. A literate person is one who has acquired all the essential knowledge and skills, which enable him to engage in all those activities in which literacy is

necessary for effective functioning in his group and community, and whose attainment in reading, writing and numeracy makes it possible to use these skills towards his own and his community's development.

However, the Indian government's definition of literacy is too narrow. The National Literacy Mission (NLM) defines literacy as (a) acquiring the skills of reading, writing and arithmetic and (b) the ability to apply them to one's day-to-day life. For all practical purposes, it focuses mainly on (a), deliberately leaving part (b) which requires critical challenge against dominant and oppressive powers by the adult learners.

For statistical surveys like the Census, it considers only simple competence in basic 3Rs (e.g. reading, writing and arithmetic) as functional literacy. Even within such a narrow definition of literacy, results of state sponsored literacy programmes have been tenuous. Since independence, the literacy rate grew from 18.33% in 1951 to 64.84% in 2001. During the same period, the population grew from 361 million to 1,028 million. With a literacy rate around 65, we have 296 million 'illiterates' aged 7+ years as per the 2001 Census. The number of 'illiterates' today exceeds the population of our country (about 270 million) at the time of Independence. Also, our country has the largest population of world's illiterates.

Moreover, our literacy figures are dubious. During my own field-study visits every year since 1991 to some 24 districts (both rural and urban) of Hindi-speaking states of Haryana, Delhi, Uttar Pradesh, Bihar and Jharkhand, I have found that only 5-10% of the 'neo-literates' under NLM programmes are able to retain their literacy skills for some functional uses like letter writing to their distantly posted husbands in the army, or writing small applications and doing small business calculations in their everyday life. The rest (90-95%) of the 'neo-literates', particularly tribals like the Santhals of Dumka district in Jharkhand and rural landless labourers in Bihar, as well as in economically prosperous Haryana, appear to have forgotten their literacy skills. They can barely, with utmost difficulty, write their own names.

The TLC could have succeeded in spite of the meager budgetary provisions, if it had given full autonomy to all the 'Zila Saksharta Samitis' (ZSS). The ZSS was always subordinate to the powers, influences, and whims and caprices of the district collector, for whom again, adult literacy was the last priority in the list of his/her daily responsibilities. Again the lower and middle rank activists of the ZSS were always those who were unemployed, very under-paid people who had little training in the teaching of the 3Rs and vague idea of either 'national' or 'individual' identity. The role of the ZSS always lay in imparting 'crude literacy training' and managing local level coordination. It never aspired to be a network of grassroots organization catering to the needs of new nationalist imagination. Organizational imagination, personnel, training, quality of reading materials, motivation, and above all, the language and idiom to be used as the medium of literacy education — had never been fine tuned and institutionalized within the TLC. And above all, our political and national leaders

of the day have never been too enthusiastic about expansion of literacy. The TLC has never been fortunate to get assistance from national leaders and political parties, coupled with the determination of the national and state governments to create an environment capable of sustaining and reinforcing a literacy movement.

A New Kind of Literacy Needed for a New Kind of Imagined Community and Citizenship

Functional literacy does not in itself solve the problems of the individual or the nation or the world community unless it is embedded into critical and identity defining role. One of the "political needs" of an "imagined community" is that of "integration" through sustainable values of shared living and shared citizenship. A classic mechanism of integration in the modern state is citizenship education through the modernist project of mass literacy, understood as expansion of critically shared and contested values, beliefs and identities that bind the members of society into a collectivity. It is here that our post-1947 Indian nation has failed to initiate and foster the modernist project of mass literacy for a dynamic "imagined community".

Last summer, when I was watching the movie '*Taare Zameen Par*', I wept 5-6 times, then realized and learned that most of us, who have had the opportunity of a formal education, faced some kind of milder "social or psychological dyslexia" as a learner at some point of time or the other or even everyday during our school days. It raised some other questions in my mind. Why doesn't every teacher and parent learn how to deal with students with dyslexia? Why do the so-called 'illiterate' adults do not have an "entitlement" to a critical and yet balanced debate/discourse curriculum if they can't read and write, so that at the least, they can have better and coherent understanding of the 'world' and the 'word' around them?

In other words, why teach the 3Rs to the millions of adult 'illiterates' if they regress back? Why not to teach them dialogically using their oral resource to make coherent understanding of the world around them and empower them with skills for communicative competence for a shared and active citizenship in the 21st century? The politicians, the government, the bureaucracy and the policy makers in India must understand and make provisions for this need.

The governing elites, policy makers, educators and professionals need to understand that along with changes brought in by 21st century globalization and technological forces, the future of citizenship too is changing. These changes have serious implications for the health of democracy, the delivery of government services, and the quality of public life in India. The corporate world too needs to own its social responsibilities towards the masses and the public.

Until now, the post-1947 Indian state and its constituent actors have neglected the modernist project of mass literacy for a shared, critical and engaged citizenship.

During the last 61 years, they partially and half-heartedly focused on the 'citizen-governance' based dimension of 'vertical' citizenship (related to 'voting' rights and public services etc.) mainly through the formal school curriculum at the secondary education level. They, however, did not emphasize the 'citizen-citizen' based dimension of 'horizontal' citizenship focusing on community relationships, identities, aspects of conflicts and ways of resolutions, public values and morals, manners, self-reliance, cosmopolitan 'globalism', and any other issue, which the community thinks as necessary.

Widening income inequalities and deepening social exclusion will continue to manifest themselves in a variety of ways such as the increase in terror attacks, communal pogroms, and farmer/worker/student suicides. The 21st century also entails new forms of social exclusion and a growing inequality in 'quality of life' and discrimination in access to modern and expensive resources like education, health and other amenities.

Right Vocabulary

The government and the ruling elite including the 'corporate' leaders need to invest not only in finding the right vocabulary to communicate with the public on issues of 'vertical' engagement with the State, but also about 'horizontal' engagement among citizens. They need to make institutional provisions for empowering larger masses (e.g. the citizens), particularly the adult learners and 'neo-literates' through enabling discourses and debates along the 'horizontal' axis of citizenship issues, aspirations and problems.

This calls for mass education and adult literacy programmes which promote critical thinking and analytical skills for all kinds of social, political and national problems and aspirations. It also relates to all kinds of information and their messages so that the citizens are able to make informed understanding and conclusions. The modernist project of mass literacy requires citizens to become enlightened publics in a pluralistic society, with opportunities to participate and transform their society towards a desired goal. Dialogical relationships and dialogue should be the foundation of all such engagement in citizenship education and social transformation.

Technology Initiatives in Adult Literacy Programmes

B.Krishna Reddy

Introduction

Literacy is an indispensable tool for the socio-economic development of any country. The UNESCO defined literacy as **the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. This involves a continuum of learning to enable an individual to achieve goals, to develop their knowledge and potential and participate fully in the wider society.** Recognizing the importance of literacy, the United Nations declared the Decade of 2003-2012 as the United Nations Literacy Decade to improve at least 50% of literacy in the member countries. The globalization brought enormous changes in the information explosion, and is available to the people in the nook and corner of the globe. Every nation is giving top priority to the utility of technology in various areas for accelerating the pace of development. World Bank is also supporting countries for taking advantage of the opportunities in information and communication technologies (ICTs) to contribute to educational goals and poverty alleviation strategies. In a broad sense ICT refers to various technologies which are used to transmit, store, create, share or exchange information. It includes technologies such as Radio, Television, CD/DVD, Telephone, Satellite, Computer Networks, Equipment and Services associated with these technologies such as Teleconferencing, Virtual Class Rooms-Mails.

The Government of India and the State Governments have been implementing literacy programmes since 1978 in many forms - Centre Based Approach, Total Literacy Campaigns, Akshara Sankranthi etc. As a result of these efforts the present literacy rate of India stands at 65.4% (2001 Census). This effort is not adequate to reach the goals fixed by the UN and NLM of achieving 85% of literacy by 2015 in India. This is possible only through the different strategies of which the technology plays a vital role to reach the goal fixed by the UN. It is not wonder that the technology has gone into the different fields and the adult literacy programmes are not exceptional. There is an ample scope for technology initiatives in adult literacy programmes. Intervention of technology in adult literacy programmes will step up the literacy rate,

and it will be of great advantage to the volunteers in the teaching-learning process and learners' evaluation. However ICT may be used for adult literacy programmes in the following ways:

1. For effective teaching and learning process
2. Creating a conducive learning environment
3. Training of field functionaries
4. Increasing access through the distance mode
5. Providing knowledge network to the learners and field functionaries.
6. Monitoring of literacy programmes
7. Testing of learners' literacy skills.

This paper presents some of the initiatives tried out by the agencies in the adult literacy programmes.

Technology Initiatives Available for Adult Literacy Programmes:

1. TCS Computer based Functional Literacy Programme (CBFL):

The computer-based functional literacy programme designed by TCS (Tata Consultancy Services) uses animated graphics and a voiceover to explain how individual alphabets combine to give structure and meaning to various words. The programme was developed based on the material prescribed by National Literacy mission. The CBFL method uses puppets as the motif in the teaching process, the lessons tailored to fit different languages and even dialects, focus on reading and on theories of cognition, language and communication. Emphasising on words rather than alphabets, the project addresses thought processes with the objective of teaching these words in as short a time span as possible.

The Learning:

The settings for the lessons are visually stimulating and crafted in a manner that learners can easily relate to (the puppet show). The accompanying voiceover reinforces the learners' ability to grasp the lessons easily and repetition adds to the strengthening of what is learnt.

The method is implemented by using computers, which deliver the lessons (shows) in multimedia form to the learners. Supplementing computers in this process are reference textbooks of the National Literacy Mission.

The initial experiment for the CBFL programme was conducted in Beeramguda village of Medak District in Andhra Pradesh in February 2000. This was followed by an extended trial run in 80 centres spread over the districts of Medak,

Guntur, Vijayawada and Visakhapatnam. The initial experiment and the trial run highlighted the following advantages of the project:

- Acceleration in the pace of 'learning to read' (it takes about one-third of the time that writing-oriented methods require).
- Flexibility in adjusting to individual learning speeds.
- Lower dropout rates in comparison with other adult literacy programmes.
- Does not require trained teachers or large-scale infrastructures.
- Can be conducted on low-end computers (these are the kind of machines that many organizations can afford to give away).
- Can effectively enhance existing adult-literacy programmes.

The multimedia format ensures that the pronunciation of the words/letters is taught accurately through the system, rather than being left to individual teachers. This is particularly useful for languages like Tamil, where the same letter can be pronounced differently (based on the context).

From Learner to Instructor:

Each center under the project has a computer and an instructor, or prerak, as he is called, to conduct a class. A typical class has between 15 and 20 learners and is held in the evening hours. In the early days of the programme, most of the instructors and retired teachers or people, who are involved in the adult literacy movement in the State. While the teachers and others continue to help out, many of the classes are now conducted by those made literate by the project.

The software is currently available in 8 Indian Languages and is being used in Andhra Pradesh, Tamilnadu, West Bengal, Maharashtra, Gujrat and Uttarakhand.

The TCS programme is one of the few Non-Government initiatives that have made some headway in addressing India's Illiteracy rates. In an effort to widen access, TCS is also experimenting to make the programme available on mobile phones.

2. H. P. Literacy Testing Solutions (2004):

Literacy Testing Tool is in line with the Governments target of achieving 100% literacy. H. P. developed a functional literacy-testing module, which helps test Adult Literacy Skills at a much quicker pace. The solution devised to test learners' literacy skill, is a touch screen solution with a simplified interface in the local language (Telugu). Through this testing module, the Government can monitor the progress of various literacy programmes and further fine-tune its approach. The rise in literacy levels will empower citizens and give a momentum to the economic growth.

The adult learner who comes for taking the test will be helped to register his / her name in the system, and the system provides him with an identification number that can be used for future reference. H.P. Literacy Solutions Tools is a Multimedia, Interactive Device, suitable to the use of the adult learners.

The Pilot Test was conducted in Kuppam Assembly constituency of Chittoor district of Andhra Pradesh in coordination with the State Resource Centre, Hyderabad and ZSS, Chittoor. The data of the pilot test was analysed by the SRC, Hyderabad. The results of the pilot test are quite encouraging. It appears that this tool is useful to test the reading skills of the learners.

3. Computer Based Literacy Primer (Computer Akshara Vachakam (CBLP)(2007):

The State Resource Centre, Hyderabad has developed a Computer Based Literacy Primer as an interactive learning package with multimedia inputs with an objective to enable learners to learn the basic functional literacy skills of reading, writing, numeracy and general awareness through the computer with minimum assistance from the instructor. The content of the Akshara Vachakam(CAV) primer approved by the National Literacy Mission was adopted in developing the CBLP. The Instructor can demonstrate the programme before a group of learners and display the frames one by one. While doing the exercises on the screen, he can demonstrate one or two frames and ask learners to sit before the computer and operate. Once familiar with the operation, the learners would be motivated to use it on their own. However instructors' guidance is needed in writing the tests and exercises. This programme was tested in Koyalagudem and Jaikesaram villages located in the Choutappal Mandal of Nalgonda District.

A longitudinal study undertaken for assessing the effectiveness of the Computer Based Literacy Primer, suggested that this is a far better approach for imparting literacy to the non-literates.

4. Computer Based Literacy Testing Tool (CBLTT) (2008):

The State Resource Centre, Hyderabad, developed a Computer Based Literacy Testing Tool (CBLTT) for evaluation of literacy skills. The testing tool is a user-friendly multi media interactive device, suitable for an adult neo-literate learner. The testing tool is useful for both formative and summative evaluation of literacy skills of adults.

It is an on-line achievement battery of tests developed to assess the literacy skills attained by the learners in terms of the 3 skills viz., reading, writing and numeracy with the help of 10 items under each head. The testing tool was developed keeping

in mind the Evaluation Guidelines recommended by the R.H. Dave Committee, NLM, Government of India.

The Tool

A Question Bank of 900 items covering different competencies is developed with 30 bunches, containing 30 items in each bunch. When a learner takes the test, the computer selects 30 questions at random from out of the 30 bunches of the Question Bank. This kind of arrangement is made to avoid mere memory based answering by those learners who might copy from the learners who have already taken the test earlier.

Testing the Tool

The software developed was put to test in three centers of Singareni Collieries, Karimnagar District, to establish validity and reliability. Preraks were trained in using the computer and weekly monitoring were conducted by the SRC, Hyderabad. The analysis of results is in progress.

5. Multimedia Approach:

The State Resource Centre, Hyderabad has been using PowerPoint Presentations using multimedia approach for imparting training to the field functionaries on different aspects of training content. Similar would be the case with the personnel connected with the training of field functionaries on Life-Skills. Technology has become very popular to the trainers now-a-days, using laptops, which are very handy.

6. Database:

All the data related to census and particulars of functionaries and the literacy centers of the districts can be stored in the computers and retrieved as and when required. Enrolment of learners and achievements can be fed into the computers. The Directorate of Adult Education, New Delhi has been getting the feedback of the programme through the monitoring formats developed specifically designed for the purpose. The Directorate of Adult Education, New Delhi, also designed the Quarterly Progress Reports and the Annual Progress Reports. The Department of Adult Education, Government of Andhra Pradesh has also been monitoring the programme through its computer-based formats. The Directorate of Adult Education, Govt of Andhrapradesh adopted teleconferencing/videoconferencing as a method for reviewing the adult literacy programmes every month.

Summing-up:

The technology is meant for accelerating the pace of the literacy programmes. Now the time has come up to use the technology not only for achieving quick results but also as an aid in the teaching learning process, evaluation of learners' outcome and monitoring of the literacy programmes besides training the functionaries of literacy programmes.

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Senior Citizens Security Card – A Welfare Measure for the Aged

*Anjali Pahad
Mrunalini Tanwar*

Introduction

What is Ageing?

*Sitting on a bench of the garden I saw a tree,
Which was tall, big, green and strong.
People were praising its beauty only one girl said
"it has got strong roots".
It was a true and remarkable sentence.
The roots were really strong which kept
The tree green and made it look stronger.*

Our grandparents are same like these roots, which hold us together in one family. They bind us together with the knot of love, care and tender touch. Their experience in life is like a guiding light for all of us in the family which help us to move forward on the path of development. It is very sad to know that the children are ready to cut their roots and believe to move forward, but they forgot the importance of the elderly, they are like the lifelines of the present. One should remember that cutting the roots will destroy the future. Supporting the above mentioned lines, there is an upcoming area which is to be taken into account urgently.

Every human being passes through various phases during one's lifetime; infancy, childhood, adolescence, adulthood, and old age. This biological transition through different stages has cultural and human overtones; age definition and differentiation carry significance to the society and the individual. For the society they function as indicators for the allocation of various roles and functions. For an individual age serves as an important base for self perception as well as role performance. Metamorphically man's development over the life span may be linked with growth and branching of a tree.

Ageing is a natural process; where as old age is arbitrary. According to **Stewart and Semis (1983)**; "ageing is a collective term for all those progressive deteriorating changes that occurs in life with increase in age." Getting old is the result of the interplay of biological, social, psychological and ecological factor. Old age is the ultimate phase of the human cycle, and the timing of this phase, its impact on role relationship and the meaning attached to it vary in different societies and even in different subways of a society.

The traditional norms and values of Indian society laid stress on showing respect to the elderly and providing care for them. Consequently, the older members of the family were normally taken care of in the family itself. The family's social networks provided an appropriate environment in which the elderly spent their lives. Parent-child relationship bond is considered as the most sacred in India. Aged parents are like children; they are sensitive. One has to take care of them like children. They need support at old age. In the Indian society the elderly used to hold positions of supremacy in the family, and society endowed them with special privileges.

The elderly today are facing problems due to rapid changes in the socio-cultural patterns of the Indian society. It has affected them badly. Living arrangements have changed from joint to nuclear; this was a great shock to them as they were forced to live their rest of their life all by themselves. They had to survive independently without their children's physical (the support and love), mental and probably in many other cases, emotional support also. This type of situation is approaching day by day for the elderly which is hampering our the traditional norms of the Indian society

Advances in the medical science, better nourishments and improved standards of public health have all contributed towards prolonging human life. The population of senior citizens and its ratio to the total population have been increasing rapidly in both developed and developing countries. The developed world has been facing the problem of looking after its growing number of senior citizens and has taken effective measures to cope up with it. The seriousness of this problem so far, however, has hardly been noticed in developing countries. Generally, plans to support the elderly are inadequate.

Therefore, the present and expected increase in the ratio of senior citizens in the future calls for paying more attention to the financial, physical, sociological and psychological adjustment problems, that are specific to the elderly.

Today there is a hidden conflict noticeable in the lives of the senior citizens and one can notice writ large in their eyes a need to feel secured and find someone who can understand, empathize and expect a minimum support, both in terms of security and having a affectionate companion. The senior citizens are often victimized because of their age and loneliness. Therefore, the questions are : Is ageing a curse? Or the senior citizens are not productive, so they should be abandoned.

Now the question rises "What do old parents need most?" They need love, care, health care, housing and financial security. But, who has the time to take care of aged parents. Blame it on rising aspirations, westernization, urbanization, migration, working women and a host of other factors. All these are very much inter-connected, and the absence of one can affect the other needs. It is true that many people are helpless and they have to go for work sometimes and go abroad leaving the parents alone. As the role of families as a social safety net for the elderly is fast eroding, the poor among the elderly have become the most vulnerable sections of society in India. The Indian government is waking up to meet this challenge head on.

Intergenerational Problems of the Old

The presence of elderly people in the demographic structure is not blended properly with the result that the elderly are becoming an isolated group requiring a lot of attention from the general society.

The roles of the old and the young are complementary to each other and the equilibrium of the society depends very much on recognizing the various roles played by the respective actors (**Parsons, 1968**).

The old age sees withdrawal of supports from many directions which will flit the balance of the person and tend to change their attitudes towards the various pivotal elements of the family.

The systems which were giving the supports, also change their attitude, and hence, the whole support system gets a reshaping and remolding during the old age. The old and the young do not participate simultaneously in the societies which create problems which neither the old nor the young nor the society can solve easily. The support which are given and taken, are to be well balanced and should be recognized by each other so that the care giving and care providing will become meaningful. **M.S. Gore** says that care giving largely depends upon the support system as caring is inspired by the material or the non-material support the young derived from the old (**Gore, 1992**).

The aged expect not only the economic support from the younger generation but also social and emotional support. A greater degree of financial insecurity among the aged is another major problem of the elderly in Indian. In case of self employment, economic necessity forces many to continue working as long as they are able. They need social assistance and support in their old age.

Efforts to provide Security to Senior Citizens

Safety and security of the elderly, especially those living alone are a concern of the Indian society. Due to various reasons older persons are at times constrained to

live away from their families which makes them particularly vulnerable to safety and security hazards. Living alone can increase feelings of vulnerability and anxiety about personal security and of the home environs. In our country many senior citizens living alone due to various reasons like (1) Children have left them, and have moved to some other place. (2) Children are living abroad, and (3) one of the partners dies. Consequently, it is necessary, to be aware and to worry about these issues; to know the solutions, and take possible precautions that would ensure security. The Delhi State Police since long devised a Senior Citizens Scheme, considering it to be its moral duty. The scheme was started in the 2001 in the capital. It believes that safety and welfare of the aged can be ensured by innovative and sympathetic approaches. The scheme envisages measures to ensure safety for those above 65 years of age, couples or singles, staying alone. Those staying within the family group or with relatives are not covered. Through this scheme, it is endeavored to pay back a debt by extending due assistance to needy seniors, who in their time have contributed much to society.

The main objective of the scheme is to **provide complete protection to the needy senior citizens**, so that they can live comfortably. On seeing the security point of view, the elderly who are living all by themselves, there are some safety features for the house like protective grills, fences, door chains, magic eye, alarm bell, door phone etc. are prompted and advised. They are provided with important telephone numbers, including those of senior police officers and the police station, and assist in keeping them handy for a contingency. Indian Government provides several benefits through many of its different schemes in various sectors of development. One such scheme provided to the needy senior citizens who are living all alone is the Senior Citizens Security Card.

1.8 Senior Citizen's Security Card

Senior Citizen's Security Card was the revolution introduced by the Indian Government and implemented by the State Police, which was governed by the Police Commissioner of each respective States. Under this scheme, a Card was allotted to the needy senior citizens who were above 65 and were living alone or were dependent on domestic helpers. Police verification of servants, chowkidars, attendants and drivers, as also such other 'help' that visits the house like telephone linesmen, electrician, plumber, gas agency or even the local subzi-wallah and the postman, is ensured. Such verified personnel and chowkidars are especially motivated to keep an eye over the safety aspects of the senior citizens.

This scheme of providing Senior Citizen's Security Card was introduced in the year 2001 in three different states of India. There were three main cities which came forth for using the Senior Citizen's Security Card in India, which are as follows:

Sr. No.	Cities	Year
1.	Delhi	2001
2.	Maharashtra	8 th Dec 2001
3.	Baroda	2001

Source: http://india.gov.in/citizen/senior_citizen/senior_citizen.php

Senior Citizen's Security Card in Baroda

In the year 2000, a number of murders took place in the main areas of Baroda city. Many elderly living alone were killed due to robbery. Keeping in mind the security of the elderly, the Commissioner of Police (Baroda city of the year 2001) launched the Senior Citizen's Security Card with the help of volunteers.

The volunteers worked hard and helped many seniors to get the Card. They made different groups of the elderly living in different areas of the city. And slowly and gradually the Card developed. This Card was like a new horizon in the lives of the elderly. The Card played a role of a body guard. It created a sense of security in the minds of the elderly. This Card helped them to face and fight the new challenges in their life. This helped them to regain their self confidence.

Facilities offered through the Senior Citizen's Security Card

The following facilities were offered under the Senior Citizen's Security Card, which are as follows:

1. Provides 24X7 police protection
2. Saves the senior citizens from the harassment of :
 - Household maids
 - Doctors
 - Personal Security guard
 - Neighbours, Relatives
3. Free of cost treatment in the Government Hospitals.
4. Special preferences in
 - High Court hearing
 - Queues at the Railway Counters
5. Relief in Income Tax

Though this Card was started in the year 2001, it could not bloom properly, and after a short period of time the working of the Card became really slow. It reached on the verge of being extinct, due to some forbidden reasons like, (1) change of the Commissioner, (2) earlier, the verification was done in the Police Stations, senior citizens did not want to go there for verification, as going to the police station was

taken as disrespect by the senior citizens. So they stopped going for verification; thus the Card could attain its heights. It created a halt in the working of the Card. The Government of India, though, is trying to improve the situation by the welfare measures for the aged; there remains basic questions as to how long and how well these welfare measures could solve the problem. As this Card provides exclusive benefits and facilities to the senior citizens, which give a new confidence to the senior citizens. Thus, keeping in mind, the advantages of Senior Citizen's Security Card for the citizens and society at large, it was taken up as an action Research Project, so that through this Project, senior citizens could be motivated and made aware of the cards.

Efforts should be made by various government and non-government organizations in the society to help these needy elderly. This Senior Citizen's Card proves to be the best way in helping the elderly brings back the zeal of life. According to many cardholders, it has given them the sense of security. There is an urgent need of the Card for many of the elderly, who do not possess it.

Besides this, Baroda city has a large aged population who are either left out by their children and are living alone. Government wants the elderly to be the part of the Project. This action project will work as a bridge between them and the government to take care of all the formalities and the tedious procedures to avail the Card. It is a firm belief that with the help of the Card, the elderly will live their life securely and they will be able to connect themselves to the society.

This project is undertaken in the Department of Extension & Communication, Faculty of Family & Community Sciences of the M.S. University of Baroda.

The department students and teachers are rendering their services to the society through the teaching, research and community outreach activities. Various target groups for the development projects undertaken in the Department are children, women, youth, and elderly focusing varied developmental issues and concerns.

This Project is centered on the social security issues of the elderly. Thus, it was decided to take up this area of concern for the Project.

Broad objective:

Helping the selected Senior Citizens of Vadodara city to avail Senior Citizen's Security Card.

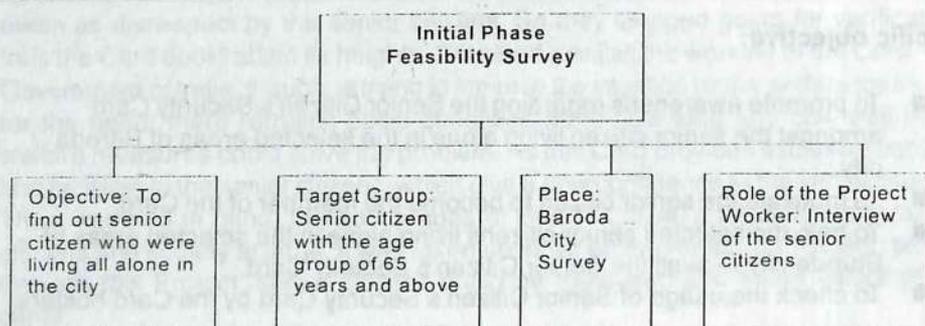
Specific objective:

- To promote awareness regarding the Senior Citizen's Security Card amongst the senior citizen living alone in the selected areas of Baroda city.
- To motivate the senior citizen to become the member of the Card.
- To help the selected senior citizens living alone in the selected areas of Baroda city to avail the Senior Citizen's Security Card.
- To check the usage of Senior Citizen's Security Card by the Card holders.

Methodological Steps of the Project

Sr. No	Initial Phase (Feasibility survey)	Phase 1 (Collecting the Information)	Phase 2 (Submitting the Forms to the Commissioner)	Phase 3 (Distribution of the Senior Citizen's Security Card)	Phase 4 (Publicity of the Card)	Phase 5 (Seek the Reactions of the Senior Citizens about the Card)
1	Finding the senior citizens who are living alone in Baroda	Identifying the senior citizens of Baroda city	Verification of the forms by the project worker	Organizing the meeting	Publicity of the Card in the society	Reaction tool was prepared
2	Baroda city survey	Identifying the families	Submitting the forms to the Police Commissioner's office	Distribution of the Senior Citizen's Security Card	Using major means of mass media	For seeking different reactions of the senior citizens about the card
3	Findings of the feasibility survey	Meeting the Commissioner of Police	Verification of the forms by the PCB officer	--	--	--
4	--	Filling up the questionnaire	Submitting the forms to the Police Commissioner	--	--	--
5	Time : Nearly 3 and a half months (Feb-April 08 and June)	Time : 2 and a half months (July to Sept. 08)	Time : 4 and a half months (Sept-Dec 08)	Time : Nearly one month January 09	Time : 1 month February 09	Time : Nearly 1 and a half month (Feb. - Mar 09)

A survey (pilot study) was conducted to identify the needy senior citizens living alone in the city. The senior citizens' population is distributed unevenly in the city. It was very important to identify the senior citizens who were living all by themselves.

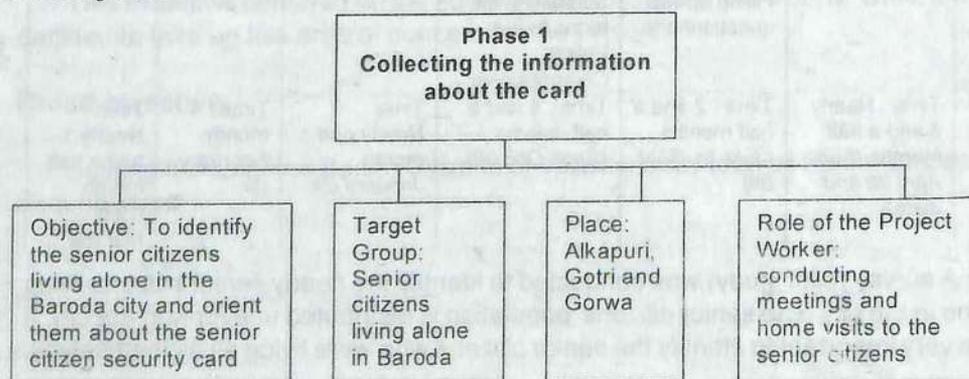


Findings of the Survey

The results of the survey were shocking, as 80 senior citizens who were approached, were living all by themselves, and facing many problems. Majority of these senior citizens were parents of NRIs. They were fighting for their existence; every now and then they were robbed by thieves, harassed by the relatives, friends, neighbours, maids' etc. They were in a desperate need of the security. Majority of the needy senior citizens did not know about the Security Card, as they were very old and not healthy. Majority of them feared to move out. They believed they were not safe and somebody would harm them. When they were asked what all facilities they look upon in a Card, majority of them said that they needed health facility and the social security.

The senior citizen had some confidence in the Card, and they knew that this Card would definitely be a guiding light in solving their problems. After the survey it was decided to take up the research project on "Helping the Senior Citizens to avail the Senior Citizen's Security Card" It was planned to publicize the Card among the other senior citizen's groups so that they can know about this card and take full advantage of it.

Phase 1: Collecting the information from the Senior Citizens regarding the security card



Identifying the Senior citizens of Baroda City

Senior citizens forms one fourth of the population. Out of this population majority of the senior citizens are living alone or with the servants due to some reasons or other, for example

- Children are settled in other state or country.
- Children do not want their parents to live with them.
- One spouse has expired

Based on the Feasibility Survey findings. The meeting was called, of the senior citizens with an objective of *imparting awareness regarding the Senior Citizen's Security Card, and secondly to motivate them all to become the Card holders*. In the meeting, all the senior citizens were oriented about the Senior Citizen's Security Card and the benefits of the Card, which can make their life comfortable and secure. For spreading the awareness about the Senior Citizen's Security Card, the project worker used the various IEC (Information- Education- Communication) materials like detailed charts and posters.

Identifying the Families of the identified senior citizens

After the identification of the senior citizens was made, the next step was to identify their families. As for getting the Card there is one condition that a person should live all by himself or herself. She / he should not be staying with her/his family. The details of the senior citizens' families were checked. For identifying the families, several home visits were made. Individual meetings were held between the investigator and the family members.

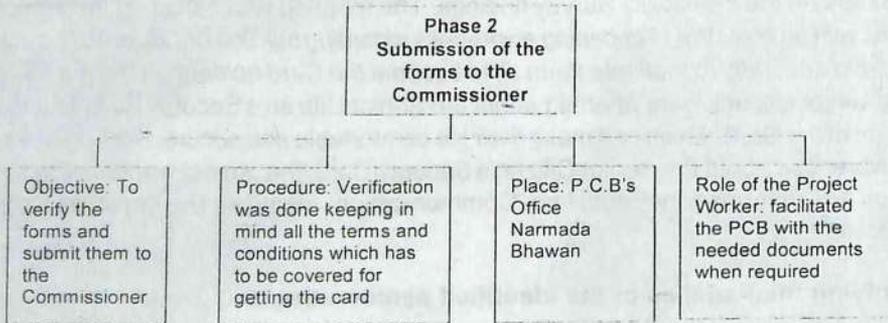
Meeting with the Police Commissioner of Baroda City

As this project has been conceived and started by one a former Commissioner of Police of Baroda city, the project worker had few meetings with the current Commissioner of Police of Baroda city, to gain some important information about the project. He informed the about the status of the Card in the present situation. The Commissioner of Police even introduced the investigator to the P.C.B (Preventive Crime Branch) Officer for the detailed information about the scheme and the Card. After going through the documents, the investigator got a clear idea about legal perceptiveness of the Senior Citizen Service Scheme and the Security Card which was allotted to the senior citizens under this Scheme. After the meeting with the Police Commissioner, and the PCB (Preventive Crime Branch) Officer, the project worker gathered the detailed data of the senior citizens in the questionnaire provided by the PCB under the scheme of Senior Citizen's Security Card. In this questionnaire the data needed was regarding their personal information (name, address etc), health status, domestic helpers information and likewise.

Filling up the Questionnaire

A meeting with the senior citizens was arranged at three different areas. They were informed about the Senior Citizen's Security Card, its objectives and benefits. They were made aware about what all documents would they need during the time of submitting the forms. Also the questionnaires were distributed amongst them to avail the data required.

Phase 2: Submitting the forms to the Commissioner of Police



Verification of the forms by the project worker

Verification was done, keeping in mind all the terms and conditions which have to be covered for getting the Card. Finally, the forms of all the 63 identified Senior Citizens were completed and verified by investigator.

Submitting the forms to the Police Commissioner's Office

The forms were collected from the 63 senior citizens with the documents attached to it. Once all the forms were collected they were submitted to the officers who were in charge of the project.

Verification the forms by the PCB (Preventive Crime Branch) Officer

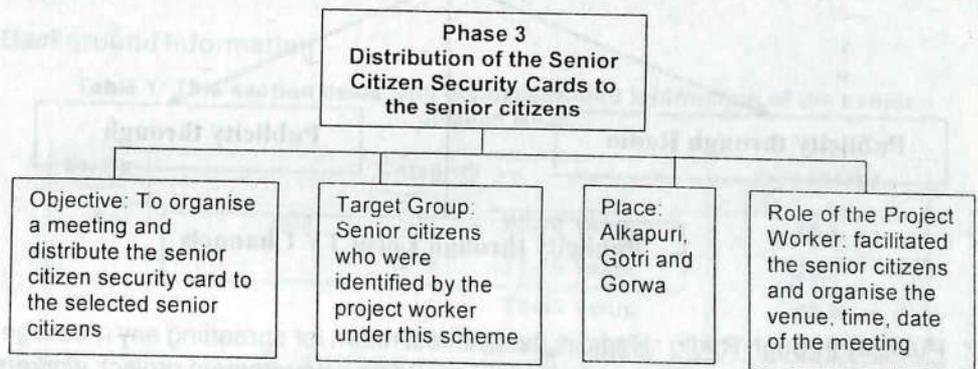
The forms were than passed on to the PCB Officer for verification. The investigator made regular visits to the PCBs' office. The PCB was satisfied with the documents. A list of only 36 senior citizens was made out of the 63 identified for the project. The reasons for only selecting 36 senior citizens are as follows:

- Some of the senior citizens moved with their children
- Some of the senior citizens died
- Documents of the senior citizens had expired.

Submitting the forms to the Police Commissioner

After the verification was done by the PCB officer, the results were shown to the Police Commissioner. The details of the senior citizens who were identified under the scheme and the reasons of the others who were not considered for the Card were shown to the Police Commissioner. The Commissioner of Police verified the results from the records (legal documents of the scheme). The authentic documents of the senior citizens were shown to the Police Commissioner. He was satisfied with the entire procedure of identification of the 63 senior citizens and then finally selection of the 36 of them for the card.

Phase 3: Distribution of the Senior Citizen's Security Card

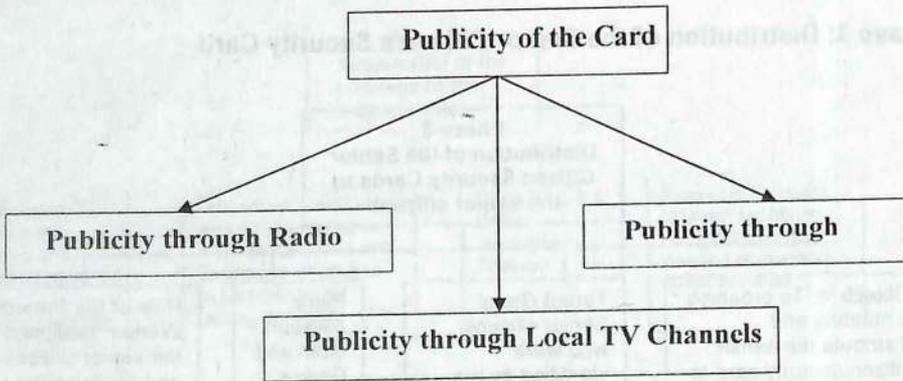


Organizing the meeting

The meeting of 36 identified senior citizens was arranged, hundred other senior citizens who were not the part of the project, Police Commissioner Mr. Rakesh Asthana and other government officials who were the part of the project were also present. This meeting was held on 22nd Feb. 09. For publicity of this meeting, the press note was published in *Gujrat Samachar*, a regional vernacular daily, mentioning the date, time and venue. Other than the objective of conducting the meeting. The Commissioner of Baroda, Mr Rakesh Asthana was the chief guest of the meeting. This meeting was planned keeping in mind his availability and convenience. The objective of this meeting was not only to distribute the Cards, but also to provide a chance of direct interaction of the senior citizens with the Police Commissioner to take care of their apprehensions and their queries regarding the Card. The senior citizens were enthusiastically present for the meeting. Some of them also took the chance to publicly speak about the effort done by the project worker to reach to this stage of the project.

Phase 4: Publicity of the Card

It was felt that this scheme is a boon to the senior citizen, but as they were not popularized well, a large number of population did not know about it. This was identified from the feasibility survey. There was a great need to popularize this scheme so that needy citizens can be benefited by it. As the senior citizen security scheme was a government project, run under the supervision of the Commissioner, it was necessary to seek permission from the Police Commissioner. Once the permission was granted, it was planned to utilize the mass-media to spread the information about the Senior Citizen's Security Card. The following things were planned for the card's publicity:-



1. Publicity through Radio : Radio is the quickest mean for spreading any message. Radio covers a large number of populations. Being a government project, workers headed towards All India Radio (Aakashwani). It covers a large number of populations of the city. The project worker met the Station Director Mr. Dave. A draft of the script for the radio was prepared by the project worker, which was validated by him. Once the minor corrections were made, a final script was prepared. The advertisement went on air in February. Through this, many senior citizens came in contact with the project worker
2. Publicity through Local TV channel : As television is the most popular source of entertainment and for creating awareness, an ad was well scripted, and permission was taken from the Head of the most popular local channel (VNM, GTPL) to publicize about the Senior Citizens Security card. This advertisement was published in the first week of March, 2-3 times a day. It covered the whole of the Baroda and other places near Baroda.
3. Publicity through Press : Someone has rightly said "Great strength lies in pen". The investigator gave advertisements in the newspaper so that all the senior citizens should be aware about the Card. Few articles related to the Senior Citizen's Card were also written and published in the local and national dailies.

The objectives of these publicity efforts were to inform the masses about the details of the Card, so that many senior citizens can use the benefits of the same. It was a pleasant surprise that many queries through phone were received by the investigator in the few days time after the publicities were done.

Evaluation of the Project

Evaluation considers with the result and efforts which were put in the Project in terms of its need and importance.

A reaction scale was constructed to seek the reactions regarding the Project's planning, conducting and beneficiaries' satisfaction level from the project.

Background Information

Table 1: This section deals with the background information of the senior citizens N=36

Sr. No	Category		Percentage
1	Age	65-70 Years	19.4
		71-75 Years	22.2
		76-80 Years	22.2
		80 Years above	36.2
2	Gender	Male	38.9
		Female	61.1
3	Educational level	H.S.C/ S.S.C	47.2
		Graduation	47.2
		Post-Graduation	5.6
4	Income	5,000-10,000	50
		11,000-15,000	38.8
		Above 15,000	11.2
5	Staying alone	1-5 years	16.7
		6-10 years	38.8
		11-15 years	25
		More than 15 years	19.5

Table 1 reveals that:

- Majority of the senior citizens were females (61.1%) who got the Card, whereas, a little less than 40 percent were male senior citizens who got the Card.
- A little less than fifty percent of the senior citizens were graduates and the same number of senior citizens was senior secondary passed. And only a very less percent of the senior citizens were post graduates
- Fifty percent of the senior citizens were having income up to Rs 10,000 per month. A little less than 40 percent of the senior citizens were having their monthly income up to 15,000. And a very small percent of senior citizens were having monthly income more than 15,000
- A little less than 40 percent of the senior citizens were living alone since 6-10 years whereas 25 percent of the senior citizens were living alone since 11-15 years. A little less than 20 percent of the senior citizens were living alone since more than 15 years. A very small percent of the senior citizens were living alone since 5 years

Section 2: Information Regarding the Senior Citizen Security Card

Table 6: Percentage distribution of the senior citizens according to their knowledge regarding senior citizen security card.

N=36

Sr. No	Knew about the card	Percentage
1	Yes	22.3
2	No	77.7

The above table reveals that before the project started, majority of the senior citizens did not know about the Card. On the other hand, a little more than 20 percent of the senior citizens had some knowledge of the Card.

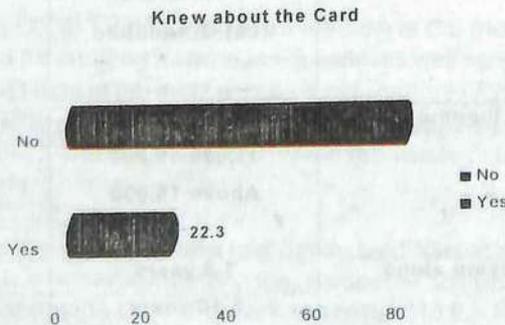


Figure 1 gives the clear idea about the distribution

Table 7: Percentage Distribution of the Senior Citizens according to their Reactions regarding what they thought the card to be when they heard it for the first time

N=36

Sr. No	Knowledge about the card	Percentage
1	Identity Card	36.2
2	Concession Card	8.3
3	Security card	55.5

The above shown table interprets that majority of the senior citizens thought this Card as a Security Card, which only provides security. A little less than forty percent of the senior citizens thought this Card was an Identity Card. And less than ten percent thought this Card to be a Concession Card.

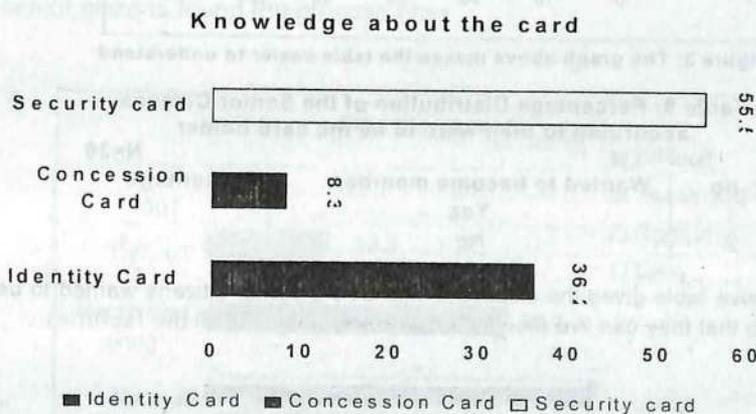


Figure 2: Percentage distribution of the senior citizens according to their reactions

Table 8: Percentage Distribution of the Senior Citizens according, their Source of Information regarding the Card

N=36

Sr. No	They came to know about the card	Percentage
1	Read in newspaper	58.3
2	Friend	25
3	Relative	5.5
4	Volunteer	11.2

As shown above, it depicts that majority of the senior citizens came to know about the Card when they read articles related to the Card. 25 percent came to know about the Card through friends. A little more than 10 percent came to know through a volunteer and a very less number of them came to know through relatives.

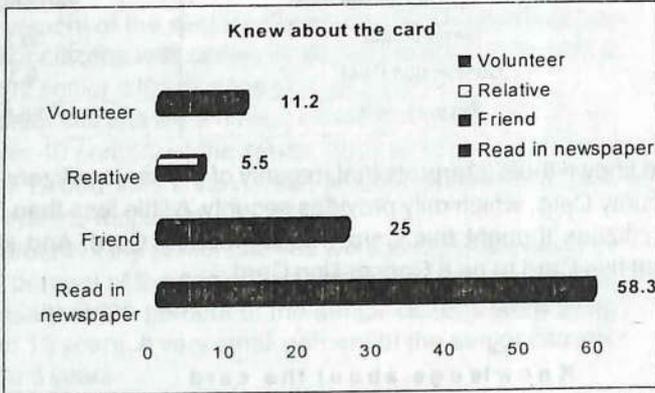


Figure 3: The graph above makes the table easier to understand

Table 9: Percentage Distribution of the Senior Citizens according to their wish to be the card holder

		N=36
Sr. no	Wanted to become member	Percentage
1	Yes	100
2	No	-

The above table gives the clear idea that all the senior citizens wanted to be the card holder. So that they can live their life comfortably and avail all the facilities.

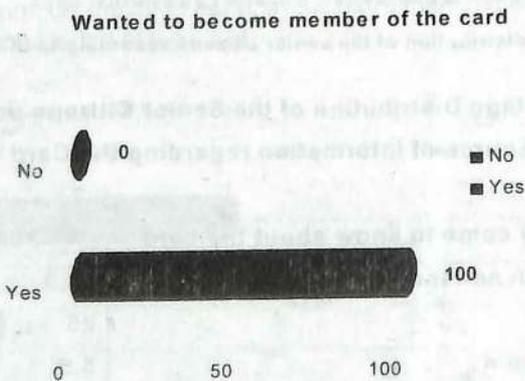


Figure 4: The above graph depicts the percentage of the senior citizens who were interested in being the member of the card

Section 3: Views regarding the card

Table 10: Percentage Distribution of the Senior Citizens according to their views regarding the Process of the card.

		N=36
Sr. no	Find the process	Percentage
1	Easy	2.7
2	Normal	47.2
3	Hectic and tiring	36.2
4	Difficult	13.9

The results of the above table reveals that a little less than 50 percent of the senior citizens found the process normal whereas 36 percent of the senior citizens found the process hectic and tiring. On the other hand, a little more than ten percent found the process difficult. The table reveals that only 2.7 percent of the senior citizens found the process easy.

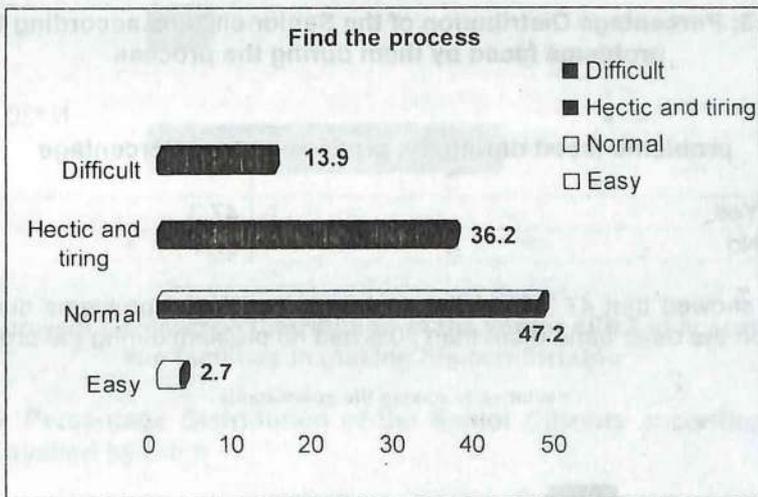


Figure 5: The above graph gives the clear picture about the percentage distribution of the senior citizens according how they find the process of the car

Table 12: Percentage distribution of the senior citizens according to their satisfaction level for the steps involved in the process

N=36

Sr No	Steps in process	GE	SE	LE
1	Interaction session with the project worker	91.66%	5.55%	2.79%
2	Filling up the questionnaire	2.77%	69.44%	27.79%
3	Personal verification by project worker and volunteer	33.33%	58.33%	8.34%
4	Attending the meeting organized by the project worker	63.88%	36.12%	-

The above table gives a clear idea that a very high majority of the senior citizens i.e. 91% were satisfied with the interaction session held by the project worker. Almost seventy percent of senior citizens were satisfied only to some extent for filling up of the questionnaire. Majority of the senior citizens (63.88%) were satisfied with the attending the meeting organized by the project worker

Table 13: Percentage Distribution of the Senior citizens according to the problems faced by them during the process

N=36

Sr. No	problems faced during the process	Percentage
1	Yes	47.3
2	No	52.7

Table 13 showed that 47.3 % of the senior citizens faced problems during the process; on the other hand more than 50% had no problem during the process

Facilities in making life comfortable

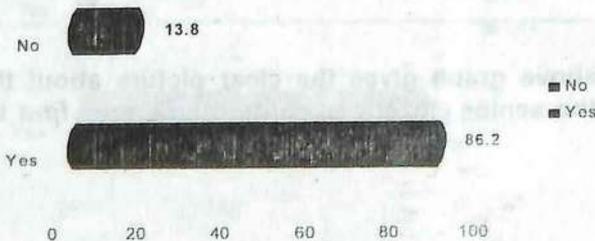


Fig 7: the graph depicts the percentage distribution according to the problems face by the senior citizens

Section 4: Views on the Facilities Provided under this Card

Table 14: percentage distribution of the senior citizens according to their views on facilities provided by the card to make the life comfortable

N=36		
S.No	Facilities in making the life comfortable	Percentage
1	Yes	86.2
2	No	13.8

The above table reveals that majority of the senior citizens believed that the Card has made their life comfortable. On the other hand, a little more than ten percent of the senior citizens believed that their was no change in their life.

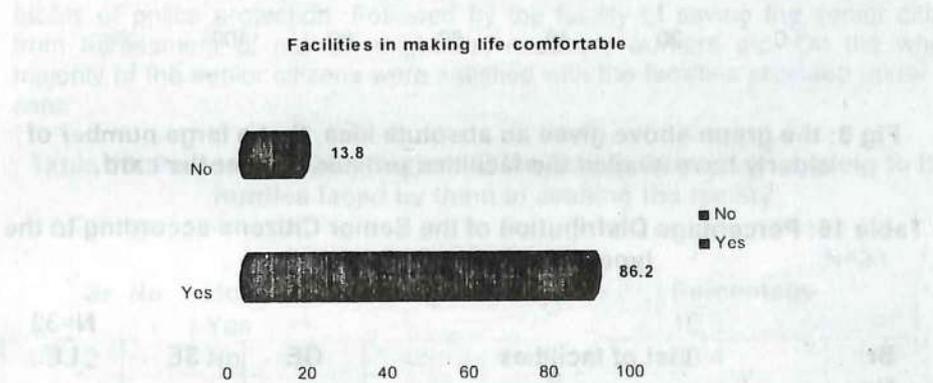


Fig 8: shows a percentage distribution of the senior citizens according to the facilities in making life comfortable

Table 15: Percentage Distribution of the Senior Citizens according to the facilities availed by them

N=36		
Sr.No	facilities availed by the senior citizens	Percentage
1	Yes	91.6
2	No	8.4

The table above interprets that majority of the senior citizens have availed the facilities given under the card. Less than ten percent of the senior citizen had not availed the facilities of the card.

Facilities availed by the senior citizens

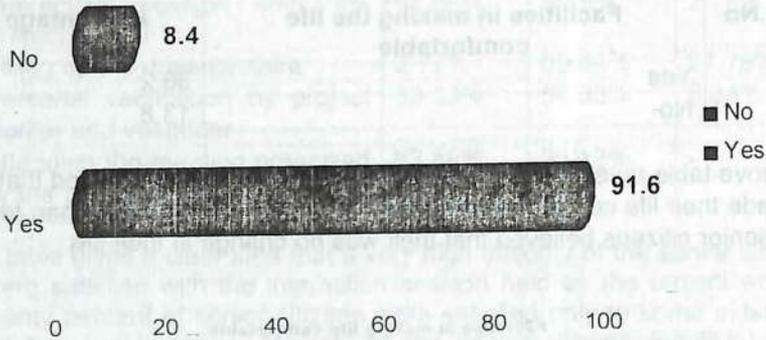


Fig 9: the graph above gives an absolute idea, that a large number of elderly have availed the facilities provided under the card.

Table 16: Percentage Distribution of the Senior Citizens according to the type of facilities used by them

Sr. No	List of facilities	N=33		
		GE	SE	LE
1	24X7 police protection	47.21%	19.44%	33.33%
2	Relief in income tax	33.33%	27.77%	38.88%
3	Special Preference in government places	33.33%	30.55%	36.11%
4	Free treatment in hospitals	50%	38.88%	11.11%
5	Saves from harassment of maids, neighbors, relatives, workers etc	50%	22.22%	27.77%

The above table shows that majority of time the senior citizens have availed the facility of free treatment in government hospitals and the same number of senior citizens have availed of the saving the senior citizens from the harassments of the maids, neighbors, relatives, workers etc minimum facility which was used by the senior citizens was relief in tax.

Table 17: Percentage Distribution of the Senior Citizens according to the satisfaction level of the senior citizens by the facilities

Sr. No	Satisfied by the facilities	N=33		
		GE	SE	LE
1	24X7 police protection	50%	25%	25%
2	Relief in income tax	36.12%	36.10%	27.78%
3	Special Preference in government places	25%	36.11%	28.89%
4	Free treatment in hospitals	33.33%	36.11%	30.56%
5	Saves from harassment of maids, neighbors, relatives, workers etc	50%	19.44%	30.56%

The above table shows that majority of the senior citizens were satisfied by the facility of police protection. Followed by the facility of saving the senior citizen from harassment of maids, neighbors, relatives, workers etc. On the whole, majority of the senior citizens were satisfied with the facilities provided under the card.

Table 18: Percentage Distribution of the Senior Citizens according to the hurdles faced by them in availing the facility

Sr. No	Hurdles in availing the facilities	N=33
		Percentage
1	Yes	16.6
2	No	83.4

Table number 18 reveals that majority of the senior citizens i.e. (83.4 %) did not face any hurdles in availing the facility, whereas less than 20 % of the senior citizens faced some problems in availing the facilities of the card

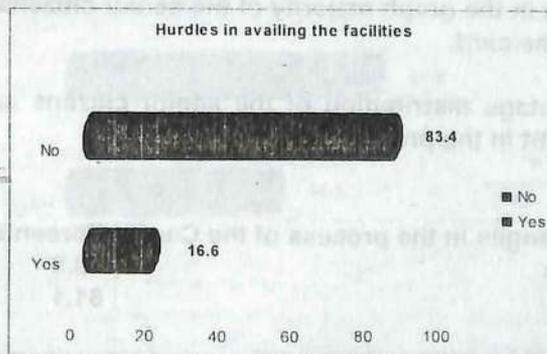


Fig 10: The graph above helps in understanding the percentage distribution of the hurdles faced by the senior citizens in availing the facilities

Section 5: Suggestions for the card

Table 19: percentage distribution of the senior citizens according to the changes they want in the Card.

		N=36
Sr. No	Changes in the Card	Percentage
1	Yes	27.7
2	No	72.3

The above table reveals a very less number of senior citizens wanted change in the Card (27.7) whereas a majority of the senior citizen did not want any change in the Card. They were satisfied with the Card.

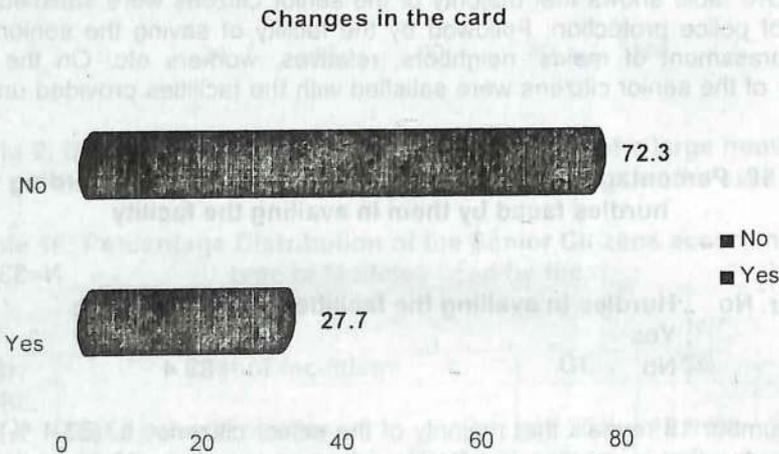


Fig 11: as shown in the graph majority of the senior citizens did not wanted any changes in the card.

Table 20: percentage distribution of the senior citizens according to the changes they want in the process of the Card

		N=36
Sr. No	Changes in the process of the Card	Percentage
1	Yes	38.9
2	No	61.1

The table above reveals that majority of the senior citizens did not wanted any changes in the process of the Card. But on the other hand, a little less than 40% of senior citizens wanted change in the process of the Card

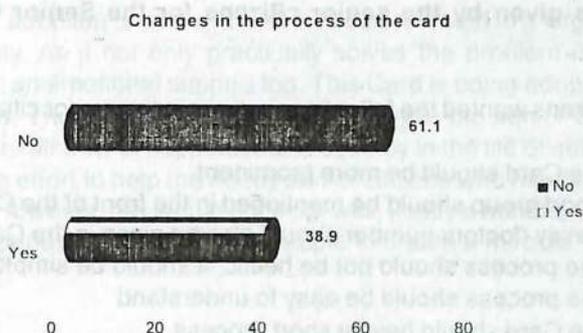


Fig 12: the above graph interprets that a little more than 60% of the senior citizens did not wanted any change in the process, but on the other hand a little less than 40% of the senior citizens wanted changes in the process of the Card.

Table 21: percentage distribution of the senior citizens according to the changes they want in the display of the Card

N=36

Sr. No	Changes in the display of the card	Percentage
1	Yes	40.5
2	No	60.5

The above table interprets that majority of the senior citizen did not wanted any change in the display of the card. Whereas forty percent of the citizens believed that there should be a change in the display of the card

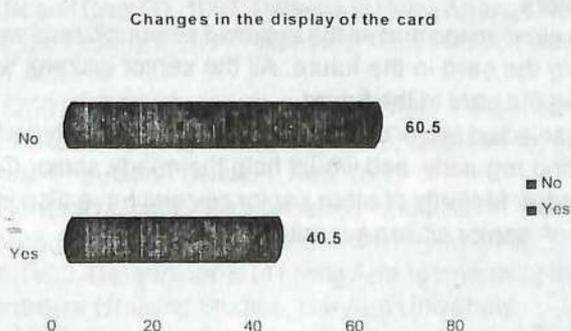


Fig 13: The above graph shows the clear picture about the percentage distribution of the changes in the display of the card

Overall views given by the senior citizens for the Senior Citizen Security Card

Senior citizens wanted the following changes in the senior citizen security Card:

- The Card should be more prominent.
- Blood group should be mentioned in the front of the Card.
- Family doctors number should also be given in the Card
- The process should not be hectic, it should be simple
- The process should be easy to understand
- The Card should have a short process.
- The Card should also provide Visa facility, more of medical facilities.
- The Card should also possess the helpline number especially for the senior citizens.

Achievements of the project at a glance

The visualized effect and progress achieved in the project are as follows:

It interprets that majority of the senior citizens have availed the facilities given under the Card. Less than ten percent of the senior citizen had not availed the facilities of the Card.

- Majority of senior citizens introduced this Card to the other senior citizens of the city.
- Investigators got calls from other senior citizens living in different parts of the city, wanting to become the members of the Card. They came to know about the card through publicity.
- Many different senior citizens organizations also came in contact with the investigators .
- It gives a clear vision that all the selected senior citizens were in the favor of continuing the card in the future. All the senior citizens were in a favor of continuing the card in the future.
- From the selected senior citizens a volunteer was selected who would conduct the meeting regularly, and would help the needy senior Citizens to get the security card. Majority of other senior citizens have also joined in to be the member of senior citizen security card

Conclusion

In general, project results were quite encouraging. The Card was used by the participants to make their life comfortable, so that they can secure their lives. This Card helped in achieving their confidence and zeal of life.

It indicates that, adoption of such Card should be promoted to a large number of elderly in the society. As it not only practically solves the problem of the needy senior, it gives them an emotional support too. This Card is being adopted by many other states of India. This Card generates new energy in the senior citizens. The Card brings back the rainbow of happiness and security in the life of senior citizens. This project is a little effort to help the needy senior citizens who have been fighting for their existence. However, this would not work well, if only a handful of people are attached to it. This needs support of many people to create a miracle.

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The Role of Media in Empowering the Adult Women Living in Rural Areas of Uttarakhand

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This is the new era of information technology and media is helpful in spreading information all over the world. Through mass media people can learn various things in the shortest possible time. In a democratic country like India, media plays an important role in developing society by developing its people. (Sawant, 1998) An illiterate person can learn so many things by listening and watching the programmes presented by media resources specially through television and radio. Many poor people do not get the opportunity needed for the total development of their personality. Mass media is helpful for such people to give information on various fields of life and bring changes in their personality. We may get the latest information on different aspects of agriculture, health, family planning, politics and legal awareness through the media resources. (Saha, 1975; Pattanaik and Kaur, 1996; Sachchidananda, 1988) It is expected that media in India would be able to assist in decision making process, which must accompany the country's overall development. It is evident from the result of study done by Reddy (1986) that the mass media is playing an effective role in creating an educational environment for learners in retaining their literary skills and upgrading their functional skills. Joseph (1997) found a strong positive relationship between mass-media exposure and socio-economic development of people. Media also plays a vital role in disseminating information and creating favorable attitudes among masses. Though availability of media facility in rural areas is one of the indicators of media exposure (Reddy, 2001), it does not guarantee about the usage of media by people in general and women in particular. The present study focused to assess the availability of media and its impact upon empowerment of rural women of Nainital District of Uttarakhand State.

At the time of an epidemic, it is very easy to generate awareness among people and the nation for helping each other. Though the Government is introducing various beneficial programmes for the weaker sections of the society, success of all development plans and programmes depend upon the participation of women, and their participation depends upon the information women get through various resources. Media is one of them. The positive effect of media upon political awareness is indicated by Chaffeo, Zhao and Leshner in 1994. In field of education (Omar, 1985), Health,

Family Planning and Agricultural Techniques (Gupta & Manral, 1994; Chu, Elfan and Schramm, 1991), socialization process (Gandhi, 1995) and the changes in attitudes (Davison, 1983) of people in general and rural people in specific (Joseph, 1997), The impact of media resources were found positive.

Objective of Study

The main objective of the present study is to assess the difference in empowerment status of rural women with special reference to the media availability to them.

Method

The method used for the study was the descriptive survey method. The population was the women residing in rural areas of Nainital District of Kumaun region in Uttarakhand. Three hundred women belonging to the age group of 15 to 35 years were selected randomly from 18 villages. Women Empowerment Questionnaires, which measure empowerment in different dimensions like confidence, attitude towards girl child, health awareness, attitude towards family planning political awareness and legal awareness, constructed by Dhoundiyal, (2000), were used to collect data. Scores obtained by the two groups of women i.e. low media and high media availability groups were compared with the help of 't' test.

Findings and Conclusions

Findings obtained through Data Analysis are presented in Table-1

Table-1

S.N.	Women Empowerment Dimensions	Group Compared*	N	Mean	S.D	't' value (sig.at 0.05 level)
1	Confidence	Group-I	125	26.30	4.78	3.88 (Sig)
		Group-II	175	28.56	5.13	
2	Attitude towards girl child	Group-I	125	52.22	3.81	3.13 (Sig)
		Group-II	175	53.70	4.18	
3	Health Awareness	Group-I	125	71.50	4.24	3.62 (sig)
		Group-II	175	73.40	4.63	
4	Attitude towards family planning	Group-I	125	35.17	3.62	2.55(sig)
		Group-II	175	36.31	3.97	
5	Political Awareness	Group-I	125	51.11	4.69	3.31(sig)
		Group-II	175	52.83	4.24	
6	Legal Awareness	Group-I	125	35.73	3.41	3.82(sig)
		Group-II	175	37.29	3.54	

Group-I low media availability group

Group-II High media availability group

It may be observed from Table -1 that the group of women having much resources of media got the higher score of mean (28.56) in comparison with women having less resources of media (mean-26.30) in dimension one i.e. level of confidence

With reference to the attitude towards girl child, the 't' value (3.13) shows the significant difference between both the groups. Again the mean score is higher for Group-II in the third and the fourth variable. The 't' value shows that the mean difference is significant at 0.05 level in relation of health awareness and attitude towards family planning between low media availability and high media availability groups. The same trend has been observed in political awareness and legal awareness. Joseph (1997) has reported the same trend. He found the effect of media in the socio economic development of rural people. The availability of media resources affects the attitudes and values of a person (Dhounbiyal, 2005).

These findings indicate that the women belong to the high media availability group have higher level of confidence, positive attitude towards girl child and family planning and they were more aware about their legal and political rights than their counterparts. In the area of health, aspects they were also found to be more sensitive than women belong to low media availability group. Besides this, the analysis presented in Table-I, shows that the effect of media is not to be ignored as the media plays an important role in changing attitudes and make the people aware about their surrounding, that's why the women belong to high media availability group are much empowered than other group.

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Improving Women's Status Through Lifelong Learning: A case study in Raigad District of Maharashtra

Anil K. Patil
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Abstract

A survey of the status of women is carried out in the three Talukas of Raigad District. A door-to-door survey was done with the help of a questionnaire and information with reference to the status of women was collected by interacting with the women from various strata of the society.

Women were made to know their status with reference to various aspects like education, marital life, family, personal saving, time spent at home and free time available in the day, knowledge of laws related to women HIV/AIDS & Sex Education.

The study revealed that educational status is directly reflecting on the profession, employment and income of the family, Nature of family are profession is determining the free time available for the women. All such observations are presented in detail in the paper. In conclusion, it is noticed that due to dropouts from the formal education system and further education classes they have obtained so far do not fulfill the requirements of their life. It may not be possible for them to continue their formal education, but the programme of life learning can provide the opportunities to enhance their status in several aspects.

The College and the University, especially the Department of Adult & Continuing Education can, play an important role in implementing such lifelong learning programmes in these areas.

1. Introduction

Lifelong Learning is the concept that "It's never too soon or too late for learning. Lifelong learning is attitudinal; that one can and should be open to new ideas,

decisions, skills or behaviors. Lifelong Learning sees citizens provided with learning opportunities at all ages and in numerous contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education.

One of the reasons why lifelong education has become important is that the knowledge and skills acquired at primary, secondary and university education may not be sufficient for a professional carrier spanning 3 or 4 decades. The European Union adopted a communication in October 2006 entitled "It's never too late to learn."

In recent years 'Lifelong Learning' has been adopted in the UK as an umbrella term for post compulsory education that falls outside the Higher Education system, further education, community education, work-based learning and other voluntary, public sector and commercial settings,

Role of University - Universities have provisions of life day learning to play in acting to promote life long learning. But they should be supported by Government funding.

Students can be involved in Extension Activities, N.S.S. and Extra Mural Studies.

New demands for lifelong learning are being generated by changed Government priorities. The demands of a global knowledge economy, social changes and by the expansion of and proliferation in the range of knowledge and competencies, which each individual is expected to come to process throughout their life span,

Various approaches in lifelong learning are

1. Continuation of formal education
2. Adult education and continuing education
3. Vocational training activity
4. Skill development & competency
5. Orientation to gain knowledge
6. Counseling

2. Objective

Survey of Status of Women

A survey of the status of women in the Nagothane, Pen, Roha & Alibag Talukas of Raigad District of Maharashtra was carried out in the month of September 2008 as a part of Extension Activity of the college.

This Survey was carried out to know the following things:

1. Educational Status
2. Marital Status
3. Family status
4. Income(Individual & Family) Status
5. Status of Saving of Money
6. Employment / Carrier Status
7. Status of the time spent in house
8. Status of Beliefs & Myths.
9. Status of knowledge about laws, HIV/ AIDS, sex-education and policy regarding women.
10. Status of average age of working women.

3. Area Under Study

The Study was carried out in the following places of Roha, Pen, Pali and Alibag Taluka in the Raigad district of Maharashtra during the months of August 2008 to October.2008.

The various sites covered under the study.

- No. 1 Dawawala Complex & 'R' word of Grampanchayat – Nagothane-Village.
- Nagothane is one of the historical places of Raigad district. Dawawala complex is the residential colony of the workers of the Supreme Petrochemicals Colony, consisting of around 100 quarters with a well educational and financial background. Most of them have nuclear family.
 - 'R' ward of Gram Panchayat consists of around 400 houses with the people of various strata and communities of the society.
- No. 2 Muslim Mohalla –(Nagothane) - this area with 500 houses of Muslim community with joint families. It is a community where the women are mostly conservative in nature. Women are not much educated, but the girls are now taking the opportunity to learn as there is a Urdu School in Nagothane.
- No. 3 Nadawali, Khamb, Kolad – these are the villages in the vicinity of 5 to15 km. of Nagothane in Roha taluka with a residential colony of Jindal company with 500 residents, at Sukheli. Khamb and Kolad are the two villages on Mumbai to Goa National Highway with a mix community and profession, but majority of them are farmers.

- No. 4 Nivi-village / Raikar Park – Roha – this is a residential area with around 1000 houses and the people are from various strata of the society, a large number of women are found to be working on various jobs from this area.
- No. 5 Bhuvaneshwar area of Roha City - this is an area with the residents working in the various industries the Roha city, with around the population of 100 houses.
- No. 6 Pali - It is a pilgrim city with one of the 'Astavinayakas', with a population of around 10000. There are facilities upto college education, but opportunities of employment are much less.
- No. 7 Poynad / Dehen – Poynad is one the market places of the Alibag taluka while Dehen is a small village, having limited facilities of education, training and employment.

4. Findings

On an average out of the women covered under the study, around 50% of them are from the age-group 15-20, while 38.5% of them are from the age group of 21-30. out of this group around 49% are girls, who are still obtaining the education. 43.5% of women studied, of which 24% women studied upto secondary school, 15.66 % upto graduation and 2.66% above graduation. It is found that 7.33% of women did not study or were dropouts from the school. 52.83% women are married, and 61.33% of them are with nuclear family background and 38.67% are in joint families.

By profession, 29.17 % of the women are not employed, which is why, the same number of women are not earning anything. Those who are working, 5% doing Government jobs, 6.8% working in private sectors, 3.6% are in small business like tailoring. Those who are graduates 6.5% are involved in the coaching classes while 1.8% are house wives.

About the income profile 55.00% of the earning women are getting a monthly salary of 1000-2500, 33.8% women are from the range of Rs. 500–1000. Only 6.15% are having the low income of less than 500 and 4.6% are with the income of more than Rs. 2500.

A test to identify the awareness about some social issues among these women indicates that 71.66 % of them are knowing that the minimum age of marriage for a girl is 18; the same number of women know about the HIV and AIDS. 85.33% of the women know about the Maharashtra State Policy for the Women and 89.69% of them feel that the sex education should be made compulsory.

Though the women are found to be very much aware of the social issues, 50.66% of them still express that they must have at least one son. It is interesting to note that in one village, all the women hold the same view.

33.16% women are spending 1-2 hours in the domestic work, while 32.00% of them are spending 3.4 hours 23.5% of the women are spending more than 5 hours in the domestic work. i.e. housewives, who are not doing any job/work and are spending more time in the house, especially in the joint family groups. 66% of the women are free in the afternoons and evenings.

5. Discussions

The above study indicates that around 29.00% women are housewives and are not doing any work or job. The same percentage of women are not earning and there is no dual source of income for the family. These women have free time in the day.

With a personal interaction with the women it is noticed that the present status of these women can not be changed, as there is no alternative way so far. But there is an opportunity to improve the status of these women through the Lifelong learning process. It may not be possible for them to go for any formal education or training programmes. But University and college students can certainly help them to provide them the lifelong learning programme and improvement of their present status. University Programmes like the National Service Scheme (N.S.S.) Department of Adult and Continuing Education and Extension and Department of Extra Mural studies can certainly play an important role in launching such programmes.

6. Conclusion & Suggestion

We suggest the following Lifelong Learning package for the improvement of these women under the study:

- 1) Adult Education / Continuing Education Programme :- It will provide an opportunity to the women who are not studied or are school dropouts to get functional literacy.
- 2) Awareness Programmes:- Such programmes will give a means to understand the various aspects related to women such as health, women's policies, laws related to women and eradication of social evils, may also form parts of such programmes.
- 3) Skill Oriented Training Programmes Skill oriented short-term Vocational Training Programmes can be organized for such groups, which will give them skills to start any small business to provide additional income to the family. Such trainings will improve the competency level of such women.

- 4) Formation of 'Bachat Gats' – A group of women can be formed to start any business on a co-operative basis. Facilities provided by the Government can also be made available to such groups. It will be a sustainable activity.
- 5) Counseling and Information centers. – Counseling and Information Centers can be set up in such villages and mohallas so that needy women get proper information as well as counseling on the various issues as and when required.

Responsibility for caring for children and other dependent family members continues to be borne mainly by women and they frequently have spells out of paid employment as a consequence.

Lifelong Learning is often regarded as playing a key role in maintaining and enhancing the employability of women. Lifelong Learning can prevent skill depreciation who have had long breaks from paid employment and that those who missed but on initial education.

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Note :- Online - " Academy of Life Long Learning" – University of Delaware (2006)

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Survey of women Status

At - Nagothane, Roha, Pali & Alibag Taluka of Raigad District

Total No. of women covered under survey - 600

1	Education Status	(Figers in %) - Studied up to						School Going girls
		Not Studies	Primary Education	Secondary School	Graduation	Graduation +		
		7.33 %	6.33 %	24 %	15.66 %	2.66 %	49.16 %	
2	Professional Distribution	House Servants	Working in Private	Tailor	Business Shop	Govt. Service	Co-Ching Classes	Not Doing Any thing House wires
		1.83	6.8	0.83	2.83	5.0	6.5	29.6
3	Married States	Married	Unmarried	widow / divorced etc.				
		52.83	47.17	-----				
4	Family Background	Nuclear family	Joint family	Single				
		61.33	38.67	----				
5	Awareness on Social Issues.	Knowing the Age of Manage is 18	Knowledge of HIV / AIDS	Whether they feel the Sex Education is Compulsory		Knowing about the women policy	where they feel that there should be alters one son in family	
		Y - 71.66 N - 28.34	Y - 71.66 N - 28.34	Y - 89.66 N - 10.34		Y - 85.33 N - 14.67	Y - 50.66 N - 49.34	
6	Income Profile	(Including School going girls)						
		Not earning	Income below Rs. 500 /-	Income in between Rs. 500 - 1000	Income below Rs. 1000 - 2500	Income in between Rs. 2500		
		29.17	6.18	33.8	55.0	4.6		
7	Age wise distribution	Below 15 years	15 years - 20 years	21 years - 30 years	Above 30 years	Above 40 years		
		7.5	49.5	38.5	3.83	0.66		
8	Time spent on Domestic Work (Per day)	1.2 hrs	2.4hrs	3.5hrs	5.6 hrs	6.7 hrs	more than 10 hrs	
		33.16	12.5	32.0	14.5	7.33	0.6	
9	Forced Time Available in the day	Morning	Afternoon	Evening	Night	More than 16 hrs		
		16.16	32.00	34.00	16.33	3.16		

A Study on Rural Libraries and Cultural Centres

Prabhakar Singh

In the post-independent era of the country, several schemes were launched to promote literacy programmes. One such scheme, National Literacy Mission (NLM) was established in the year 1988. This was an historical step in the field of literacy. This Mission has given impetus to the programme. So far, nearly 598 districts are being covered by various literacy programmes. Continuing Education programme has also been launched in 296 districts, which include all the districts of Madhya Pradesh. So far, 12.34 crore people have been made literate through various literacy programmes. From Madhya Pradesh, 96 lakh people have been made literate.

Establishment of Rural Libraries and Cultural Centres

Nearly 96 lakh people have been made literate thorough various literacy programmes in Madhya Pradesh. These neoliteates carry renewed energy and strong desire to hone their newly acquired skills to perfection, and want to keep their learning activity steady. In order to fulfill this requirement and to create opportunities to bring about a positive change in the economic status of neoliterates, nearly 47,103 rural libraries and cultural centres have been launched at one go on the 26th January, 2003, covering the length and the breadth of the state.

Need for the Study

These centres are expected to function as community development centres and facilitate participation from poor and deprived sections of the society by giving information on different welfare schemes and provide opportunities for learning. This will not only fulfill the objective of improving the literacy skills of the beneficiaries, but will also improve their socio-economic status thus resulting in a positive change in their life.

The State Resource Centre for Adult Education felt that a study should be undertaken in order to know the role of these libraries and cultural centres in fulfilling the needs of neo-literates, and to suggest effective remedial measures in order to

overcome any problems these centres may be facing in their smooth functioning. The objectives of this study are:

1. To review the present status of these libraries/cultural centres
2. To list out difficulties/hickups in the management of these centres
3. To suggest effective measures for better management of these centres

Process of the Study

Interviews were held with 54 preraks, including 15 women preraks, of the rural libraries/ cultural centres from 8 districts of the state viz. Shahdol, Rewa, Gwalior, Datia, Jabalpur, Katani, Khargone and Khandwa, who were selected using the stratified random sampling method. Data for the study had been collected by various ways viz. using tools such as interview schedule for Preraks, physical verification of the centres and discussions with local officers and volunteers who were involved in continuing education.

Albeit, the major findings of the study were based on the feedback/responses obtained from preraks through an interview schedule and physical verification of the centres, data emerged out of the discussions held with regional officers and volunteers involved in the CE programme has also been given due consideration.

Major Findings of the Study

- ◆ Establishment of libraries/cultural centres to inculcate reading habits of neoliterates and provide access to libraries to rural masses, is undoubtedly a praiseworthy attempt. Apart from making available the basic requirement of day-to-day books, these centres have also been provided with different equipment and furniture such as almirah, TV set, public address system, entertainment & sports material, mat, radio, etc.
- ◆ Sets of 400-699 books were distributed to these centres through ZSS and SRC, based on the needs of neoliterates and other visitors of these centres.
- ◆ At the time of establishment of libraries, almirahs were provided to the centres to keep the books in proper order. Only 50% preraks kept the books properly in almirahs, as revealed from the data, while the rest did not keep the books properly. At some places, books were kept in bundles or were kept in bags while at other places books were kept in boxes. It was observed at nearly 1/4th of the centres that almirahs were under the possession of village in charge teachers. At these centres, books were either found scattered or bundled inside bags or boxes and were not being maintained in proper way.

- ◆ The Prerak is an important aspect of the rural library and cultural centre. He organises various activities through the centre. Hence, his education and trainings are of significant value. It was found that majority of the preraks (81%) were qualified enough to perform their role as preraks, who were mostly educated above or upto Higher Secondary as revealed from the data:
- ◆ Preraks were trained mostly in activities such as organising library/ reading room, conduction of literacy classes, discussion forums and dissemination of information and have verly little knowledge towards other activities of the centre.
- ◆ As these centres were defunct for quite a long time, promotional activities were planned to restore the activities of the centre and to facilitate people's participation. As was revealed from the data, only 55% preraks organised promotional activities for restoring the activities of CE centres while 45% preraks did not take any initative to promote the activities of CE centre. 37% preraks even did not put the signboards of the centre which were made available to the centres at the beginning itself. Although it was mandatory, a large chunk of 76% preraks did not write the opening time of the centre on the information board. Based on these findings, it can be safely assumed that proper attempts were not made to promote the activities of the centres, and it was the major reason why lesser than the expected people's participation was recorded at the centres.
- ◆ Data reveal that at nearly 1/3rd of the centres, the particiation of readers was nil while at other centres also participation was very less. Prerak's response was that people were not interested to come to the centres. May be due to absence of any promotional activitiy, lack of information might be the reason behind their low attendance at the centres.
- ◆ It was revealed from the study that the activities were proper at a meagre 19% centres only, while at a major (81%) percentage of centres activities related to library/reading room were not being organised properly.
- ◆ Discussion forums, meant for developing responsible behaviour by rasing awareness on different local and national contemporary issues among neoliterates and other community people, are to be organised at the centres. These forums were organised at nearly half of the centres (44%).
- ◆ It was also found from the study that 41% centres spread information on various government schemes viz. vaccination, facilities available for pregnant women and lactating mothers, schemes of education department, women and child development department and also that of agriculture and rural development which will benefit neoliterates to improve their quality of life and community at large.

- ◆ The facilities available at centre, its distance and the atmosphere in and around the centres do have a direct bearing on the regular attendance of the beneficiaries. As revealed from the study, it can be said that school building or any other government building is more appropriate to run the centre as they offer facilities such as ventilation, sufficient place and even electricity at most of these buildings.
- ◆ To most of the centres, registers have been made available to maintain necessary documentation. But due to lack of knowledge and proper training, entries are not being made properly in these registers.

Major difficulties in managing rural libraries/ cultural centres

- ◆ Lack of regular honorarium to preraks appears to be the most dissatisfying factor as it brings their confidence level down and demotivates them to take part in the process. Although most of the preraks were paid honorarium at the time of study, but in a few districts, preraks were yet to receive their honorium which had an adverse impact on the activities of the centres.
- ◆ As preraks were not properly trained, they were facing difficulties in maintaining and documenting the activities of the centres. Village-teachers were also unable to guide and assist the preraks due to lack of knowledge, relating to management of the centres.
- ◆ Lack of monitoring system and preraks' appraisal of their activities are also the reasons for the inefficient management of the centres. At present, there is no system in place for the regular monitoring of the centre nor do the districts have a workplan to improve the pace of the activities at the centres.
- ◆ It was observed from the study that at some of the centres, the material supplied to the centres like TV, PA system, almirah, etc. were in the possession of village-teachers or people's representatives.
- ◆ At most of the centres, TV sets were found unused. At a few centres, TV sets were not even opened from the sealed boxes in which they were supplied to the centres.
- ◆ 22% of the centres did not receive the full set of materials and yet and these centres were supplied with books at only one instance and that too, in quantity of below 200. The status of books at few centres was even worse as the number of books received was below 100.
- ◆ The books were not arranged properly at nearly half of the centres (46%). Almirahs at 35% of the centres were being used by teachers and village-incharges. The books were found either in the iron-boxes or were placed in the bags. They were

kept as it is in form of bundles. This could well be a factor which had a negative impact on the activities of the centres.

- ◆ There was no special effort from the preraks to promote the activities of the centres. At some of the centres, even the nameplates, made available at the time of establishment, were not in place. Nor do the notice-boards displaying timings of the centres as a result of which low attendance of the learners was being recorded.
- ◆ Management of library/reading-room was also not proper. At a few centres, preraks were not allowing the users to take home the books for fear of being spoiled/lost, while at other centres, although books were allowed to be taken home, that information was not being maintained.
- ◆ Preraks were not fully aware of the contents of the majority of the books, as they had not gone through these books.
- ◆ There was no proper coordination between the centres and other development departments, nor was there any planning by the districts towards this aspect. Although initiatives were taken at the local level to establish linkages with local health centres and women and child development department, these were not sufficient.
- ◆ Documentation is an important aspect in effective management of the centres. It was found that the documentation work at most of the centres was not satisfactory. No entries were made in the registers as part of the documentation. There is a definite need for improvement for this activity.
- ◆ Most of the centres were operational from within a school or other government buildings that have no electricity, as a result of which, ventilation was not proper and electrical equipment such as TV, PA system, etc. were of no use.
- ◆ Non-availability of door-key with the prerak at some of the centres operating within a school building also poses a problem at times.

Suggestions for improvement

Establishment of rural libraries/ cultural centres that provide continual learning and skill development opportunities for adult learners, school drop-outs and all other people of the society, is a commendable move. Providing basic education and generating awareness to the underprivileged groups through the activities of the rural libraries and cultural centres, thereby bringing them to the fore to participate in the progress of the society is no less than a Herculean task. The potential problems that may come up during the effective management of these centres have been

listed out and the remedial measures to be taken to overcome these problems are being detailed.

- ◆ The commitment of preraks is very important towards the effective implementation of the activities of rural libraries and cultural centres. To keep their enthusiasm and motivation sustained, it is very important that they receive honorarium in time. Any delay in distributing preraks' honorarium demotivates them and it will have a negative impact on the progress of the centres' activities.
- ◆ There is a need to strengthen the monitoring system at district level to ensure that each centre is at least monitored weekly or fortnightly, thereby increasing the pace of the activities. Other government officials or volunteers may also be involved in this monitoring system as preraks will receive guidance from them to manage the activities of the centres.
- ◆ Expected activities of the centres can only be ensured by providing extensive training to village incharges and teachers involved in the continuing education activities, along with the preraks. Planning can be done at the district level to organise training in the district. In the training related to books, people's representatives, regional development departments and other volunteers should also be involved and these training programmes should not be limited only to preraks. This way, preraks receive guidance from these personnel in effective delivery of their duties.
- ◆ Planning should be done at the district level to see that the centres receive material in sufficient quantity and also in time.
- ◆ In centres where the electronic material is not being used due to lack of electricity or other security reasons, it is more appropriate if this material is kept in a community hall that has access to all or the Prerak himself can keep the material with him. Keeping such material under the possession of village incharge or teachers, certainly, is not going to help in any way.
- ◆ Electricity facility should be made available to the centres so that all the material supplied is properly utilised and activities can be organised during evenings which would increase the participation rate of the users.
- ◆ To ensure proper documentation at the centres, apart from the trainings to preraks, village incharges and teachers should also be made accountable for this activity so that they can undertake regular visits to the centres and guide the preraks.
- ◆ Books must not be dust-ridden and they must be kept neat and clean so that they are readers' attractive.

- ◆ Women constitute 50% of the population and this is the group that is most neglected as far as education is concerned. Very low attendance of women was recorded at the centres. The cultures, traditions and beliefs prevailed in the society create bottlenecks for them to participate freely in the activities at the centres with their male counterparts. Appointing women volunteers and organising women centric activities can enhance women's participation at the centres.
- ◆ By looking at the physical and human resources available to run the centres, it can be inferred that all the activities cannot be organised only, and only at the centres. The centres should not operate in isolation and should function as a nucleus where all community people can assemble and participate in literacy and knowledge sharing activities. The preraks should not only rely on the materials made available to the centres and if need be, from time to time, they can procure local materials as per demand. Local resources, both physical and human, can be utilised to prepare such materials.
- ◆ A quarterly workplan or a calender of activities can be prepared to ensure the proper utilization of physical and human resources available at the centres.
- ◆ A group of enthusiastic people, comprising of school students, youth, adults, government/ non-government employees and teachers may be identified at village level to act as 'Pustak Mitra' who can help preraks in canvassing and promoting the activities of the centres. This group may also act as 'Pustak Chitra' which will help in proper management of books. This group may also be involved in the trainings.
- ◆ The timings of the centres should invariably be mentioned on the notice-board and the list of available books with their contents should also be displayed on the wall. Distributing time and depositing time of books should be ensured and this information must be written on the wall so that book distribution is properly done.
- ◆ Notices related to the book distribution and handover should be pasted on the notice board.
- ◆ Exhibition/display of books is one of the important activities of the centre. To attract the readers' interest, book exhibitions can be organised in an open place on important occasions such as International Book Day, Children's Day, Women's Day, International Literacy Day, Teachers' Day, Health Day and Environment Day and the books especially related to the Day being commemorated should be displayed. Activities like interaction with the readers and audience can also be organised during the course of the exhibition, which would help propagate the content of the books among the participants. This will help not only the neo-

literate, but the other villagers will also be made aware of the activities of the centres.

- ◆ Organization of mobile libraries is also useful to promote the habit of reading books. Preraks can carry useful books along with them to the remote parts of the residential places/dwellings from where people feel difficulty in approaching the centres. These communities should be encouraged to read books by handing over them the books of their interest, from time to time. When the community starts developing the habit of reading, they can be encouraged to come to the centres for accessing a variety of books of their choices.
- ◆ Most regular readers of different groups viz. women, men, boys, girls, youth, elders etc., based on the entries of the register, can be felicitated from time to time as this would encourage them to read books with the feeling of getting honoured.
- ◆ A management committee may be constituted to guide the prerak in his activities and also to eliminate the prerak's fear of losing books if taken to home for reading. The committee may also design some guidelines about the proper management of the libraries/centres.
- ◆ Most of the beneficiaries of the centres are the poor people who do not have any resources and also they lack employment opportunities. If income generating activities are organised through these centres, this group can be benefited and they will also join in the activities of centre.
- ◆ Attempts should be made at state/district level to strive for better linkages between the rural libraries and various government development departments. Without the support from the district administration, it will be difficult to implement CE activities. There are several government departments viz. Rural & Panchayat Development, Social Welfare, Women & Child Welfare, Agriculture, Health etc. who have a strong network of field functionaries from the village to the district. These departments have also huge experience of implementation of various development activities. If prerak receives support from these departments, he can manage the activities of the centre more effectively.
- ◆ There are wide varieties of books available with these libraries. So many activities can be taken up to ensure that these books are properly utilised. Prerak should also be familiar with the contents of these books so that he can guide the readers to choose appropriate books of their interests.
- ◆ District map, tourist information, information on various government schemes, telephone numbers of important officers and their addresses, and other information

that is useful in day-to-day activities can be made available at the centres. In this way, the centres can also function as reference centres.

- ◆ The centres could be made more popular by undertaking activities such as making available different forms related to bank, post-office, form for ration card, pension forms for old persons, forms for getting caste certificate and residence proof, land related forms, etc.

In addition to the above activities, prerak should also organise the following activities to manage the centre in an efficient way.

- ◆ Book donation camps may be organised from time to time to add to the number of books of the library and to gain a sense of attraction towards the rural library among rural mass. People, who buy books/newspapers, usually sell them off as waste paper after reading. These people can be approached and persuaded to donate the books to library after reading. To acknowledge them, these people can also be honoured as members of the rural library.
- ◆ Other activities can also be organised at the rural libraries, in addition to those of experience sharing. Discussions can be held on various topics by including local resource persons and community people. Other innovative activities such as organizing practical discussions on various issues such as agriculture, ponds, small-scale industries at various places, can boost the participation rate of the learners at the centres.
- ◆ Ensuring availability of dailies/magazines will also attract the learners towards rural libraries.
- ◆ Centres should not be provided with all the varieties of books at one go. Rather, 20-30 titles should be provided at one time and at fixed intervals so that readers will always find new variety of booklets and this should encourage them to visit the centres regularly.
- ◆ Preraks should be trained to organise 'people's reading' (janvachan) programme. In this programme, audience listens to prerak or any other trained person who reads out the book on the subject of people's interest. Prerak can also pause his reading in between, to interpret the reading or to clear the doubts, if any, of listeners. At the end of the reading, an open discussion may be organised in which issues/contents of the book can be reviewed based on the opinions emerged out of the group discussion.

The rural libraries/ cultural centres will inculcate the habit of thinking and remembering things that were said or read, and the desire of reading books will wake up especially among neoliterates and learners will be motivated to select books on

their own. This way, neoliterates, semi-literates and educated persons can develop the habit of reading books. In addition, they will also develop thinking skills, interpreting skills and expressing the things that were said or read which would help in their decision making. These libraries will also generate awareness on various social issues among rural masses and a sense of accountability for their activities towards the society.

These centres will also help in finding the hidden talent of the learners that could be sharpened for their betterment. As a matter of fact, Charles Darwin was also ignorant in his early days and proved to be a scientist over a period of time with the opportunities available to him. In the same way, the life of Pythagoras was turned dramatically after his meeting with Democritus, a famous philosopher, and he became an eminent mathematician known the world-over.

Flexible planning at grassroots level and careful thinking at structural level will be very important to manage and organise the activities of the rural libraries in the context of securing expected targets of primary education. These libraries will definitely play a constructive role towards bringing fundamental change in the field of education, if operated in true spirit.

Entrepreneurship and Higher Education: the Relationship between Management and SSIs Performance in Iran

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Abstract

This paper examines the relationship between Iranian small-scale industries and educational background of management. Education plays two fundamental roles in the process of economic growth. First, education increases the supply of dynamic entrepreneurs in the industries that require high levels of education. Second, education improves the effectiveness of potential entrepreneurs through enhancing their interpersonal, management, and efficiency. The purpose of this research is to describe whether or not different educational majors and / or educational levels of SSIs management are associated with small-scale industries performance. The findings from this study indicated two related aspects of questions dealing with the general status quo of the issues in SSIs. These two aspects are: (i) relationship between entrepreneurial educational level and SSIs performance, and (ii) relationship between entrepreneurial college major and SSIs performance. The study found that the influence of a college education on SSIs management was noticeable and reflected the continuing need for higher education to cope with technological advances, business competition and SSIs performance.

Keywords: Entrepreneurship, Management, Education, Performance, SSIs, Iran

Introduction

The importance of small- scale industries in the economy of Iran has been increasingly recognized. It is observed that the economy can grow faster in the 21st century depending upon expansion and improvement of SSIs function. Because SSIs' play a vital role in job creation and innovation, the development of modern SSIs has been one of the most significant and characteristic features of industrial development (Iran Small Industries and Industrial Park, 2003). Of course, increase in the number, production, employment and export of SSIs over a period of time could

adjust the role played by small enterprises in the country. In the small sector, a comparison between 2004 and 2005 indicates a growth of 23% of the total export, 20% of output of the manufacturing sector, 35% of indirect investment, 18.4% of value added and 4% for creating employment. In addition, the SSIs have been the most dynamic sector of Iran industrial economy, accounting for over 80 percent of industrial sector.

The encouragement of entrepreneurial activity and entrepreneurship, as a career, has become an important part of policy in the modern economy. The present Government of Iran has stated that by 2020 Iran can become the best place in the Middle East to start and grow a business (Mahroo, H. 1997). Entrepreneurial careers have also been promoted and directed at young people, although at present there is mixed evidence to support policies that target education and young people to raise awareness and the profile at entrepreneurship as a career (Sundes, O. 2001). It is found that the number of SSIs succeed, and some fail in Iran. Several studies conducted by the MIM, ISIPO, and management and planning organization of Iran reported that between 45 to 60 percent of SSIs fail within the first two years of operation. These industrial failures are attributed to inadequate preparation of students for the business world (Hisrich, 1988), managerial incompetence (Litvak & Maule, 1980, Fiber, 1986), mismanagement and lack of balanced experience (Stull & Labonty, 1993), and poor decision-making and leadership ability¹ (Scarborough & Zimmerer, 2000).

As, Scott, Rosa and Klandt (1996) pointed out that education plays two fundamental roles in the process of economic growth. First, education increases the supply of highly skill entrepreneurs in the economy, especially in industries that required growth. Second, education improves the effectiveness of potential entrepreneurs through enhancing their interpersonal, management and efficiency. In addition, an earlier study by Hornaday and Horwitz (1986) discovered that many of the successful entrepreneurs felt that before the current generation of young people, education was less important for entrepreneurs.

Traditionally, academic institutions prepared students to be managers by learning how to mind the store and to avoid challenging the beliefs and assumptions of the organization (Hisrich, 1988). Emphasis was on organization and authority, and key management principles (e.g., planning, staffing, organizing, directing and control). Little, if any, emphasis was placed on innovation, creativity and starting one's own business (Hisrich, 1988).

The few college courses offered were generally offered as small company courses whether in management, marketing, or finance. Most of such courses merely attempted to downsize the key concepts developed for large organizations to smaller ones (Hisrich, 1988; Solomon, 1986). There was little discussion and, even less career

counseling about starting one's own business. Instead, students were prepared to successfully interview, survive, and succeed in a Corporation.

Starting in the early 1980s, the thinking about the role of higher education perspective has changed. According to Hisrich (1988), the higher education was influenced by two major factors. First, small firms ability to create new job. Second, large companies would employ a limited number of employees, besides yearly trimming of employees, no further development of new job.

The literature showed that since 1970s, numerous studies have attempted to examine the factors influencing SSIs performance.² Reviewing of the studies revealed two common themes pertaining to the influence of college educational backgrounds on SSIs. First, the findings of mixed and sometimes contradicting results related to the factors measured and sample employed. Second, the entrepreneurs' educational backgrounds were marginally considered but were bound to correlate. (e.g., Douglas, 1976; Kiesner, 1984; Robinson & sexton, 1994; Al-Zubeidi, 2005). An attempt is made to assess the impact of education and skills of entrepreneurs in Iranian Small scale industrial performance.

However, because of the growth of high technology, greater degree of competition, globalized trade and education as an input, it is becoming very essential for industrial growth. Therefore, the primary aim of this study is to examine the relationship between educational background of management and small scale industries performance.

Industrial Development in Iran

The Iranian industrial development has a record of about 100 years. In the 1960s and within the framework of the project, policy makers felt that Iran was not suitable for agricultural development and should be turned into an industrial country, so that a great part of Iran's capitals and joint ventures with other countries would lead towards setting up of industrial units in Iran (MIM, 2004). In doing so, huge sums of money which were the result of the oil price hike at that time, were directed towards the industrial sector. Many of the present industrial units were established at the time and started operation in that period.

As the industrial process in Iran, gradually tranquilized industrial development, made some improvement in the 1980s and 1990s, the issue of privatization was placed on the top of the Agenda of industrial planning of the country (Planning & Budgeting Organization, 1995). Because of prevailing stagnation in the industrial sector, the leadership of the country directed the Expediency Council to study the general policies of Iran pertaining to the Article 44 of the Constitution. As a result, to privatize the industry, necessary decision was taken.

However, as we find, the current position of the sector further reveals activities in this sector of Iranian economy. A total number of 24,998 were permitted to establish the industrial units with a total capital of 373,000 billion rials, which created some 747,000 job opportunities in 2003. There is an increase of 2.1% in the number of permits, about 81.4% in terms of capital and 6.7% for creating employment as compared with the corresponding figures for the year 2002 where 3,984 permits were issued with a total capital of 21,845 billion rials and 90,580 job opportunities. Meanwhile, a comparison between 2002 and 2003 indicates a growth of 7.7% in independent projects, 29.6% in direct investment and 28.8% in indirect employment. The estimated cost of creating a single job opportunity in the industry sector is about 241 million rials (Iran Statistical Center, 2004). However, Iranian industrial sector cannot be neglected in the economy.

METHOD

Data Collection

The sample to assess the role of education in SSIs entrepreneurial development in Iran was designed as follows:

1. **Developing a Questionnaire.** A double purpose Questionnaire was designed: a) The Questionnaire outline served initially for the informal questions, answers and discussion; and b) the full version was then used as the formal Questionnaire.
2. **A stratified sampling method for forming the sample of respondents.** The second stage involved selecting a number of private and public small-scale enterprises. As shown in Table-1 the 10 most active provinces in industry activities were selected. These provinces represented 78.6% of total SSIs, 74.3% of total value added, 69.2% of total investment, and 77.2% of employment in the SSIs in 2004 (Iran Statistical Center, 2005).

We, also, used three criteria for sample selection. First, enterprise must be 10 to 49 workers (according to definition of SSIs). Second, venture should be registered as an ISIPO. Third, firm should be owned fully by domestic shareholders. The Table and figure 1 also, shown the Survey was distributed to 210 participants and the using different information sources. Thus, the positive response rate for the SSIs sample is 86 percent. Therefore, the Survey covers some 180 respondents that included managers and chief technical officers.

Table 1. Sample Overview

Province	No. of SSIs (%)	Value added (%)	Investment (%)	Employment (%)	Distributed	Return	%age
East Azarbayejan	6.10	6.70	5.50	5.95	17	14	6.60
West Azarbayejan	3.40	2.40	3.50	3.2	11	9	4.20
Esfahan	14.70	13.90	18.40	14.4	36	34	16.20
Tehran	30.60	21.90	14.40	27.8	60	55	26.20
Korasan	7.20	6.30	8.20	7.68	19	17	8.00
Fars	5.10	4.30	4.60	4.4	16	12	5.80
Qom	2.40	5.60	3.60	3.4	14	10	5.00
Mazandaran	3.10	3.30	3.70	3.17	11	9	4.20
Markazi	3.30	6.80	4.00	4.30	14	12	5.80
Yazd	2.70	3.10	3.30	2.90	12	8	4.00
Total	78.60	74.30	69.20	77.20	210	180	86.00

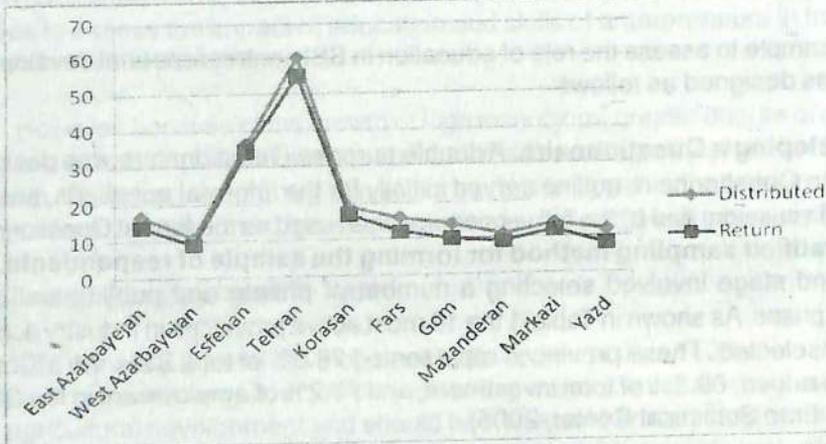


Figure 1: Plat of distributed and return

Data Analysis

In order to assess the performance, independent and dependent variables categorization in both Table 1 and 2 based on categories used in similar studies earlier. As shown Table 2, educational level and major of management were rated on a 5-point ordinal scale, where 1 equals the lowest level and 5 equals the highest level. While type of management was categorized on a 2-point nominal scale where 1 equals public and 2 equals private, type of industry on 7 point nominal scale, where 1 equals chemical and petroleum, 2 equals food and beverages, 3 equals non-metallic, 4 equals textile and rubber, 5 equals metal, 6 equals electricity and electronic 7 equals machinery and equipment .

Table2. Independent Variable Category

Independent Variable	Category	Frequency	Percentage
Educational Level of Management	1=High school or less	11	6.1
	2=some colleges	27	15
	3=Bachelors	84	46.7
	4=Masters	42	23.3
	5=PhD	16	8.4
Educational Major of Management	1=No Major	8	4.4
	2=Professional	18	10
	3=Tech & Information	75	41.7
	4=Humanities	58	32.2
	5=Science	21	11.7
Type of Management	1=Public	22	12.2
	2=Private	158	87.8
Type of Industry	1=Chemical & Petroleum	25	13.9
	2=Food & Beverages	26	14.4
	3=Non-Metallic	24	13.3
	4=Textiles & Rubber	23	12.8
	5=Metal	31	12.7
	6=Electricity & Electronic	30	16.2
	7=Machinery & equipment	21	11.7

Table2. Independent Variable Category

Figure-2 gives information about educational level of the management. It is clear that majority of the entrepreneurs are bachelors constituting 46.7 percent, 23.3 percent of the management have masters, 15 percent of the entrepreneurs have some college, 8.4 percent of the entrepreneurs are Ph.D. and only 6.1 percent of the respondents are having high school or less.

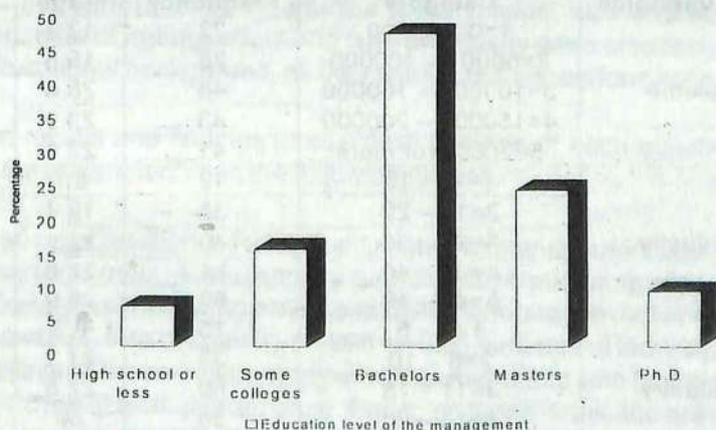


Figure 2: Diagram of education level of the management

As represented in Figure-3, 41.2 percent of the entrepreneurs belong to tech and information, 32.2 percent of the entrepreneurs belong to humanities, 22.2 percent of the entrepreneurs belong to management, who have been professionals in science and just 4.4 percent of respondents have been no major.

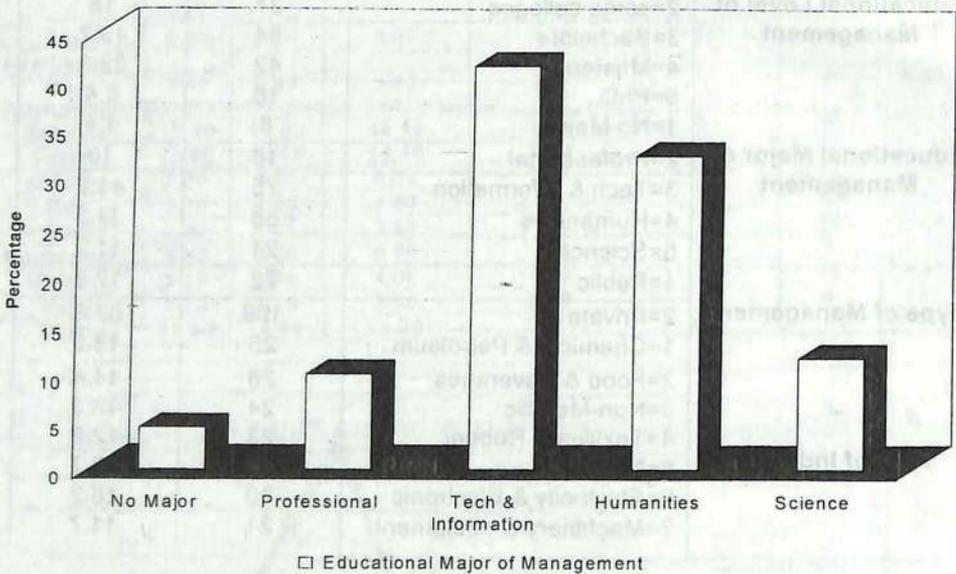


Figure 3: Diagram of educational major of management

As shown Table-3, sales volume, size and age of industry were categorized and rated on a 5-point ordinal scale, where 1 equals the lowest and 5 equals the highest level. Hence, the SPSS 15 software was used to test the research question addressed in this study.

Table 3. Dependent Variable Category

Dependent Variables	Category	Frequency	%age
Sales Volume	1=0 – 50000	22	12.2
	2=50001 – 100000	28	15.6
	3=100001 – 150000	46	25.6
	4=150001 – 200000	43	23.9
	5=200001 or more	41	22.8
Size of Industry	1=10 - 15	12	6.7
	2=16 - 20	35	19.4
	3=21 - 30	40	22.2
	4=31 - 40	41	22.8
	5=41 - 49	52	28.9
Age of Industry	1=1 - 5	15	8.3
	2=6 - 10	38	21.1
	3=11 - 15	50	27.8
	4=16 - 20	36	20
	5=21 or more	41	22.8

Figure 4 clearly reveals information about the volume of annual sales of the respondents as the time of commencement of enterprise. Annual sales volume of 65.1 percent was 50001 to 200000 units, only 12.2 percent of respondents had annual sales volume of 50000 and less, and 22.8 percent of entrepreneur's annual sales volume was 200000 units and more. Therefore, 70.2 percent of the entrepreneur's annual sales volume of respondents had annual sales volume of less than 100000 units.

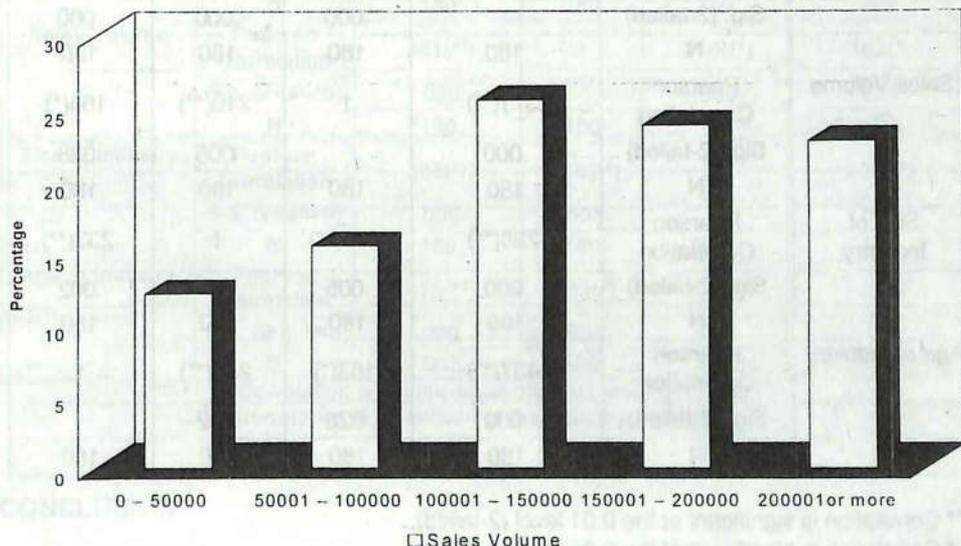


Figure 4: Diagram of annual sales volume

Results

The main objective of this study was to describe whether there is a relationship between the educational background of management and SSIs performance. To assess the performance, we studied sales volume, size and age of industry. In addition, type of management and type of industry were also tested in association with educational background, as they related to SSIs performance.

The results and findings of statistical analysis of each question addressed in this study are presented in the following section.

Research Question 1: Relationship between management educational level and SSIs performance. A statistically significant relationship was found between educational level of management and SSIs performance including sales volume $r = .375$, $p < 0.01$, size of industry $r = .298$, $p < 0.01$, and age of industry $r = .437$, $p < 0.01$. The positive of the correlation indicated that managers who had higher educational level also rate of SSIs performance. Based on these result, the null hypothesis of no relationship between educational level and SSIs performance was rejected. These results are presented in Table 3.

Table 3. Pearson's Correlation of SSIs Performance by Management Educational Level

		Educational level of Management	Sales Volume	Size of Industry	Age of Industry
Educational level of Management	Pearson Correlation	1	.371(**)	.298(**)	.437(**)
	Sig. (2-tailed)		.000	.000	.000
	N	180	180	180	180
Sales Volume	Pearson Correlation	.371(**)	1	.210(**)	.163(*)
	Sig. (2-tailed)	.000		.005	.028
	N	180	180	180	180
Size of Industry	Pearson Correlation	.298(**)	.210(**)	1	.233(**)
	Sig. (2-tailed)	.000	.005		.002
	N	180	180	180	180
Age of Industry	Pearson Correlation	.437(**)	.163(*)	.233(**)	1
	Sig. (2-tailed)	.000	.028	.002	
	N	180	180	180	180

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The second purpose of this study is to investigate whether a relationship existed between Managers' College major and SSIs performance. The value of "r" is reported as sales volume $r = .381$ with $p < 0.01$, size of industry $r = .333$ with $p < 0.01$, and age of industry $r = .429$ with $p < 0.01$. As shown in the Table-4, there is a strong evidence that managers who had a college major were related to the SSIs performance.

DISCUSSION

Previous research, as well as that reported in this paper have identified the likelihood of survival and success after entering into the self-employment is uniformly greater at an increased level of educational attainment. It has generally been found that the relationship between the management and educational level and SSIs performance is essential. The argument is that education has two critical roles; (i) it plays a fundamental role in industry creation (Gartner, 1988; Sletten & Iutlass, 1998), and (ii) it provides for the continuing need for knowledge due to the rapid growth of technology and heavy competition (Brockhaus & Hoewitz, 1986; Scott, et al, 1998; Cooper, 1992).

Table 4. Pearson's Correlation of SSIs Performance by Educational Major of Management

		Educational Major of Management	Sales Volume	Size of Industry	Age of Industry
Educational Major of Management	Pearson Correlation	1	.381(**)	.333(**)	.429(**)
	Sig. (2-tailed)		.000	.000	.000
	N	180	180	180	180
Sales Volume	Pearson Correlation	.381(**)	1	.210(**)	.163(*)
	Sig. (2-tailed)	.000		.005	.028
	N	180	180	180	180
Size of Industry	Pearson Correlation	.333(**)	.210(**)	1	.233(**)
	Sig. (2-tailed)	.000	.005		.002
	N	180	180	180	180
Age of Industry	Pearson Correlation	.429(**)	.163(*)	.233(**)	1
	Sig. (2-tailed)	.000	.028	.002	
	N	180	180	180	180

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

CONCLUSION

This paper was designed to describe the relationship between small-scale industries and educational back ground of management. SSIs performance was defined in this study as sales volume, size of industry (number of employees), and age of industry. Educational background was defined as educational level and educational major at the time the data was collected. The population surveyed included 10 most active provinces in industry from Iran. The statistical analyses used to determine the impact of managers' educational background on SSIs performance were Pearson's correlation.

First, an important conclusion of this study is that often-argued relationship between college educations in general, and education in entrepreneurs in specific, and SSIs growth continues to be critical. Such importance is evident in the continuing need for learning to cope with rapid technological advances, competition, and the changing global economy.

As the second finding of this paper indicated that a positive relation exists between college major of entrepreneurship and SSIs performance. In such a case, apart from college major, the entrepreneurs education, technical skill, and experience, based on reported by the study participants, provide the ground for the entrepreneurs to learn, adapt, and maintain a successful SSIs.

FOOTNOTES

¹ Also, MIM (2000) has divided the problem of small-scale industries into two groups – external and internal factors. External problems are those which result from factors beyond the control of the industrialist, such as the availability of capital, raw material, technology, competitive and volatile environment, marketing, taxation, industrial and financial regulation, government policy, communication and other infrastructure facilities. Internal problems are those which are not influenced by external forces and related to organization, structure, production channel, distribution channel, technical know-how, industrial relations, inadequacy of management and inadequate training in skills, and so on.

² These studies included, but are not limited to, characteristics of successful entrepreneurs (McClelland, 1987; Hornaday & Aboud, 1971; Garther, 1988), the entrepreneurs' perception of success (Ibarhim & Goodwin, 1986; Montagno, Kurtko & Scarella, 1986), comparisons of different types of firms (Bruno & Leidecker, 1988; Williams & Reynolds, 1990; DeCarlo & Lyons, 1976; Nelson, 1987), higher education and entrepreneurship (Al-Zubeidi, 2005).

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Community Radio: A Tool for Participatory Agricultural Development

Ranjit Singh

Majority of the population in the developing countries lives in the villages and mainly depend directly or indirectly on agriculture. Nearly half of the national income is generated by the agricultural sector. There is no doubt that modern farm technology, evolved by systematic research, has tremendously helped the farmers to increase farm production; yet, it is also true that big, educated and cosmopolite farmers were able to get the maximum benefits of new technology. Majority of the small and marginal farmers is not in a position to adopt new methods of farming. They are poor, illiterate and have no or little access to sources of information. In order to have balanced development to improve the lot of unreached rural poor population, new technology must reach the unreached population. They must be encouraged to adopt new technology. To reach this segment of the population, radio is the most suitable source of information. They cannot read literature and have no or little contact with farm experts. Cheap radios are main sources of information and entertainment for the poor people.

At present information, about most of the development programmes and technology does not reach the majority of the rural people, especially, the weaker sections of the society.

Radio is the cheapest medium which can be purchased by most of the rural poor people. Various research studies have also confirmed that radio is a very influential communication medium. It thrives on the most popular tradition of oral communication. Radio serves people in three ways - it informs, guides and entertains.

Problems of Radio

Although radio has played an important role in educating the people and in the transfer of technology yet, it has many problems. Some of the problems have been identified and given below :

1. It is often said that there is redundancy of information on the one hand and gaps in knowledge on the other.

2. In many cases the radio messages have not thematically moved beyond the ones when they started three decades ago.
3. It has also been noted that in certain cases, radio has created more problems when the information provided has not been backed by the necessary services at the operational level.
4. There is a need to re-orient the strategy of change. People are not to be treated as mere beneficiaries but active partners in the process of development.
5. It becomes useless if the programme designed and produced is not meaningful to the listeners.
6. Programmes suffer from being too generalized and too universal, therefore, fail to focus on concentration by the audience.
7. Most of the programmes are recorded in studios. If these are to be made interesting and marketable to the target groups and communities, they should be recorded and produced in real life situations.
8. Monitoring and evaluation, including feedback systems, are ineffective and not fully developed.
9. Lack of active involvement of the communities, non-governmental organizations and target beneficiaries in the planning and development of programmes.
10. Proper training of the producers is also required.

Community Radio

Community radio has the potential to solve all these problems, thus, it can do a much better service as compared to mainstream radio. It can concentrate situation-specific problems with the active involvement of farmers. Preparation and recording of the field programmes and monitoring are easy.

In order to serve local and specific groups, community radios are becoming popular throughout the world. Community radio is a type of radio service that caters to the interests of certain areas and broadcasting material that is popular to a local audience, but is overlooked by more powerful broadcast groups. Community radio stations often serve their listeners by offering a variety of specific information for which they have been established. Its outlets may also carry news and information programmes suitable for the local area, along with local music. Community stations can be valuable assets for a region. These typically avoid contents found on commercial stations. Concept of community radio is based on service, a focus on what the station can do for the community, with the involvement and participation of the listeners.

Community stations must facilitate access to programming, promote the availability of training throughout the community and to those wishing to participate in programming. It also requires stations to offer diverse programmes that reflect the

needs and interests of the community, including music by new and local talent, music not generally broadcast by commercial stations and need based information. Community radio can provide contents focused on a more local or particular community. The participation of community members in providing content as well as presentation of their experiences, problems and efforts, providing it a sense of belongingness to the community. Community Broadcasting Stations also have a stronger commitment to local news, information, the promotion of local music, art and culture, and to provide training in media skills.

Community Radio Stations are distinct from National Public Radio Stations in that most community radio programming is locally produced by non-professional producers, where AIR tends to rely more on syndicated programming, both from its own sources and other outlet. AIR always have paid staff to handle the outlets.

Community Radio in India

The Supreme Court of India ruled in its Judgement of 1995 that "airwaves are public property", but to begin with, only educational (campus) radio stations were allowed, under somewhat stringent conditions. Anna FM is India's first campus 'community' radio, launched on 1 February 2004, which is run by Education and Media Research Centre (EMRC), and all programmes are produced by the students of Media Sciences at Anna University.

A new Community Radio Policy was formulated by the Government of India in 2006 which permits NGOs and other civil society organizations to own and operate community radio stations. Under the new policy, any non-for-profit 'legal entity' - excepting individuals, political parties and their affiliates, criminal and banned organizations - can apply for a CR license. Central funding is not available for such stations, and there are stringent restrictions on fund raising from other sources. Only organisations that are registered for a minimum of three years and with a 'proven' track record of local community service can apply.

As per the directions of the Government, the basic objective of the community radio broadcasting would be to serve the cause of the community in the service area of the Permission Holder by involving members of the community in the broadcasts of the broadcasting service of the Permission Holder. Each applicant will have to specify the geographical community or the community of interest it wants to cover.

Ensuring Participation - SEHJOG Model

The fundamental principle of community radio for the farmers' community should be that the farmers can help in identifying the appropriate path to agricultural development. Farmers' participation at all stages relates in one way or the other to the selection, design, presentation, testing and adoption of appropriate technologies.

Together with the farmers, the constraints are ranked according to their severity, and potential solutions are identified after determining what flexibility exists in the farming systems currently practiced. The primary objective must be to improve the well-being of farm families by increasing the overall productivity of the farming system in the context of both, the private and societal goals, given the constraints and potentials imposed by the factors that determine the existing farming system. The success of Community Radio will depend upon the close cooperation and collaboration of research scientists, farmers, extension agencies, input supplying agencies and the radio.

In order to fully involve the farmers, SEHJOG Model of Participation is given below :

- Selection for participation
- Ensuring participation
- Helping participants to prepare
- Joint programme planning
- Organizing training
- Genuine participation

SEHJOG Model

Community radio for farmers can not fulfil its objective of being a community radio, without the active and genuine participation of the farmers. Participation can be at two levels, sharing personal experiences and demonstration of the same to the community. Preference should be given to the common farmers specially small and marginal farmers doing well, invented own techniques and tools must be selected. They should be motivated to come to the Radio Station for recording. Some monetary incentives can be given to help the selected farmers to prepare for their participation. Rehearsals can be done.

Plan demonstrations at their own farms, where other local farmers come, must be invited. Genuine participation must be ensured. Emphasis should not only be on technology transfer, but formulating and adapting policy/support system may also be ensured to facilitate and accelerate the agricultural development process. Only those topics need to be selected for discussion, which are relevant to the area and have socio-cultural compatibility. Arranging proper publicity is a basic necessity to collect farmers and obtain their cooperation. In addition to selected farmers, maximum number of other farmers must be involved during important field recordings. Training of participating farmers not only in communication skills, but also about technological interventions must be ensured. Follow-up action and maintenance of close contacts will promote continuity of the participation.

Improving functioning of community radio and participation of farmers (Figure)

Many operational problems can be best understood and solved by working at the organization as a whole. A community radio has three functional components:

1. Technical input
2. Facilities
3. Participation

Thinking about the way work is organised helps the organizers throughout the system to see their organization as a collection of interdependent resources and processes that change and evolve in response to both clients and permission holder. In order to improve the functioning of community radio and participation of the farmers, it is essential to understand the concept of organization of work i.e. different elements of an

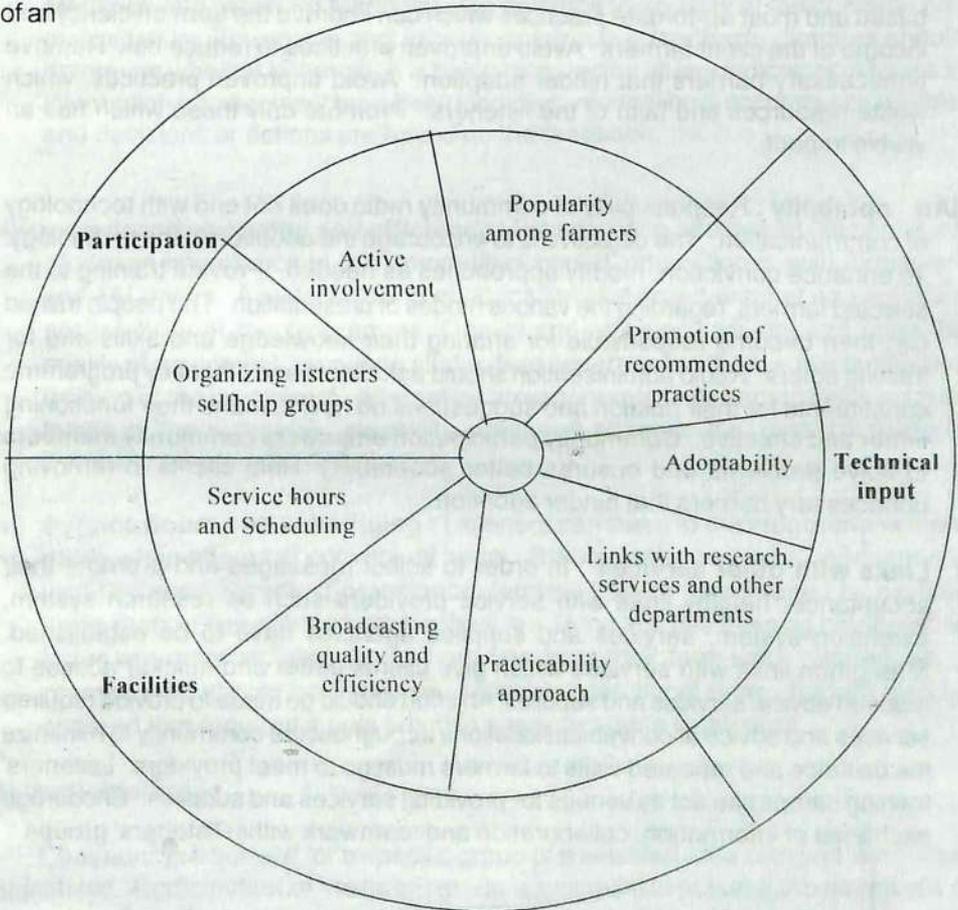


Figure Improving functioning of community radio and participation of farmers (Figure)

organization work together, work efficiently, focus on both receivers and providers' needs and responsibilities. Success will depend upon client-oriented and service oriented concepts, rather than task-oriented approaches. In order to improve functional efficiency, nine elements have been identified. When neglected, they can interfere with the access and quality of services. These elements are applied at three levels as mentioned above.

1. Technical inputs

The success of community radio for agriculture will depend upon the selection, delivery, acceptability and adoption of the transmitted information. Three elements have been identified.

- i) **Promotion of tested and recommended practices** : Deliver only evidence based and most up-to-date practices which can improve the farm efficiency and income of the client farmers. Avoid unproven practices to reduce risk. Remove unnecessary barriers that hinder adoption. Avoid unproven practices, which waste resources and faith of the listeners. Promote only those which has an visible impact.
- ii) **Ad optability** : Responsibility of community radio does not end with technology of communication. The objective is to encourage the adoption of the technology. To enhance conviction, modify approaches as needed. Provide training to the selected farmers, regarding the various modes of presentation. The people trained can then become responsible for sharing their knowledge and skills and for training others. Radio administration should ask clients and other key programme constituents for their opinion and suggestions on how to make their functioning better and effective. Community participation empowers community members to solve problems and ensures better adoptability. Help clients in removing unnecessary barriers that hinder adoption.
- iii. **Links with other services** : In order to select messages and promote their acceptance, healthy links with service providers such as research system, extension system, services and supplies agencies have to be established. Strengthen links with services which give clients better and quicker access to required advice, services and supplies. An effort should be made to provide required services and advice at convenient locations throughout the community to minimize the distance and repeated visits to farmers must go to meet providers. Listeners' training camps can act as venues for providing services and supplies. Encourage exchange of information, collaboration and teamwork within listeners' groups.

2. Facilities

Basic facilities are essential for success and efficiency of the radio. Akashvani usually complains of shortage of resources. This should not affect community radio, as it is going to serve a limited number of people of a specific area. Resourceful organizations do not let common constraints prevent them from doing the best they can. Resourcefulness means finding creative ways to solve problems with the resources at hand. Anyhow, basic facilities must be available.

i) **Practicability** : Since community radio is managed by a non-government organisation, it needs to be managed through a practical approach. Minimizing paper work and maximizing information use are crucial to analyzing programmes, solving problems, identifying trends, setting goals, and using resources wisely. Collecting required and correct information is essential for planning. Providing feedback and receiving feedback also enhance the quality of the contents and presentation. To provide and receive constructive feedback, directors should determine whether information is being received on all key indicators, all gaps in information management have been identified, information is accurate and reliable, and decisions or actions are based on the feedback.

ii) **Broadcasting quality and efficiency** : Broadcasting quality and efficiency are of utmost importance in this competitive age. Competition is with Akashvani and FM radios. A suitable blend of education and entertainment can enhance acceptability of the programme. Quality and efficiency will depend upon the quality of equipment, recording studio, field coverage facilities, voice quality and training of the presenters. Alternative arrangements under emergency such as failure of the machines, electricity, presenter absence etc. must be made to avoid any programme disturbance.

iii) **Service hours and scheduling** : Listeners can listen to the programmes more easily when offered at convenient hours. Broadcasting hours can inadvertently limit listeners' access. For instance, farmers can be discouraged by daytime hours that conflict with their work schedules. Noon and late evening broadcasting hours are more suitable, as they are free from their farm work. Schedules of presentation should be timely i.e. near the operational time. It must also be ensured that required inputs are also easily available in the area.

3) Participation

Community radios are for a specific group of a selected area with predetermined objectives. Participation of the target group is essential to achieve the objectives of the radio. Participation can be enhanced by providing relevant and timely technical information, active involvement of the farmers, promoting debates and discussion,

and motivation through the promotion of immediate and ultimate aims. Some of the participation promotion elements are as under :

- i) **Popularity** : It can be enhanced through providing relevant, new and timely technical information. Entertainment and cultural promotion through the diffusion of various models for personal and collective recreation and enjoyment will also increase the number of listeners. Listeners' reactions can also help in improving the programme. Regular monitoring and evaluation is essential to win the confidence of the listeners. Giving priority to help farmers to solve their problems will also add to the popularity score. Credibility and trust are the other factors responsible for promoting better relations between communicators and listeners.
- ii) **Active involvement**: Community radios are for a specific community. Without the active involvement of that community, radio cannot be called a community radio. Infact, community radio must be by the community and for the community. Farmers must be activity involved at every stage of the programme i.e. planning, execution and monitoring. Farmers should treat the radio station as an information and help centre. Radio must ensure a two-way communication. Infact, farmers of the area should treat the radio as their own.
- iii) **Listeners' self help groups**: Leadership is vital for effective functioning of the radio. Active participation can be ensured through local leaders. Leaders inspire people through their own positive behaviour, ethics, and values; and serve as role models. Their shared vision provides fellow farmers with purpose and direction in their work. Radio listeners' self help groups are required to be organized for effective adoption of the information being communicated by the radio. Farmers have to organize themselves keeping radio as a central link. Collective decision making, helping each other, collective purchase of inputs, marketing and processing of the produce is essential for agricultural development in future. Community radio must become the central force to organize the farmers for self development.

Limitations of community radio

Although community radio possesses a unique position to educate farmers and help solve their problems, yet, it has its own limitations as detailed below:

1. Radio is a single sense medium. It conveys spoken words to the ears only. It is more difficult to get and hold the attention of the audience. In order to produce programmes of high quality, modern studios and outdoor broadcast vans are required, which may not be possible for community radios.
2. Coverage is limited. According to government guidelines CRS is expected to cover a range of 5-10 kilometers with a 100 W transmitter.

3. Limited funding and sustenance : CRS are allowed to seek funding from multilateral agencies and limited advertising and announcements relating to local events, local business and services. The maximum duration of such limited advertising is restricted to five minutes for every hour of broadcast.
4. Non availability of professionals : With lack of resources and range it may not be possible for the licence holder to engage professionally qualified staff for the production of quality programmes with the necessary technology inputs.
5. Active involvement of scientist and farmers : Due to limited range and resources, scientists may not show the required interest and hesitate to give the time to provide technical inputs. Routine programme may also not be able to attract the farmers. Only special programmes which are going to bring desirable changes in skills and income can motivate listeners for active involvement.

It is a fact that development does not start with goods but with people, their participation and organisations. If the primary causes of poverty are deficiencies in these three aspects, then the alleviation of poverty depends primarily on the removal of these deficiencies. Participatory process facilitates people's critical analysis of their environment, placing empowerment at the heart of sustainable and equitable development. As the individual and groups become more informed and involve themselves in different activities, their consciousness about their distinctive roles and rights and the stakes of change sharpen. Community Radio can act as central point to encourage participation and will help the participants interpret new ideas by their existing ideological frame. Our ultimate aim is to make development as a widely participatory process of social change for the majority of the people through their gaining greater control over the environments. Community Radio can create awareness among people and unite them to solve their problems collectively. This can be done by encouraging communication, people's organizations, committed farmers, development agencies, services and supplies providers and the research system. Community Radio is not only for a community. It must act as a knowledge sharing and problem solving platform for the farmers of a particular area.

Strategies of Innovative Styles of Teaching in Management Study

Jyoti Sharma
Bharti Joshi

Abstract

The education system is undergoing the transformation phase in India, specifically in the management stream. With the advent of multinational standards of education, the Gurukul method of teaching may not be fully applicable in the dynamic environment of today. The teaching styles are changing with fast pace of change, where a mix of practical exposure has become imperative with the theoretical inputs. It's time to make students ponder the contingency model of management, where faculties may use internal as well as external factors in teaching. The present paper focuses upon different strategies that will facilitate the innovative styles of teaching in management education.

The teachers are regarded as the torch-bearers of the society, and hold a key position in the educational system. A teacher who acts selflessly with utmost patience, sincerity and devotion, brings out the desirable behavioural changes through value-based education.

Thus quality of education is also associated with the quality of teachers. Therefore, efforts and endeavour must be made to explore the possibilities for strengthening the bond of teaching-learning process up to a greater extent in a positive direction.

The New Education Policy 1986, in its detailed report has reflected on the qualitative and quantitative changes in education. Reducing the bookish load, student centric approach along with making available the entire prerequisite infrastructure for the education, are the welcome efforts of the different institution in India.

The learning strategies adopted in primitive, preliterate societies were characterized by a highly informal mode of interaction. Education was largely limited to hunting and food-gathering and the learner acquired these skills from other adults through observation and participation. The onset of literacy, by itself, did not usher in much variation in the informal mode of learning which was still marked by spontaneity with the teacher and the learner being largely unaware of the fact that learning was taking place. Now, there is an urgent need to restructure the traditional functioning of teachers' training institutions and efforts must be on to strengthen induction of the

devoted and competent as well as experienced teachers who can regain the lost glamour and confidence in the educational set-up.

Deformalising the Educational System

It is only during the last two decades that professional administrators have come to accept the need for deformalizing the educational system by adopting non-formal educational strategies. This trend developed mainly due to the pressures brought on the system by the humanist-deschooler lobbies who effectively articulated the arguments in favour of deformalizing education and highlighting the failure of the formal system to fulfill the expectations of the society. They demanded that the learning systems be made more open, participative and vital. It was further advocated that non-formal learning strategies should be adopted to provide education on a lifelong basis, the endeavor being to equip the learner not with just knowledge and skills, but also with the ability to learn-making the learner 'learn to learn'. The education system is undergoing the transformation phase in India, specifically in management stream. With the advent of multi national standards of education, the Gurukul method of teaching may not be fully applicable in the dynamic environment of today. The teaching styles are changing with fast pace of change, where mix of practical exposure has become imperative with the theoretical inputs. It is time to make students ponder over the contingency model of management, where faculties may use internal as well as external factors in teaching.

Thus, the concept of non-formal education emerged essentially as a reaction to the rigidity and inflexibility of the formal system. In most countries, formal education connotes age-specific, full-time classroom attendance in a linear graded system, geared to certificates, diplomas, degrees, or other formal credentials.....In contrast, non-formal education which is probably best defined as skill and knowledge generation taking place outside the formal schooling system is a heterogeneous conglomeration of unstandardised and seemingly unrelated activities aimed at a wide variety of goals which specifically applies in management education.

Though, it may be stated that the formal education system of Gurukul carries many beneficiaries form of disciple, stress bearing capability, systematized knowledge and versatile inputs. But in today's era of management, where people live in uncertainties packed with diversities needs to have an expert hand of contingency model. This model states the fact of analyzing the situation and assessing the possibilities of winning situation in available resources using common sense in which, solution to the problem may be totally different enough that may or may not be tried again.

The innovative style of teaching in management requires two important aspects that would lead to the perfect setup of educational pattern.

One relates to the curriculum of teaching with special emphasis on research and training and second, is the teacher itself.

The curriculum aspect in management needs to be made with an objective of disseminating the information for the subject, which has the updated knowledge of the environment. This process can be taken combined with classroom teaching and practical exposure to the respective subjects. Projects, online training, collaborative researches can be promoted to have knowledge and expertise in related areas. Institutional and industry interface can be strengthened to have the now how of what industries require from the student. Though this does not restrict the knowledge spectrum for the student, it guides the system to give updated and directional expertise to the students.

The second aspect relates to the teacher itself, which includes certain traits to become successful as well as an effective teacher:

1. Leadership skills
2. Managerial skills
3. Adequate knowledge of student psychology
4. Entrepreneurial skills
5. Resource allocation skills
6. Competency in teaching
7. Politeness in behaviour
8. Mastery over the subject matter
9. Associating the teaching with the teaching aids required as per the nature of topic and subjects
10. Skills of introspection
11. Adopting the student centered approaches
12. Allowing the democratic climate in the classroom
13. Good public relations
14. Conducting written / oral / quiz tests well in time to ensure the achievements of the students that states perfect evaluation system.
15. Analyzing capability
16. Stress maintaining personality with patience

Teaching is considered an art. The concerned teachers try their level best to create conducive situations for the teaching learning process. At the same time, certain evaluation techniques are to be executed to assess the learning outcomes. In the present age, the advent of educational technology has proved to be a boon for education. The student centred approach, the massive call of educators, has been widely expanding throughout the world. A number of audio and video cassettes, open circuit TV, CCTV projectors, teaching through computers and satellite and distance education in the far-flunged areas are useful innovations to improve upon the coverage and quality of education. Case study analysis of company's live problems needs to be given to the students in abundance to tax their brain and for further brain storming

in groups. This will nurture their mental capabilities and will train them to manage conflicts in groups maintaining team spirit.

Certain suggestions can be implied to have fruitful results by applying innovative styles of teaching in management:

1. Teaching being an art, teacher's endeavour must be to educate the students in a planned manner to achieve the educational goals.
2. For effective teaching, a teacher must have mastery over the subject matter and wide use of teaching aids to be adopted to make teaching pleasant and joyable.
3. A democratic environment ensures better system and learning outcomes. A teacher must respect the answer and on the other hand, he should try to raise the problems and encourage the child to think over for suitable answers.
4. The teacher must be a good friend of the students. Efforts must be explored to make teaching child centered rather than teacher centered in the changing set-up.
5. During the course of teaching, the teacher must identify and give proper exposure to such students who possess original thinking and creativity.
6. To test the results of teaching, the teacher must conduct timely evaluation based on modern pattern and accord measures for feed back, remedial teaching is to be planned for the growth of students.
7. The teacher must employ the widest possible range of resources for learning, learning through nature and much emphasis on oral teaching-learning technique at primary level.
8. The teacher must have curiosity to undergo different types of orientation cum in-service courses to keep them abreast with latest devices and innovations with a view to enrich the experience.
9. The teacher must not mind the on-going criticism about the changing roles and responsibilities in the society. Moreover, he/she should be away from the materialistic world and be loyal and sincere towards this noble profession.
10. Teaching when made participatory, inviting innovative ideas with open informal discussion, encourages students to take up the opportunity in expressing their ideas. Such methods help in learning, listening and participating by students.

11. Case study application with an aptitude of industrial problem-solving will make students have an advantage of utilizing theoretical knowledge with practical inputs and having a first hand experience of work types, schedules, operations and information. This would call for regular and strong institute – industry interface, in which faculties and people from industry from different levels, will be acting as facilitators.
12. A diverse cultural educative community needs to be formulated that needs to expose and discuss different academic and societal issues among students formulated by academicians and corporate people.

Professional administrators have come to accept the need for deformatizing the educational system by adopting non-formal educational strategies. Deformatization of education system calls for the open interaction, more learning, sharing of ideas, generating novel and innovative ideas as well and having a common platform for the learners and teachers from all spheres.

Conclusion

Today's management education cannot be taught by classroom instruction only. This restriction needs a replacement by providing practical exposure to students by open informal group discussions, quizzes, live projects, case studies discussion, audio and video cassettes, open circuit TV, CCTV projectors, teaching through computers and satellite and distance education in the far-flung areas which are useful innovations to improve upon the coverage and quality of education. Beside this the evaluation pattern of the student may be designed in a feedback model that may guide the student improve on his/her strengths and weakness.