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61st All India Adult Education Conference Issue



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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 soft copy along with the CD (MS Word). Articles can be sent by E-mail at iaadelhi@gmail.com

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Editor's Note

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{ This issue contains invited papers for the All India Adult Education Conference held at Gandhigram Rural Institute-Deemed University, Gandhigram, Tamil Nadu on December 28-30, 2015 }

The Hon'ble President of India Shri Pranab Mukherjee in his speech on February 13, 2016 on the occasion of Presentation of Infosys Prize 2015 said that India is a young nation as by 2020 it is set to become the world's youngest country with 64 percent of its population in the working age group. This demographic potential offers India and its growing economy an extraordinary advantage that could significantly contribute to the country's GDP. This is important information for the country. However, the worrying point here is widespread illiteracy and lack of skills among the youths. As per 2011 Census the number of illiterates in the age group 15 and above was 25.76 crore out of which 9.08 crore were males and 16.68 crore were females. This number must have increased in the last four years due to increase in population. If we look into illiteracy in rural areas the scenario is much more precarious. The number of illiterates in rural areas was 20.97 crore out of which males were 7.40 crore while the females 13.57 crore. No development can take place in the country leaving a large section of the society and that is the precise reason inclusive growth is always insisted for advancement of any country. Hence, all our programmes need to be little more focused on women and rural areas. In fact, Indian planning gives a lot of importance to these areas but still a long way to go for full achievement.

Today a lot of importance is given to skill training programmes and all out efforts are taken by the government with the support of industries to make India a country with the most skilled manpower par excellence to other countries. All the institutions already existing in the area of skill training have been brought under a big network except Jan Shikshan Sansthan (formerly known as Shramik Vidyapeeths), an important skill training institutes funded by the Ministry of Human Resource Development, Department of School Education and Literacy which have proven record of success and long standing achievement in the past 49 years. The credit of these institutes is training less literate, neo-literates and persons with basic level of education with a nominal fee structure which anyone can afford. The skill training is imparted in a large number of assorted courses based on the interest and need of the clientele with a reasonable duration. Unless the Jan Shikshan Sansthan are brought under the broad network of skill training institutions,

a large section of youth population who has either no education or less education will be left out. In fact, this is the section which is engaged by market institutions/individuals in large number in the technical/vocational related work who in course of time claim to be technically/vocationally good to attend the work independently. In reality this section receives training under unqualified or less qualified persons with no standardized curriculum followed and at the end no certificate issued.

Hence, it is high time that either the Ministry of Human Resource Development takes necessary steps to bring these institutes to mainstream skill development with enhanced annual recurring grant or the Ministry of Skill Development and Entrepreneurship bring these institutes under its purview, increase annual grant and use them for promoting skill training to non-literates/less literate people.

Dr. V. Mohankumar

'How to Integrate Lifelong Learning, Skill Development, Empowerment and True Development of an Individual'

Lakshmidhar Mishra

I am grateful to IAEA and to its ever youthful and energetic President – Shri K.C. Choudhary for this rare opportunity and honour. I recall the happy memories of having been invited by IAEA on an earlier occasion to deliver Dr. Zakir Hussain Memorial Lecture on 'Education, Development and making of a whole being' at Bhopal on 26.05.1990 when I was the first servant of literacy as Director General, National Literacy Mission Authority and Joint Secretary in the Ministry of Human Resource Development. One quarter of a century has passed since then; there have been multiple social, political and economic changes of a far reaching dimension. IAEA has also entered its 75th year. On 2nd December, 2014, a group of adult education lovers including this humble self had assembled at IAEA premises at 17 B Indraprastha Estate, New Delhi to recollect and share the glorious scroll of historic events since IAEA was founded by Dr. Zakir Hussain, the trials and tribulations faced, the seminal contribution made in creation of a learning Society and the challenges to be faced ahead which often baffle one's imagination and vision. On this happy occasion I extend to all the distinguished adult educators who have assembled at Gandhigram Rural Institute, the venue of the 61st All India Adult Education Conference my greetings and felicitations. I also avail of this opportunity to offer my humble tribute to scores of creative thinkers, writers, artistes, social and educational activists – both who are alive and who are no more for their lifelong dedication and commitment to adult education.

It may be appropriate to start with an ancient adage which is also replete with wisdom and truth:

तस्मात् योगाय युज्यस्व
योगः कर्मसु कौशलम्

Keynote address delivered by Dr. Lakshmidhar Mishra in the 61st All India Adult Education Conference at GRI-Deemed University, Gandhigram, Tamil Nadu on December 28, 2015.

'Yoga is skill in action'

(Sloka 50 Canto II Shrimad Bhagavad Geeta)

In a literal sense, yoga is union. It means harmony of body and mind. It also means harmony with the divine law, becoming one with the divine life, by the containment of all outward going energies. It represents a rare state of equilibrium of human mind. To reach this, the self-joined with the self shall not be affected by pleasure or pain, desire or aversion or any of the pairs of the opposites between which untrained selves swing backwards and forwards like a pendulum. A true yogi is not attracted by the attractive nor repelled by the repellant, into which all desires flow as rivers flow into the ocean which is filled with water but remains unmoved – placid, serene and tranquil.

Let me illustrate an episode from my own life to establish the inter-connectivity between yoga and skill in action. This was November, 1964. I was an IAS Probationer at the Lal Bahadur Shastri National Academy of Administration along with 135 co-probationers. The occasion was the day of final horse riding test which was also a test for the coveted Director's gold medal – a test of one's physical stamina and equilibrium of mind. On account of my short stature (a height of 152 cm), I had genuine initial difficulties to climb up to the horse, hold the stirrup and to put myself firmly on the saddle. As days went by, I toughened my muscles and hardened my will power to completely master the art and the technique of horse riding. On the day of the final test we were required to cross a hurdle which is 6 ft. high while being on the horse back but without holding the stirrups. I instantly remembered Maharishi Mahesh Yogi's basic tenets of transcendental meditation i.e. concentrate on one and only one fixed object while performing a duty. This is like prince and warrior Arjuna telling Guru Dronacharya in response to a pointed question that he was able to see only a bird as his terminal object on the final day of the archery competition among the Pandava and the Kaurava princes. With this I could cross the hurdle as effortlessly as I could. I narrowly missed the Director's medal by one mark (I got 79 while the winner got 80) but the neat, orderly and flawless performance had earned accolades from the panel of judges who had assembled to decide the winner on the occasion.

I shall share with the distinguished audience a second real event to illustrate the strong link between high level of cognitive skills of human mind with its physical capacity to deliver the end product with uncanny speed and

with clocklike precision. The year was May, 1999. I was then Union Labour Secretary, the 35th year in my service career. I was deputed by Government of India to visit Federal Republic of Germany (FRG) to make a detailed presentation before the Minister, Labour, FRG on the steps taken by Govt. of India on elimination of child labour and rehabilitation of children who have been withdrawn from work through education, nutrition and skill training. After the presentation which was very well received, I was invited by the Government of FRG for visiting the Bavarian Motor Works (BMW) plant at Bavaria. At the plant I watched the process of dismantling and re-assembly of body parts of BMW car which is internationally acclaimed for the highest level of standardization and quality control. The whole process of dismantling and reassembly was completed in an incredibly short time with uncanny precision and deft application of mind, nothing short of a marvel.

How was this possible? It was possible on account of a very high level of cognitive skill acquired by the craftsman concerned together with a remarkable physical capacity to fix the right body parts at the right place with clocklike precision. The whole process could be attributed to (a) very high level of functional literacy in FRG (b) high quality of craftsmen training which makes possible the integration of lifelong learning with acquisition and application of skills (c) a conducive work environment with recognition of the importance of human element in industry-the recognition of dignity and creativity of the human entity at the work place.

A couple of years earlier (1990-91 to be precise) as DG, NLMA/JS in MHRD, I had witnessed in course of my visit to a couple of craft schools in Sweden the vital link between lifelong learning, skill training and the remarkable level of agility with which skills acquired in craft schools are translated to action.

The same level of high quality performance has been found in countries like South Korea, Australia, New Zealand, China & Japan and in cities like Hong Kong, Sanghai & Singapore. These are all fast changing knowledge economies which have been able to introduce all the core competencies among the learners in the society. Additionally (a) there is both a comprehensive plan for lifelong education as also for skill training (b) a clear complementarities between physical capital and human capital has been established and (c) policy, structure and mechanisms are in place for harnessing the findings of scientific and technological research for the benefit of the deprived sections of the society in general and in the larger interest of nation building in particular.

Not so, however, in India where (a) 95 PC of the 487 million + workforce is unskilled (b) there is no plan as yet for establishing an integration between lifelong learning and skill training and (c) the findings of scientific and technological research are yet to be fully harnessed for the benefit of the deprived sections of society. Successive national policies, plans and programmes have failed to perceive, internalize and translate to action the vital link between functional literacy and numeracy, lifelong learning and skill training. Consequently, those who are not literate and numerate have, generally speaking, low levels of skills (although there may be exceptions) and even those who are products of ITIs and Polytechnics have low educational levels.

Broadly speaking, skills have two connotations namely social skills and economic skills.

Social skills centre round attributes of human nature which are mind boggling. To understand these attributes, it is necessary to divide the cycle of human life into four parts namely:

- ◆ Childhood;
- ◆ Adolescence or youth;
- ◆ Adulthood;
- ◆ Old age.

Social skills of a child, the flowers of home and the finest human resource begin at home only. As it is said in the Hindu scriptures, 'a child is to be reared with love and affection till he is five years of age, he/she is required to be disciplined till he/she is ten years of age and is to be treated as a friend once he/she has attained sixteen years'.

If the parents, teachers, brothers and sisters, friends and well-wishers inculcate in the child the right social skills at the most tender, formative and impressionable stage in the cycle of life, the latter will learn to trust the world around him, would develop self-confidence, together with a spirit of inquisitiveness and exploration would make and do practical things while taking new initiatives. This will enable the petals of childhood to blossom to the flowers of youth and manhood to the full bloom.

The social skills in adolescence and adulthood will be somewhat different and unpredictable. In adolescence, as Erickson, the Danish born

psychoanalyst puts it there is a crisis of identity versus role confusion. The crisis centres round the young person's sense of certainty versus uncertainty about who he/she is. Very often, the adolescent is unable to develop the kind of positive identity as there is a negative identity thrust on him/her from outside.

For the adult, who represents the most productive and reproductive phase of human life, the conflict is between intimacy and isolation. Intimacy is a sense of emotional closeness. It develops between friends, peers, soldiers in the army, navy and air force (as they are committed to a common cause), husband and wife whereas isolation occurs where there is a conflict of interest or conflicting emotions which are quite normal and natural.

Old age follows adulthood when there is a detached concern with life itself. When an elderly person looks back on life and its achievements with a sense of fulfillment, he experiences for the first time a sense of identity. In sharp contrast, there would be despair when he feels that he has led a life of missed opportunities and that it is too late to start life afresh and accomplish what is left out.

In essence, social skills relate to the capacity of an individual to act and react in relation to fellow beings in a decent and dignified manner. This country belongs equally to people of plurality of faiths and belief systems, cultures and languages. It prohibits any form and manner of dominance – religious, ethnic, cultural, legal or moral of any one faith or belief or culture over another. The essence of secular thought and value system lies in the fact that there is no need for any kind of conformity of faith, belief, culture, food/diet, dress or language to qualify as a fully equal Indian citizen.

Social skills thus basically relate to skills of tolerance or adjustment with fellow beings in society with or without any commonality or identity of interest. Such adjustment or tolerance is necessary as no two human beings are alike. They are born, live and grow differently; they think, perceive, act and react differently. Difference which is the bedrock of creation can only be harmonized; it cannot be wiped out. Adjustment is the other name for this process of harmonization. Developing a genuine respect for dissent is yet another name for such adjustment.

Imbibing and assimilating such a culture of respect for or tolerance of dissent without, however, compromising with ones fundamentals is extremely

relevant in a world torn by a lot of strife, discord and artificial division on the basis of language, culture, religion and ethnicity. Such a culture will be reflective of large heartedness of one individual for another with whom he has disagreement but no malice or ill will.

While on the subject of respect for or tolerance of dissent, I am reminded of a story from Atharva Veda. The inquisitive disciples ask the Sage 'O Rishibar! What is the creative form in which numerous people on our earth manifest themselves'? The Rishi gives the reply, 'People living on this planet belong to different caste, creed, colour, language and religion'. The disciples ask the Rishi once again out of curiosity, 'If such is the scale of difference of beings, how is unity possible'? The Rishi gives the reply 'Yes, unity amidst diversity is possible only through respect for and tolerance of dissent'. He exhorts his disciples to observe one more additional tenet through which unity amidst diversity will be possible. That is: when women and men converse with each other, they must not utter words which are offensive but full of genuine sweetness.

These words were spoken thousands of years ago but continue to be as relevant today as they were then. There was a time when we used to say 'everybody and every material object on earth will disappear but the earth will remain'. Today, in our unbridled craze and acquisitive instinct to exploit mother earth beyond limits we have not only heightened the prospects of mother earth being extinct along with the entire human race but have also offended Bapu who had once said, 'Mother earth gives us everything that we need but not enough to meet our greed'. As far as speaking to others with genuine sweetness is concerned, the increasing incidence of road-rage in the streets of Delhi to which I am an eyewitness, the instinctive indulgence in a shooting spree and sporting with human blood and the venom of communal hatred which is sprouted when human beings belonging to two different communities act and reach to each other only goes to prove how prophetic were the words of our ancient seers. This is how the current generation has perfected destructive social skills to an extent which may eventually lead to annihilation of human race.

The economic component of skills relates it to employability of the job seeker. Precisely defined, employability is the endowment and capacity of a job seeker to get a job of his/her choice in the labour market. Such endowment and capacity together are known as skill and the process of development of such skills is known as skill training. It includes acquisition of new skills as

well as refinement and sharpening of the existing skills with a view to upgrading them. Both the components of skill development together contribute to the employability of an individual and sustainable development of an enterprise.

Skill development is, therefore, crucial to employability. This is, however, not the same as or co-terminus with employment. Employability may lead to employment but not in a straight-jacketed or a linear fashion. In any case, skill training and employability must precede employment. Besides, adaptability of any technology and putting it to use would involve use of skills. Additionally and amongst other factors, it contributes to production and productivity and through these to (a) Gross Domestic Product (GDP) rate of growth of enterprises and (b) GDP rate of growth of the national economy. Indirectly, it will facilitate harnessing the findings of scientific and technological research for the economic benefit of all sections but in particular of the deprived ones.

In the context of skill training for new skill formation and existing skills up-gradation we have a few needs as well as dilemmas.

In the context of emergence of Liberalization, Privatization and Globalization (LPG) syndrome we would certainly need to make ourselves more productive and competitive. Secondly, since an informal economy (which is a direct offshoot of the LPG syndrome) is associated with low skill, low wage, low income and low social protection and not conducive to health, safety and well-being of workers, it is necessary to promote through skill training, a quick transition from the informal to the formal sector of the economy.

Our dilemmas are as under:

- ◆ There is heightened competition between the domestic and the foreign economy even though there is always no level playing field in such competition between two unequal rivals;
- ◆ Sweeping changes are taking place in the economy, at the workplace and in employment relationship which is mostly a-typical or a-symmetrical;
- ◆ We need to maintain employability and productive efficiency of a huge labour force numbering 487 million.

- ◆ Annually 12.08 million workers are entering the labour market not always with the best of education and skill training with the inevitable consequence of being repulsed by the market; they would go on adding to the ranks of informal sector workers;
- ◆ This is a tough challenge as there are too many forces at work with too many competing claims and cooperation and collaboration between these forces are always not forthcoming.

The net result which emerges as a synthesis of our needs and dilemmas are:

- ◆ On account of stiff competition our workers have no option and discretion except to be better skilled, better trained and better endowed;
- ◆ If they do not do this, they will eventually perish.

Different constructive skills are needed for different jobs available at different sectors of the economy at different points of time in the labour market and with different stake holders such as public, private and local self-governing bodies. These are:

- ◆ Technical skills are needed for particular trades (garment making, engineering, automobile, electronic, fabrication and services);
- ◆ Transaction of business in shop skills (body language characterized by civility and courtesy, social communication, capacity to adjust to a changing work environment);
- ◆ Computer literacy skills (these are needed in all modern white collar avocations);
- ◆ Quality management skills (conservation of energy, avoidance of leakage and wastage, observance of workplace safety by pre-empting accidents, the extent by which the quality of the product conforms to the norms of standardization, precision and quality control);
- ◆ Entrepreneurial skills i.e. ability to bring about a meaningful coordination between land, labour and capital for creating a new enterprise, ability to face teething problems at the infancy thereof and eventually overcoming them to kick-off the enterprise;
- ◆ Managerial skills i.e. ability to manage the day-to-day affairs of an enterprise encompassing management of human, material and financial resources;

- ◆ Supervisory skills i.e. ability to oversee the affairs of an enterprise including exercise of continuous vigilance to ensure economies of scale, timeliness in delivery, professionalism in meeting customer's satisfaction in terms of post delivery services etc.

A worker in addition to being an employee (both wage employed and self-employed) is also a human being and a citizen. He is also a consumer in addition to being a producer. The skills required for being a productive human being, a citizen, a producer and a consumer are:

- ◆ Life skills;
- ◆ Cognitive, affective and psychomotor skills;
- ◆ Communication skills;
- ◆ Attitudinal and behavioural skills resting on empathy and sensitivity;
- ◆ Survival skills;
- ◆ Leadership skills.

These may be enumerated as under:

I. Life skills

A set of life skills as brought out by Remedia Trust Foundation by way of interaction with 57 NGOs (which was supported by UNESCO in 2001) are self-awareness, empathy, critical and creative thinking, decision making and problem solving, coping with stress and strain, effective communication and inter-personal relations, spatial orientation etc.

II. Cognitive skills

This represents the basic capacity to learn. Learning implies thinking, reflecting, questioning, introspection and analysis. The attributes of learning as enunciated in Shrimad Bhagavat Geeta are:

‘तत् विद्धि षण्णिपातेन परिप्रश्नेन सेवया’

‘You learn by discipleness, by investigation/inquisitiveness and by service’.

(Shrimad Bhagvat Geeta, Fourth Canto, Sloka 34)

It implies that nuances of certain lessons are imbibed and assimilated best by the learner only after he/she has questioned the rationale of what is

taught instead of meekly acquiescing what is taught and has satisfied himself/herself that the lesson to be learnt is of interest and relevance to the life of the learner.

III. Affective skills

This refers to behavioural skills which imply the following:

- Establishing correct relationship between self and peers, self and elder members;
- Caring for others like and unlike oneself who are in genuine need/distress;
- Developing empathy for others i.e. 'Do unto others as you would like to do unto yourselves';
- Grappling with problems, constraints and challenges of life and overcoming them with strength, courage and self-confidence.

IV. Psycho-motor skills

This refers basically to psychomotor coordination which is essential for carrying out certain activities like:

- Driving;
- Acting on the stage;
- Playing any game (to illustrate, maintaining a balanced coordination between hand, foot and ground as in cricket is an important psycho-motor skill);
- Public speaking.

Without such psycho-motor coordination, different components of an activity will not gel; they will be disjointed and the desired result will not be produced.

V. Communication skills

Communication is basically a bridge between the sender and the receiver. While communicating, the sender is expected to inform, equip, inspire and motivate the receiver. Two way communication rests on trust, openness, credibility and transparency; it involves the basic skills of speaking as well as listening. Patient listening implies giving thoughtful attention as also by

opening the third inner ear to the feelings of the person at the other end like music behind words. Effective communication as a two way communication process implies:

- Being clear about the purpose of communication;
- Understanding the effect which would eventually result from such communication;
- Communicating what one has to say simply, clearly, forcefully and concisely using the most appropriate words and methods. Good communication makes everyone in the organization feel that he/she is a partner in a common enterprise. This leads to an emotive bond which binds everyone in the organization together.

VI. Leadership skills

Leaders provide the direction and insight which contributes to the prosperity of an enterprise. Leadership skill is a cumulative product of a number of other skills such as life skills, communication skills, and survival skills, entrepreneurial, managerial and supervisory skills.

VII. Survival skills

It implies the capacity to survive in the midst of a difficult geographical terrain and difficult climate and weather characterized by extreme heat and humidity (like the art of storing green vegetables in the desert districts of Barmer, Jaisalmer, Jalore, Sikar, Jhunjhunu, Bikaner and Jodhpur in Rajasthan). It also implies the art and technique of surviving in the midst of most difficult situations and human beings (non-cooperative, indifferent and hostile) as also the most difficult work environment (unclean, unhygienic and unsafe due to exposure to too much of dust, heat, fume, noise, gaseous, poisonous and toxic substances).

VIII. Attitudinal and behavioural skills

Very recently on the first anniversary of Swachh Bharat Abhiyan the Prime Minister emphasized the importance of attitudinal and behavioural skills. According to him, right attitudes hold the key to right behaviour and the right behaviour holds the key to the success of any programme. If by our attitude, we want to go in for a clean India this will be reflected in our behaviour and clean India will eventually emerge.

Skills – be they social or economic rest on certain principles and it will be unwise to delink the two. This could be illustrated by a few examples.

First: One of the factors which contributes to existence of child labour in India (the largest number in the world) is the theory of transfer of intergenerational skills. This basically implies that children learn best from their parental occupations when they are young. This is a myth and I would like to dispel this by affirming and re-affirming that the son of a carpenter is not required or destined to be a carpenter; the son of a blacksmith is not meant to be a blacksmith. In both the cases, the children have infinite possibilities and potentialities which need to be harnessed so that they may go beyond the traditional boundaries of a caste based occupation and carve out a career and decent livelihood of their choice.

Second: Women according to popular notion, are meant for performing certain tasks or discharging certain responsibilities like household chores, de-weeding and transplanting in agriculture, changing the side of raw bricks in the sun for even drying in a brick kiln, selling milk, fruits, fish and flowers etc. in the local market, carrying head loads for sale of commodities etc. This is also a myth or terrible mind-set of men. Women without doubt or dispute are more hard working, dexterous, imaginative and resourceful and are capable of doing what men can do even better. It will be a travesty of reason to subject them to accept rather helplessly what men consider to be their assigned tasks in a traditional society.

Third: One may commit a cold-blooded murder either on mere suspicion or out of hatred or vendetta but nothing would justify such an act even though they may be performed in a highly skilled manner.

It is important that we dissect ourselves, our own thinking, reasoning and analysis and be our own informed and dispassionate critic before we judge others through a tainted glass. This is the only way to dissect our own follies and weaknesses with all humility and learn to connect them before it is too late.

Humility is the much needed affective skill which like love will enable us to go into the depths of the reality of life while vanity, arrogance and ego hassles would make us blind to all the good things and reality of life. This is how it has been aptly said, 'vanity is the name of vampire'.

It may be pertinent to ask us to how lifelong learning is considered crucial to success of skill training programmes. A combination of skill training and lifelong learning would undoubtedly unleash a new energy and create a workforce which will be an asset to the enterprise and the nation. Such a combination or integration will have several built-in-advantages such as:

- Skill training programmes envisage preparation of a number of pamphlets, handbooks, advisories etc. covering (a) the Knitty Gritty of the manufacturing process (b) description of tools, equipments and spare parts of a machine and (c) standardization, precision and quality control devices and (d) how to attend a crisis situation when a machinery has broken down or there is leakage of deadly gas with possibility of an impending disaster. Those who are functionally literate will be able to go through these materials, comprehend them and act on them; they will be able to grapple with and overcome the crisis situation better;
- Skill training programmes involve a number of drawings with numerical dimensions (length, breadth, height, tensile strength, permeability etc.). Those who are functionally literate will be able to understand and internalize the shape, size and colour of various objects which form part of training; they will be able to do the mathematical calculations accurately and apply them with equal accuracy;
- Skill training programmes have both the components of employability as well as actual placement in a job (employment). For the latter, a strong level of general and social awareness, understanding and internalizing complex situations, peculiarities and complexities of certain operations and strength, courage and self-confidence to face these situations or to deal with these complexities will be necessary. It may be difficult to acquire the desired level of awareness, understanding, maturity and sensibility without being functionally literate and without pursuing lifelong learning;
- Easy access to a wide range of information of interest and relevance to the lives of learners-cum-workers/trainees is a must. Such information will have to be put to use in day-to-day real life situations to ensure avoidance of wastage and leakage of resources and better preventive maintenance. This can also be harnessed for import

substitution and saving scarce foreign exchange. Such access will be easy for those who are functionally literate and numerate and who through lifelong learning have been able to develop the desired levels of imagination, perception, ingenuity, creativity and resourcefulness.

As empirical studies have shown, such integration would also empower the working class to withstand the market forces which are aggressively selfish, acquisitive and ruthlessly competitive and sometimes exploitative. Implementation of Prime Minister's Shram Award Scheme in the Ministry of Labour and Employment over the last few decades has demonstrated the effectiveness of this combination or integration.

Conversely, if levels of general education are low or below the expected minimum, the skill levels will be correspondingly low and will not contribute to high production and productivity.

It has been found that workers of corporate enterprises who are literate and numerate, who have the urge and aspiration to rise to academic as well as professional heights and who strive to reach those heights acquire an extra-ordinary wherewithal through which they succeed in (a) better preventive maintenance (b) saving scarce foreign exchange by going in for more of import substitution and (c) saving precious human lives by pre-empting accidents. Such workers are usually considered for the PM's awards.

It may be useful to simultaneously ask and find out the reason as to why skill training and vocational skill training in particular has assumed so much of importance in our scheme of priorities all of a sudden. I am particularly prompted to put this question as when I mooted the idea of constitution of a Skill Development Fund on my return from FRG in May, 1999 I was at a loss to understand as to why there were no takers and why I was left isolated. It was not as if that there was anything insensible or impractical in the idea but perhaps the times were not opportune for its acceptance and implementation. To my wonder of wonders, after ten years or so, the idea has not only been accepted but implemented and a National Skill Development Corporation with a Board and a hundred percent government funded Skill Development Fund are the two redeeming features of the new Skill Development Policy of Government of India since 2008-09 which has

been reinvented and redesigned on July 15, 2015 by the Hon'ble Prime Minister.

The reasons behind this new found love for skill development and training are many. To start with, skill development and training enhance labour productivity even with existing technology. It is universally acknowledged that labour productivity is a necessary pre-condition for raising living standards of both wage and non-wage workers. It has further been acknowledged that potential for better wages of workers and remunerative income of the self-employed and living standards of the working poor (both rural and urban) increases *pari passu* with increased productivity of labour.

There is a spin-off effect of higher wages and incomes as a result of increase in productivity. Higher the income, greater will be the aggregate effective demand for goods and services produced in both informal and formal sectors stimulating investment and high GDP rate of growth.

Conversely, higher the GDP rate of growth, higher will be the surplus amount available for education, health, nutrition, child survival, protection and development and greater the scope for investment in these human resource activities and greater will be the perceived and felt need for skill training.

Empirical studies have shown that it will be possible for the fruits and benefits of a high GDP rate of growth to percolate equitably to all sections of the society including the working class only if they were literate, educated and skilled and are able to bargain for, absorb and assimilate these fruits and benefits. These studies have further revealed that the impressive rate of growth achieved in ten years between 1993-94 and 2004-05 have bypassed an overwhelming majority of India's population comprising Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Caste (OBC), Muslim minorities who were left either illiterate or were without primary education. These groups emerge as a coalition of socially discriminated, educationally deprived and economically below the poverty line population. This is borne out from the following table:

Table - I

Educational Level	Number of Persons			Percentage of distribution		
	1993-94	1999-2000	2004-05	1993-94	1999-2000	2004-05
Illiterate	443.89	447.96	432.00	49.69	44.62	39.59
Below Primary	159.83	184.42	197.16	17.89	18.37	18.07
Primary	103.62	119.87	150.83	11.60	11.94	13.82
Middle	85.89	113.70	137.37	9.62	11.32	12.59
Secondary	50.73	67.77	76.42	5.68	6.75	7.00
Higher Secondary	25.75	34.97	53.50	2.88	3.48	4.90
Graduate & above	23.59	34.10	44.00	2.64	3.40	4.03

Source: 61st Round of NSSO Survey

There is yet another table reflecting the findings of 61st Round of National Sample Survey Organization (NSSO) in terms of educational achievement of workers, their distribution amongst workers, those who are unemployed and out of labour force in 2004-05.

Table - II

Levels of Education	Workers	Unemployed	Out of Labour Force	Total Population age wise (percentage) (7-15 yrs)
Illiterate	38.77	7.59	36.38	37.32
Below Primary	10.93	5.06	8.26	9.84
Primary	13.74	9.11	11.50	12.83
Middle School	15.47	18.87	17.20	16.16
Secondary	8.75	17.55	12.86	10.42
Higher Secondary	6.17	19.77	8.75	7.36

Source: 61st Round of NSSO Survey

Some of the disquieting features emanating from the findings of NSSO study could be listed as under:

- Overall educational standard of population in general and that of the working class population in India is poor.
- Despite a wide network of technical educational institutions in the country, percentage of population with technical education is very low.

- Only 1.5% of the total population and 2.5% of population of 15 years and above is reported to have received any kind of formal technical education.
- The percentage of women to have received technical education is even lower than 1.5%.
- The growth rate of diploma/certificate level education compared to the degree level technical education has declined by 1.3% between 1999-2000 and 2004-05.
- The rate of unemployment among educated youth in the last couple of decades has been constantly on the rise.
- Out of 33 million (approx) youth who received some vocational training, more than 18 million possess low levels of skills as their general educational achievement levels are below middle level.
- More than 75 million youth with secondary or even higher levels of general education (which includes 13 million graduate youth) are not reported to have received any vocational training.

It is regrettable but true that the levels of vocational skills in the labour force in India compare poorly with the position in other countries. Only 5% of the Indian labour force in 20 – 24 age group has got some vocational skills, howsoever inadequate. The percentage in industrial countries is much higher varying between 60% to 80% except for Italy where it is 44%. The percentage for South Korea which has recently been categorized as an industrialized country is exceptionally high at 96%. As a member of the high level ILO tripartite delegation led by Mr. Kari Tapiola, former Executive Director, ILO to Seoul in 1997-98, I had seen in my own eyes how the highly educated and skilled workforce in that country could erect structures which represented a marvelous combination of physical safety (of structures) with remarkable aesthetics or sense of beauty and functional utility.

The poor quality of general education, irrelevant curriculum, poor teaching learning environment, poor quality of teacher's training, low level of parental and learner motivation, high levels of drop-outs right from primary to elementary, elementary to secondary and from secondary to higher secondary levels, low levels of retention and participation and equally low levels of achievement of proficiency in mother tongue, arithmetic, sciences and environment studies have no doubt contributed to this regrettable phenomenon.

An important silver lining amidst so many grey areas is that India has

the single largest young population in the whole world (35% of Indians are below 15 years of age while 18% fall within the age group of 15 – 24 years) with a median age of 24 years. This is a favourable demographic dividend which is likely to continue till 2040 which can be an important instrument for harnessing India's economic potential. If this trend continues and if the skill training programmes are successfully implemented as envisioned in the new national skill development policy (15.07.15), India might emerge as a hub for supply of knowledge workers and skilled professionals to the western economies which are estimated to face a shortfall of 39 million skilled workforce by 2020 and who also have a demographic disadvantage in as much as the elderly in those economies far outweigh the young.

This demographic dividend is neutralized when it is found that out of total estimated number of Indian children in 6 – 13 age group i.e. 204.01 million, 60.41 lakh children are estimated to be out of school (National Sample Survey conducted in September, 2014 by Social and Rural Research Institute, a specialist unit of IMRB International).

These children may be divided into the following categories:

- Children who have never been enrolled in any school recognized under the Right to Education (RTE), 2009;
- Children have been enrolled, their names are in the school register but they have not been attending the school;
- Children who have dropped out after completing some studies, have crossed childhood, have grown up to be adolescents and adults and have remained illiterate.

Regardless of the factors which may have contributed to the out-of-school children phenomenon, this represents a colossal waste of precious human resource. They are not only an accretion year after year to the growing ranks of illiterates (350 million in India, the single largest number of illiterates in the whole world), but will remain cut off from the world of information, communication, modernization, innovation and competition for a long time.

While efforts are being made at various levels to identify and mobilize these children, impart them a special training as provided u/s 4 of RTE Act and admit them into age appropriate classes, these have not produced the desired results. Consequently, many of the out-of-school children are forced to enter the informal/unorganized sector for sheer biological survival. Many of them accompany their migrant parents to a destination point work site

and remain primary victims of educational deprivation. The destination States do not appear to be much concerned about their remaining cut off from the educational mainstream. Their skills and competencies also remain both underdeveloped and untapped as they get trained under low skilled and low literate supervisors.

Out-of-school children should, therefore, constitute a prioritized target group in terms of both education and skill training programmes, the other three target groups being:

- Those who are entering the labour market for the first time (12.08 million annually);
- Those who are employed in the organized sector (26.0 million);
- Those who are working in the informal/unorganized sector (433 million).

Informal sector workers are those who do not have any job security, income security, social security and benefits are, therefore extremely vulnerable; they work and live in a low skill, low wage and low social security milieu. The sector is vast, has numerous categories and sub-categories of workers with low educational and skill levels but is continuously growing. It contributes 60% of the country's GDP and accounts for an overwhelming percent of country's total employment (although bulk of it is self-employment followed by casual employment which is of poor quality). Considering the importance of the sector Chapter 5 of the National Policy on Skill Development (2009) (which has since been replaced by a new policy w.e.f. 15.07.15) has been devoted exclusively to skill development of workers in the unorganized sector. It has rightly recognized that if the skill base of the workers in the sector is strengthened it will lead to higher productivity, better working conditions, better observance of labour rights, better social protection and better living standards.

The National Policy on Skill Development has identified the following target groups in the unorganized sector in need of skill training:

- Own account workers (self-employed);
- Unpaid family workers;
- Casual employees;
- Home workers;
- Migrant workers;
- Out-of-school youth;

- Adults in need of skills;
- Farmers and artisans in rural areas.

The last category i.e. farmers and rural artisans is very large and an important one. As far as rural artisans are concerned, they at one point of time were the pride of India; by the power of their fingers and brush they could infuse life into the inanimate. I recall what I had seen in my own eyes while touring Uttarakhand in early 80s as Director General (Labour Welfare) (Uttarakhand was a part of undivided UP then). The floral motifs carved out on the walls of households by the artisans could be the feasts for the eyes of mankind. The same skills obtain in Raghurajpur village in Puri district of Odisha where I was ADM in the latter half of 60s. There are stone cutters and patta painters who can recreate objects and episodes of history and puranas by the sheer dexterity of their fingers and brush and leave for posterity specimens of indescribable beauty. The same could be said about the handicrafts of many other states such as Tamil Nadu, Karnataka, West Bengal, Andhra Pradesh, Bihar, UP and Rajasthan. As it has been very appropriately said, 'A thing of beauty is a joy forever'. Centuries of foreign invasion, the instinctive annihilation of objects of beauty by the predators and various other economic compulsions has deskilled these artisans, converted them to landless agricultural labourers and led to the decline of arts and crafts professed and mastered by them. It is time that the source which gave birth to these numerous forms of arts and crafts is identified state-wise, district-wise, taluk/block-wise, GP wise and village-wise, the information (like Dr. Jagannath Prasad Das's Patta paintings of Odisha) is collected, compiled and stored in archives and a package approach encompassing identification of master craftsmen, designing an appropriate training curriculum, imparting training by the master craftsmen, enabling the craftsmen after training their easy and smooth access to raw materials, credit, technology and market so that the infinitely beautiful ancient arts and crafts can be revived, with full state patronage, provide economic empowerment to the artisans and promote tourism on a large scale.

While all these efforts should undoubtedly be given a pride of place in skill development and training in the national policy and programme of action, the million dollar question which remains to be answered is how do we inspire and motivate workers in general who had some skill at one point of time but who are now deskilled and workers in the informal sector in particular to go in for skill training? Who are to be chosen as their skill providers? Who will evaluate the content, process, quality and impact of training? Who will

be the certifying agency? How to ensure that those who have received some modicum of training have really become employable? How to establish an effective interface between employability and actual employment? These and many other related questions are likely to arise as we proceed further.

One thing stands out clearly that these workers in the informal sector may not immediately perceive the need for further skill acquisition at all. They may have been lulled to a false sense of complacency that as long as they have two bare hands they should be able to put in some efforts earn some wage/income and maintain a livelihood, howsoever fragile, it may sound. They may have no idea as to where to go even if new skills are seen necessary to be acquired. Besides, training duration may be long and any time off from the productive work would entail loss of daily earnings which most cannot afford unless there is a scheme for compensating the opportunity cost of such training.

Equally problematic is the motivation on the part of those who are undergoing skill training in some form or the other to go in for higher education. The long duration, inconvenient timing of classes, the curriculum not being attuned to individual preferences and interests and the heavy burden/liability of the family (if they are married and have a family) are some of the possible factors which inhibit skilled workers to go in for higher education.

Motivation becomes sustainable when it is self-propelled and self-driven. But where it is not possible to make motivation self-propelled and self-driven external interventions appear to be absolutely necessary and unavoidable. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) formally launched by the Hon'ble Prime Minister in 2014-15 provides one such external stimulant to skill formation and skill upgradation on a nationwide scale. The Process Manual developed by the National Skill Development Corporation under the PMKVY seeks to make skill training demand driven exactly the way a demand driven strategy was adopted in 90s under Rastriya Saaksharta Mission when I was DG, NLMA/JS in MHRD. Under the PMKVY, there will be Skill Development Mission in each State. As a part of the demand driven strategy, the State Skill Development Mission (SSDM) will have a calendar of Kaushal Melas in the State preferably at the level of each Parliamentary Constituency. While there will be uniformity of messaging for the Kaushal Mela at the level of National Skill Development Corporation, a standardized advertisement campaign will be conducted in the regional language with focus on target group(s). In organizing the Kaushal Melas, the State Skill Development

Missions are required to adopt a camp based approach for disseminating information about various skill training options, outline possible career paths and income generation potential of each skill to be covered in the programme. The PMKVY also envisages Skill Yatras to generate awareness in the hinterlands and include live demonstration of skills in mobile vans/buses/centers. The PMKVY has also emphasized the need for multi-media campaign including radio jingles, print and TV advertisements, posters, brochures etc. It further envisages that soft copies of poster templates and messaging to be used will be available on PMKVY Scheme website for usage by the training providers. It has entrusted the responsibility to run national level campaigns in radio, print and TV advertisements to National Skill Development Corporation.

There are a number of interesting and innovative features in PMKVY. These are:

- Identification of ten key stakeholders;
- Identification of institutional mechanisms for implementation of PMKVY;
- Identification of components of preparatory phase;
- Identification of components and sub-components of operation phase such as:
 - Target allocation;
 - Mobilization;
 - Marketing promotion, messaging and logo usages;
 - Enrolment;
 - Training;
 - Assessment;
 - Certification;
 - Reward disbursement;
 - Mentoring support to the trained candidates.

To generate and sustain interest and not to drop out at any stage in the minds of the trainees selected to undergo training in a particular skill/trade, PMKVY has introduced a scheme of monetary rewards for the trainees. The reward amount would be fixed after taking into account the cost of training, willingness of trainees and other relevant considerations. Higher incentives have been fixed for training in manufacturing, construction and plumbing sectors. The reward amount will be transferred directly to the

trainee's bank account. Aadhar number will be used for unique identification of each candidate.

Mentoring support is yet another significant component of PMKVY. Such support is meant for trainees who have successfully completed the programme and are in the process of looking for employment opportunities. Training providers will be responsible for identifying mentors who will support and guide trainees in the post-training phase. Such support includes (a) Career Guidance and Counselling (b) Connecting the Trainees who have completed training to employment opportunities and (c) Tracking Trainees in the post training phase.

PMKVY provides that trainees with prior experience or skills and competencies will be assessed (recognition of prior learning) but does not attach any importance to the quest for lifelong training side by side with skill training. Those of us who have been in the field of adult education for years do recognize that (a) learning is a continuum (b) there is scope for synergizing lifelong learning, skill training and employability of youth and (c) necessary opportunities and incentives should be extended to all persons undergoing skill training or in employment after skill training so that they can fulfill their desire for acquiring higher qualifications and make use of the same in the larger national interest. This is elaborated in the subsequent paragraphs.

Synergizing lifelong learning, skill training and employability of youth

What is lifelong learning?

The concept of lifelong learning implies that learning is a continuum which occurs every day, week, month and year. It is a gradual and sequential process in which everybody learns albeit step by step. Lifelong learning cannot be compartmentalized in terms of a temporal division of life into youth and old age.

The concept figured for the first time in a concise form as the very first recommendation of the report of the International Commission on Development of Education captioned 'Learning to be' authored by Mr. Edgar Faure. To quote from the body of the recommendation 'we propose lifelong education as the master concept for educational policies in the years to come for both developed and developing countries'.

The Report of the Second Education Commission (1964-66) popularly known as the Kothari Commission had observed that 'Education does not end with schooling but is a lifelong process'.

This observation was reiterated in the National Policy on Education in India, 1986. To quote from the text of that national document:

'Lifelong education is the observed goal of the educational process which pre-supposes 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'.

Dr. (Prof.) R.H. Dave, a distinguished scholar and educationist, an authority on evaluation of learning outcome and former Director, UNESCO Institute of Education, Hamburg (UIE) has in a UIE monograph brought out implications of lifelong education clearly, lucidly and forcefully with the help of a few illustrations as under:

- The learner develops an increasing awareness of the modern world, the changes occurring in all walks of life at a rapid pace, the phenomena of expansion and obsolescence of knowledge, changes in life roles as well as physiological conditions at different stages of life;
- He/she realizes that school education is only a first systematic step towards lifelong learning, certainly not the end;
- He/she develops an understanding of his personal responsibility for progress in life by acquiring new knowledge, skills and attitudes from time to time;
- The learner under a programme of lifelong education develops competence to profit from different learning strategies such as:
 - Learning under the guidance of a teacher;
 - Learning without a teacher;
 - Inter-learning in small groups;
 - Exchanging teacher learner roles in different situations.
- He/she develops basic learning skills such as purposeful reading, keen observation, listening with patience, comprehension, verbal and non-verbal communication;

- He/she simultaneously develops basic skills such as reasoning, critical thinking, interpretation, application, methods of scientific inquiry;
- Lifelong learning enables the learner to bring about an integration between school and out-of-school experience.

To sum up and as succinctly put by Dr. Malcolm S. Adiseshiah, former Deputy Director General, UNESCO and former Vice Chancellor, University of Madras, 'lifelong learning reaches out to all life because it is all of life. There is no sector of life, whether it be the family, the school, the university, the business, the office, the class, the firm, the factory, the temple, mosque or church, the hospital, the cinema or any other recreation hall, where the effort to learn, training and develop is not possible. For all around us everywhere are lessons to be learned, knowledge to be garnered, information to be culled and the personality to be developed in a subtle or obvious way'.

The implications and importance of lifelong learning have considerably changed in recent times due to a number of factors. In a technology driven knowledge based competitive economy, the landscape of learning is bound to change from basic rudimentary literacy to lifelong learning/education. Basically what is implied and what was clearly stated in Rastriya Saaksharta Mission document and now in Saakshar Bharat document, neo-literates coming out of adult literacy centres should continue learning and acquire equivalency to formal educational system.

Saakshar Bharat envisages that for equipping both non-literates and neo-literates with vocational skills to improve their living conditions, Jan Shikshan Sansthan (JSSs) will be institutionally networked with Adult Education Centres (AECs) so that they could impart skill development training as well as literacy linked vocational training.

This is how lifelong learning both conceptually and operationally has been recognized in Saakshar Bharat. It is a different matter that operationally speaking Lok Shiksha Kendras or AECs which were to be set up for every Gram Panchayat with a population of 5000 and which were to be the principal instrument for promoting lifelong learning have either not been set up as per the norm laid down or, wherever set up, they have miserably failed in discharging the mandate entrusted to them.

Synergy or convergence could be partly on an individual plane, partly on

an institutional plane but largely on an emotional plane. As far as institutional convergence is concerned, we have a set of lifelong learning/educational institutions as also skill training institutions at the national, State and district levels. Convergence between these institutions would depend on their spread and distribution, suitability of learners passing out from lifelong learning institutions and intending to join skill training institutions, the extent by which the functionaries in charge of these institutions have been able to understand and internalize the importance of convergence and how to promote the same. Interactivity between the functioning of the two institutions would mean:

- They must meet, get to know and understand each other and be able to establish an emotive bond which will be to their mutual benefit;
- In course of visits, they should be able to share ideas, information and experiences which are relevant to the target groups managed by them;
- They should be trained and equipped to study the aptitude of learners/students as to what they would like to pursue;
- They should continuously promote, encourage and exhort as also counsel the talented and aspiring learners/students to pursue advancement in their career and provide opportunities for the same;
- Simultaneous visits of students of lifelong learning institutions to skill training institutions and vice versa should also be organized;
- Quizzes, curtain raisers and interviews for promoting awareness of the importance of both lifelong learning and skill training should also be organized;
- Skill training should be integrated into the curriculum of training of teachers of lifelong learning institutions;
- Skill training should be integrated into the curriculum, course content and textual matters which are being used in lifelong learning institutions;
- Every teacher – alike in skill training as well as lifelong learning institution should be trained to inculcate in the mind of every learner/student the importance of the following life giving, life breathing and life saving skills:
 - Survival skills;
 - Communication skills;
 - Cognitive, effective and psychomotor skills;
 - Elementary vocational skills;
 - Leadership, attitudinal and behavioural skills.

I would like to conclude by referring to a seminal work captioned, 'Let My Country Awake' (1970) by Dr. Malcolm S. Adiseshiah and the distilled wisdom contained therein. 'Let my country awake' is the last line in Tagore's 'Where the mind is without fear' from an anthology of poems called Gitanjali or Song offering. It may be appropriate to reproduce the English translation of the full text 'where the mind is without fear' to enable us to appreciate the context from which Dr. Adiseshiah derived his inspiration and wisdom and the end objects which he had envisioned in 'Let my country awake':

'Where the mind is without fear and the head is held high;
 Where knowledge is free;
 Where the world has not been broken up into fragments by narrow
 domestic walls;
 Where words come from the depths of truth;
 Where tireless striving stretches its arms towards perfection;
 Where the clear stream of reason has not lost its way into the dreary
 desert sand of dead habit;
 Where the mind is led forward by thee into ever widening thought and
 action;
 Into that heaven of freedom, my father, let my country awake'.

'Let my country awake' was first published in 1970 when Dr. Adiseshiah was serving UNESCO. It is largely based on facts and ideas made by the author in course of his numerous speeches, statements and articles over almost a decade (1961-70).

The Preamble to UNESCO reads, 'If wars begin in the minds of men, it is in the minds of men that the foundations of peace will have to be laid'.

Keeping this seminal observation as a pole star before him, Dr. Adiseshiah has presented a number of seminal ideas or gems of truth in his work which in a summary form would look like as under:

- Development is the road to peace;
- Laying down a firm and lasting foundation (as in the Preamble to UNESCO) of peace, would primarily imply improving the lives of women, men and children everywhere;
- To achieve this, a universal realization of the importance of human factor in economic and social development is necessary;

- Simultaneous realization of the importance of moral and spiritual development is absolutely necessary;
- Simultaneous transformation of certain traditional concepts and attitudes is necessary in the context of a rapidly changing world;
- The approach to the role of education, science and culture in the development process has to be humanistic;
- Education which is key to human development should be seen as a lifelong learning and continuing process.

India needs to awaken itself to a realization of the immensity of human failures on all fronts as envisioned by the author in the following areas:

- The pledge which was to be redeemed as succinctly brought out by Pandit Jawaharlal Nehru in his 'Tryst with destiny' speech made on the midnight of 14th August, 1947 remains unfulfilled;
- There have been failures to agree, failures to change and failures to serve;
- Promises have been proven empty and declarations have rung false;
- Education is not a one way flow; it is a dialogue, a shared effort which rewards all who are engaged in it;
- Development like education is a mutuality requiring common purpose and struggle, not an intervention from without or exclusion from within;
- Man's life cannot be viewed like business of life as in economics in a narrow and restricted sense;
- Economics must take its place alongside ethics, aesthetics, psychology, jurisprudence, sociology, history, anthropology, linguistics and philosophy to make life meaningful;
- Simultaneously, the first test of development is by economic growth, which is primarily quantitative, essentially economic and basically measurable;
- A country whose standard of living is not rising, whose annual per capita income is not increasing is not meeting the first test of development;
- Change means adopting and adapting the ways of modern science and technology, it means being open to innovation and experimentation, developing intellectual flexibility and creativity; it means revising, discarding, and/or adapting traditional social moorings and accepted hypotheses;

- Development is growth plus change, not growth first and changes second. Growth also takes place through change just as change is a consequence of growth.

In the ultimate analysis, development is a form of humanism; its finality is the service of man, the finest and best in creation. It is as much moral and spiritual as it is material and practical. It is an expression of the wholeness of man serving his material needs of food, clothing and shelter and embodying his moral demands for peace, compassion and charity.

'Let my country awake' was written forty five years ago but the anxiety and concern which have been expressed therein under caption 'the crisis of man' continue to be as relevant even now as then (1970). There may have been radical shifts from an economy which was mixed, closed, inward looking to one which is open and outward looking over a period of last twenty five years (July 1991 to July 2015) with consequences – some positive and some not so positive but the basic dilemma as presented in the book remains unresolved i.e. there is no perceptible integration or balancing the material and practical with moral, ethical and spiritual. This has been compounded further by a few other developments which are neither pro-poor nor pro-gender nor pro-children as enumerated under the following heads:

I. Disintegration of the joint family system

Disintegration, division and atomization of the family structure has corroded the ties of the kindred, has separated parents from the children and has bred distrust between the spouses, between the young and the old. The old world values characterized by kindness and compassion, rapport and bonhomie have been replaced by rancor, jealousy, greed, intolerance, mindless hatred and violence. The elderly who will number 230 million by 2030 stand left out by the wayside on the ground that they represent a spent up force. The young who are wedded to money, property, career and ambition are growing more and more impatient, intolerant, aggressive, acquisitive and restless; they would also grow old but their mundane worldly desires characterized by lust for money and flesh grow younger day-by-day.

II. Pollution of public life

Public life is getting contaminated beyond comprehension. The old public life of 20s, 30s, 40s led by Bapu, the Father of the Nation and built on the

edifice of self-abnegation, sacrifice and dedication to a public cause like freedom from foreign yoke has been mired by more selfish, aggressive and acquisitive instincts resting on craftiness, manipulation, deception and fraud. The permissive and licentious milieu all around has been degraded further by the culture of sycophancy, nepotism and cornering unmerited benefits by a few at the cost of the many. This has been compounded further by the culture of mediocrity and sloppiness completely replacing the culture of meritocracy.

III. Government, governance and tenets thereof

Compliance with law made by Parliament – the temple of democracy is the first and foremost requirement of good governance. Such law(s) is required to be complied by multiple agencies – government, corporate enterprises, individuals, statutory bodies, courts, magistracy, police etc. Very often the law is flouted due to a variety of considerations by the vested interests – some open, some hidden and some not so transparent. This has consequences by deprivation of genuine and legitimate entitlement of persons who need protection of and equality before the law most.

Secondly, law is invariably interpreted in a manner which does not make the law beneficial for whom i.e. the poor, deprived, helpless and defenceless the law was enacted.

Thirdly, those who are left aggrieved or victimized on account of being denied their just and fair entitlements have nowhere to go for ventilation and redressal of their genuine grievances.

Fourthly, those who commit serious breach or transgression of the law are not pursued seriously; they are often willy-nilly allowed to escape scot free or with impunity as there is collusion between the law breakers and vested interests.

Fifthly, for the few perpetrators of a crime who are caught red handed, are brought to book and are awarded penalties, the entire process does not leave any perceptible impact as the penalty awarded is seldom proportionate to the severity of the offence committed.

Sixthly, the honest and upright who make sincere efforts to uphold the highest standards of probity, rectitude and orderliness in public life are

sometimes taken to task, driven to desperation and punished on mistaken beliefs or flawed assessment of their action, conduct and performance. This leads to footloose governance.

Dichotomy between material and spiritual development

As a free, resurgent and aspiring nation, we are keen and eager to establish our rightful place in the comity of nations while grappling with bewildering problems of poverty, unemployment, pervasive ignorance, illiteracy and low skills at home. Our government is moving in a new direction in a determined bid to make India clean, bold, bright, digital, skilled, productive and self-reliant. None can doubt or dispute, far less belittle or minimize the importance of certain new initiatives taken with a tremendous amount of political will, commitment and determination as also speed during the last one and half years. These initiatives are absolutely essential in a fast growing and fiercely competitive world where multiple forms of physical and material development (ports, railways, airfields, national highways, hydro-electric projects, power plants, aero-space stations, etc) are absolutely essential.

But we need simultaneously to go back, take a cue from what distinguished educationist Dr. Malcolm S. Adiseshiah had envisioned in 'Let my country awake', introspect a bit and ask ourselves 'Are all these initiatives in the direction of true, holistic and integrated development?'

True development as Dr. Adiseshiah had visualized is total development of human spirit in a climate of freedom, dignity and spontaneity.

True development as I had visualized 'Can education make us more humane' in a piece I wrote for 'Think India – quarterly in June, 2004 is replacement of the culture of acquiescence, conformism, obscurantism and serf like submissiveness by a dispassionate scrutiny to weed out the illogical, irrational, irrelevant and incongruous by something which would sound logical, rational, coherent and scientific.

True development, as I had written in that piece, is replacement of the culture of intolerance, mindless hatred, violence, wanton cruelty and killer spirit by a culture of self-abnegation, kindness, compassion and commiseration.

True development is replacement of the policies of irrational and

unprincipled segregation, differentiation and discrimination by a culture of equality before law and equal protection of law, provision of equal opportunities of free and uninhibited access to education, health care, nutrition, environmental sanitation (Swatch Bharat), skill training to enhance employability, full, freely chosen and productive employment, equal wages for women and men and equal/equitable treatment of one and all regardless of class, caste, creed, colour, faith and belief, social origin, gender and political ideology.

An old adage in Sanskrit read thus:

‘सा विद्या या अमिमुक्तये’

That is true education which liberates human beings from mindsets and diehard obscurantist ideas and practices which have no rational and scientific basis.

To the extent, we have succeeded in imparting such a liberating force to education, we would have certainly lived up to the lofty thoughts composed by Gurudev Rabindranath Tagore about one hundred years ago in ‘where the mind is without fear’ ably supplemented and fortified by the very sound sensible thoughts of Dr. Malcolm S. Adiseshiah contained in his seminal work, ‘Let my country awake’.

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Lifelong Learning and Skill Development: Dialectic between Past and Future

Harbans Singh Bhola

I. Introductory Remarks

Indian Adult Education Association (IAEA) was formally established as a Non-Formal Organization (NGO) in New Delhi, India in 1939. Dr. Zakir Hussain, one-time President of the Republic of India observed that "The History of Adult Education Association is History of Adult Education in India." That is a truly grand commendation for the Indian Adult Education Association of India.

This author is proud to have been associated with the Indian Adult Education Association since the 1950s.

II. The Gandhigram - Conference Spotlights: "Lifelong Learning" and "Skill Development"

As a gathering of Adult Education Leaders from all over India, we are here to Confer on two of the most significant Educational Discourses of the new Millennium: (1) Lifelong Learning and (2) Development of Skills.

We will begin with the history of the coinage of the term "Lifelong Learning" and relate how Lifelong Learning came to be accepted as a global ideal in educational policy and practice. We will then turn to the concept of "Skill" and attempt to capture the development of its expanded meanings – not only as something being sharply-bounded narrow capacity to do or produce something material and concrete, but something with widely expanded scope to include skills that are not just manual, but also ideational, conceptual, scientific, mathematical, and indeed creative, musical, and artistic.

In an honest and courageous self-analysis, as Adult Education Leaders at the national level, we should then ask ourselves as to what "expanded" skills we *ourselves* may be lacking and how we could develop a national,

multi-level Agenda to pursue, for the next 5 years or more, to list and master those skills ourselves.

In Resonating to the Locale of the 61st All India Adult Education Conference in Gandhigram, we should pay our Homage to Mahatma Gandhi; as also show all due respect to Pope Francis, whom I personally have come to think of as a new, modern-day *Catholic* Gandhi.

This section will be in two sub-sections: The Development of the Concept of *Lifelong Learning*; and Meaning and Process of *Skill Development*.

II-A. Lifelong Learning Delineated

A *Wikipedia* entry on “Lifelong Learning” admits the ambiguity of the term and states: “Although, widely used in a variety of contexts its meaning is often *unclear*.” Shifting to a more promising stance, it then defines “Lifelong Learning” as the “ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. Therefore, it is not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, rather than competitiveness and employability.” It then adds another challenge to the understanding and use of the term “Lifelong Learning” imposed by today’s new “Technologies”, including e-learning, that adds ever greater complexities. [https://en.Wikipedia.org/wiki/lifelong_learning]

Lifelong Education: An Even Wider Understanding

Lifelong Learning, a short pithy expression, is widely used today in a variety of contexts. The semantic complexity is huge as Lifelong-Learning is juxtaposed with terms such as “Teaching”, “Learning”, “Self-Learning” and “Independent-Learning,” Adult Education, Continuing Education, Study Circles, etc.

A quick historical sketch of development of “Education” in human societies would be useful here. First, Education was part of socialization of young ones by the Elders of the family and the community. Then “Education” came to be delivered in temples, churches, mosques and gurdwaras. “School” as an institution to teach children came next, assisted by the process of colonization of the non-West by the Western countries. The process of *de*-colonization, some centuries later, demanded “planned development” in newly independent nations which required dissemination

of new information about health and farming and much else, hence arose the need to work with adults in out-of-school settings. The concept and practice of "Adult Education" was Born!

The delivery of development-related information to adults was not always adequate, without their ability to read. Thereby, arose the need for teaching "Adult Literacy" which became the second – and indeed the stronger — leg of Development. Then came yet another realization that "Teaching" by a teacher or by a field-worker was not enough. Adults had to engage in "Learning" that was untied to "Teaching" by another agent. The grand train of ideas did not stop there but steamed forth, on and on. Then, yet another explosive idea emerged: that Learning not only had to be Self-Learning, but it also had to be Lifelong Learning –without grades and age requirements, covering young adults, females and males, as well as their parents and grandparents, with no age limits.

II-B. Skills: Multiple Dimensions & Directions

After the conversation above on "Lifelong Learning", we now turn to "Skills Development."

What is Skill?: Skill, in its dictionary meanings is Expertness, Excellence, Competence, Craft, Practiced ability, Facility in doing, Dexterity, Adroitness, Knack, Trick, even Cunning.

Today, we know very well from our hindsight rooted in history, that the "Handyman" or "Handywoman" with *Tools* who worked with his or her hands, with the benefit of organized apprenticeship and/or sheer commonsense have had a long history. Understandably, in the age of Crafting with hands, *Skills* came to be associated with things manual, mechanical and industrial — concrete skills, things to do to make products using hand tools, and later on, machines.

A Whole Array of Learnings over the Lifetime

Men and Women born in the "Age of *Literacy*" who could Read or Refer to a Book or a Manual, created a new world where the very idea of Skills changed drastically and over time it exploded. Skills today are truly multiple, along a whole array, requiring varied Levels of Ability for the holder of Skills.

It can be said, in somewhat colorful style that today's *Lifelong Learner* to achieve Multiple Learnings, will require a corresponding array of *Literacies* at various levels of competence. Then there would be the challenge to improve both personal and institutional capacities over the life-time, as a Lifelong-Learning Process.

To serve well the communities of (a) *Adult Learners, and Adult Education Workers at various levels*; and (b) to Learn to be Good Nationals and State Level Leaders in Adult Education **ourselves**, a rough and ready Taxonomy of Literacies is presented below.

The list of Literacies we propose is by no means "complete", and it is not in any way "absolute." Indeed, each and every *Literacy* will be re-defined in particular Contexts of Clientele – Male or Female; Age Groups; Rural versus Urban Setting; Institutional Settings: School, Adult Education Class, Church, Temple, Mosque, Hospital, or Prison.

The Naming of Skills we may have to promote as part of our Lifelong Learning agenda, for instance:

1. Literate in regard to Reading and Writing in the Mother Tongue and the national or regional Language of Education, Work and Business.
2. Literate in the Language(s) of Childcare, Nursing, and general Health Maintenance Skills including – Yoga.
3. Literate in Language of Farming
4. Science Literacy – Most importantly, we will need to demolish the old division between and among, Arts, Humanities and Sciences. Science Literacy, essentially will include Conceptualizing to rise above and beyond the Concrete.
5. Digital/Computer Literacy: In the age of Cell phones and I-pads an introductory level of Computer use has become important for field-level workers.
6. Cultural, Social and Political Skills.
7. Developing Innovative Orientation, to cultivate Management Skills; and Entrepreneurial Skills.
8. Cultivating Humanism, facing the Moral Imperatives and to practice Social Ethics

II-C. Handling the *Dialectic* between “Lifelong Learning and Development of Skills

It is not to say that commitment to “Lifelong Learning” means that Adult Educators in one stroke can wash their hands off all other Modes and Methods Educating, for instance, “Teaching of Select Groups, at Fixed Time Tables, within particular Institutional Settings, with no pre-arranged Content and Curriculum. It may sound *paradoxical*, but in the beginning, makers, shapers and shakers of Education Policy within State Departments as well as within the Structures of Leadership of Non-Governmental Associations (NGO’s) and Civil Society ventures, will have to engage in *systematic* selling of the ideas of how “Lifelong Learning” can be promoted; and how our “Dependencies” on “organized education” as now prevalent, can be broken.

In the preceding, we have talked of “**What**” as initiators or agents of “Lifelong Learning” we would do for selections of a package of Methods and Contents. To put it differently, this could be, in a general sense the challenge of “Curriculum Development.” That will mean understanding as to what is being Taught and Learned in other settings by the clients of Lifelong Learning? We must keep in mind that Lifelong Learning does not make all other “**organized**” Learning being pursued, redundant and unnecessary. A particular focus such as “Skills” is possible to include, but that does not mean that all else is excluded.

Next, is the Question of “**When**” should “Lifelong Learning” be advanced during the life-span of a learners? Lifelong Learning” by its very nature assumed freedom on the part of the Learner, but freedom should be freedom to make intelligent choices by self and good advisers. Finally, the question to be tackled is “**How**” the Learning should be acquired. Lifelong Learning does not impose what sources of knowledge should be used and on what time schedules – though the Lifelong Learner has the freedom of using different modes, and methods. Lifelong Learner may use Radio and TV, Books and Magazines, and of course, even institutional structures which look very much like a school or a night-school.

The Way to Go in Lifelong Education

It should be noted that the Reality of the “*Institutionalization of the Idea of Lifelong Learning by OECD and UNESCO*” has given Lifelong Learning both a History and a set of Organizational Structures. The coinage of the

term “Lifelong Learning” is attributed to an international organization, OECD: Organization for European Cooperation and Development. The idea was later enthusiastically adopted by UNESCO Institute of Education (UIE) of Hamburg, Germany which re-named itself as UNESCO Institute of Lifelong Learning (UIL) – from UIE to UIL was a fundamental “Structural” reconstruction.

The Indian Adult Education, **perhaps**, should follow the examples of OECD and UIE and reconstruct itself to fully internalize these ideas. In handling the Dialectics between “Lifelong Learning” and “Development of Skills”, we should ourselves become Born-again Leaders of Indian Adult Education. We should as a Group, find time to sit down to do some serious unlearning and new-learning and develop a Long-term, Futuristic Plan of Action for the fruition of the newly defined Objectives for IAEA.

III. New Referenda and Agendas: Climate Talk and Social Protection

It is worth remembering that in the Indian folklore, Dharti (Earth) is our Mata (Mother). What is still embedded into the Indian folklore is, unfortunately, not a reality anymore in the real lives of the millions living in poverty, and sometimes without any shelter. Indians themselves have for long been terrible abusers of the *Earth* they live on as shown in a bitter polemic written and published by an American historian Katherine Mayo in 1927.

Drowning ourselves in old regrets is unnecessary. Today what Adult Educators in India and elsewhere, need is to seek full understandings of the phenomenon of **Climate Change**; and participate in both Thought and Action to seek change at all levels of state and society, from the Local to the Global.

In this respect, the most important Agenda for us all should be to develop intelligent familiarity with the **United Nations Summit on Climate Change**, held in Paris, during late November 2015.

To that we turn in the following:

III-A. United Nations Climate Change Summit

As per a CNN Report of November 29, 2015: World Leaders arrived in Paris for Climate Change Conference on November 29, 2015. “The talks were to begin in earnest on Monday (November 30, 2015). Nearly 150 world leaders were expected to attend the United Nations Climate Summit, called

with the aim of reaching a landmark deal limiting greenhouse-gas emissions (*Greenhouse-gas emissions* are composed of Methane and CO₂ — our killers.) The leaders of the United States, China and India — the world's top three carbon emitting countries — are among those scheduled to attend the opening day of the event, known as COP21."

As a watcher and participant in the part of the recent conversations on the topic, Development and Cooperation (D+C) has dedicated two of its issues: (I) ***Climate Talks***; and (II) ***Social Protection***.

In anticipation of the "United Nations Climate Change Summit" on November 30, 2015), a Special Issue of *Development and Cooperation* (D+C), Vol. 42, 6-8/2015, had been dedicated to "**Climate Talk**." *Arizona Daily Star*, of December 1, 2015, on pages 1-4 A, provided a good background to the event as follows:

The discussions on Environment and Climate Change are again upfront because of World Conference on Climate Change seeking a climate pact of world leaders. It continued thusly, "The gathering in Le Bourget [Le Bourget is an easier to protect suburb of Paris], France, was nonetheless still shaken by the terrorist attack. Before Le Bourget, there had been the Kyoto Protocol of Japan (1997), and then they had come to Copenhagen (2007). But Le Bourget on all counts had seemed more hopeful. It was "the largest gathering ever of world leaders" — gathered for two weeks of talks on Monday, Nov 30, 2015) aimed at producing the most far-reaching pact to reduce greenhouse-gas emissions and avert environmental havoc: United Nations Framework Convention on Climate Change UNFCCC). All this two weeks after the extremists' attacks when the wounds were still raw.

The task in Concrete Scientific Terms

Even before the *actual* gathering in Le Bourget, more than 180 countries had already pledged to cut or curb their emissions, but scientific analyses show that much bigger reductions would be needed to limit man-made warming of Earth to 2 degrees Centigrade (3.8 degree Fahrenheit) over pre-industrial times, the internationally agreed-upon goal.

Who will bear the Burden of Costs?

"The last major climate agreement, 1997 Kyoto Protocol, had required

only rich countries to cut emissions, and the U.S. never signed on.... This new round of talks sought to produce an agreement that would require all countries, rich and poor, to take action. The new agreement hopefully would chart a path toward reduced reliance on coal, oil and gas and expanded use of renewable energy such as wind and solar power. More importantly, the negotiations will “focus on whether emissions targets should be binding or voluntary and how to verify that countries were indeed hitting their targets.” Another big issue was as to how to provide the finance and technology to developing countries to enable them to rise to the challenges. Who should do more? Wealthy Western nations that have polluted the most, or countries like China, and India? No plain answer there. India and China both bear the dilemma – India more than China — in their need to continue their socio-economic “development” to reduce poverty among their peoples, and indeed to improve their living standards. The search for this sort of development process, paradoxically, produces huge greenhouse-gas emissions.

Rising above all this, U.N. Secretary General Ban Ki-moon continued asserting: “We cannot afford indecision, half measures, or merely gradual approaches. Our goal must be a transformation.”

Le Bourget Accord on Climate Change, Full of Discords!

As reported in the Arizona Daily Star, of December 6, 2015 (page A-13), the News about the UN Conference held in Le Bourget (outside Paris) was not good. “Negotiators adopted a draft Saturday (Dec 5) that was cluttered with brackets and competing options, leaving ministers with the job of untangling key sticking points in what is envisioned to become a lasting pact to fight global warming.”

“Many disagreements remained, almost all related to defining the obligations and expectations of rich and poor countries....who should pay for a global transition to clean energy, and should there be an international tribunal of climate justice”?

The Final Resolve: “We Will Overcome!”

Finally, the conferees at Le Bourget, France, representing “Nearly 200 nations adopted the first global pact to fight climate change on Saturday (Dec 5), calling on the world to collectively cut and then eliminate greenhouse-gas pollution but imposing no sanctions on countries that don’t. “The Paris

agreement aims to keep global temperatures from rising another degree Celsius (1.8 Fahrenheit) between now and 2100, a key demand of poor countries ravaged by rising sea levels and other effects of climate change.

“Loud applause erupted in the conference hall after French Foreign Minister Laurent Fabius gaveled the agreement.”

“In the pact, the countries pledge to limit the amount of greenhouse gases emitted by human activity to the levels that trees, soil and oceans can absorb naturally, beginning at some point between 2050 and 2100....In practical terms, achieving that goal means the world would have to stop emitting greenhouse gases – most of which come from the burning of oil, coal and gas for energy – altogether in the next half century.”It is a first pact to ask all countries to join the fight against global warming. Previously it was required that only wealthy nations reduce their emissions.”More importantly, now: “there is a legal requirement that every five years each country will present new emission reduction targets.”

Other Good Signs:

Commitment to “Transparency”: One of the serious concerns of the delegates to the Paris Climate Conference was “how to measure, report and verify emissions to ensure that countries are meeting their reduction targets. The issue was far more from being fully resolved, but it was assured that it would not be allowed to fade away.

Pledge for \$100 Billion Annually for the World’s Defenseless: All nations, big and small economies, called on developed countries to adhere to their pledge to provide \$100 billion annually to developing nations, focusing particularly on people living in low-lying and coastal areas and small nations.

[Adapted from Karl Ritter, Seth Borenstein, and Sylvie Corbet of Associated Press, reported in Arizona Daily Star, Sun, December 13, 2015, pages 7 & 13]

III-B. Agenda Item: Social Protection

Social Protection as a concept was invented in the context of the general discussion on “Climate Talk” so fully discussed in the previous D+C Issue [Vol. 42, 6-8/2015] had been dedicated to “**Climate Talk**.” In the firm belief that controlling Climate Change and thereby to save the Environment, by itself is

not enough, nor would mere conversations on sustainable development do any good. To do well by the people, both rich and poor, 'Climate Talk' was to be complemented and supplemented with "Social Protection Talk."

Social Protection: Defined and Delineated

To emphasize, we will recollect and repeat. Development and Cooperation (D+C), a Non-Government Agency of Germany who over the years have come to act and think in behalf of Europe, and indeed the whole developing world is also responsible for promoting the Concept and Practices of ensuring **Social Protections** of peoples around the world in their Special Issue (Vol. 42, 9-10 / 2015). The two Issue were joined together by a short sentence at the very end of the "Climate Talk"

"Social protection policies prevent poverty, foster pro-poor growth and stabilize political orders. They also serve to reduce inequality in society. Every nation must take approaches to age-old pensions, health insurance and poverty alleviation that fit its needs. There is no blueprint that would fit all countries, and private sector businesses can play an important role. Unless governments implement appropriate policies, however, there will only be marginal progress."

Examples of Measures for Social Protection

Brazil, later joined by **Mexico**, were lauded for their well-known programs of "Social Protection" such as conditional cash-transfers for poor families that send their children to school; and make them visit a doctor regularly. **India's** establishment of a public works scheme that guarantees rural households a minimum income was also highly appreciated. In **Sub-Saharan Africa** organization of flat-rate old-age pensions were taken note of. It was also noted that the **European Union** was tentatively discussing a scheme for pan-European unemployment benefits. Finally, **USA's** introduction of a universal health-insurance coverage – derisively named as Obama Care by the President's political adversaries, was considered a major leap forward in behalf of the nation's citizens.

IV. Resonances to our Moral Heritage: Mahatma Gandhi, and Pope Francis

The Section - IV is also in two Parts: The first deals with Mahatma Gandhi; and the second with Pope Francis, the present-day Catholic Gandhi.

IV- I. Mahatma Gandhi

I strongly hold the view that education in general, and *Adult Education*, in particular should be fully drenched in the "Sarover" (pool) of Morality, and be deeply rooted in a culture of Ethics. Doing Adult Education should never be seen as merely an *Academic Project*.

Writing a paper to deliver at The 61st All India Adult Education Conference, being held at **Gandhigram** Rural Institute, Tamil Nadu, India, it was no wonder that I thought of Mahatma Gandhi as one most precious deep well of the Moral and the Ethical.

Another person that now keeps on coming to my mind is Pope Francis who I have been thinking of as a "*Catholic* Gandhi"—considering his humanity, his vision, his inclusion of all humans irrespective of religion, caste and class but in need of the 3-L's: Lodging, Labor and Land.

Mahatma Gandhi as the Super Moral Man: Read About, Seen, Felt, Brought Alive

A Sikh by birth, son of a liberal Lawyer, in Amritsar, Punjab, religions or sects were never an issue, they were just "accidents of birth" in a Sikh, Hindu, Jain, Christian or Muslim family! The couple of years preceding the Partition of India, had changed things rather drastically. As a College Graduate and a daily reader of national Newspapers, growing up in Amritsar, Punjab – at the time in the process of the Partitioning of India into Pakistan and East Punjab, and reading about the role of Mahatma Gandhi in promoting amity between Hindus and Muslims, I could not have been unaware of the role of Mahatma Gandhi in the Indian Independence Movement and his passionate dedication to avoiding Hindu-Muslim conflicts in Punjab and Bengal. Unfortunately, the Moral and Ethical did not work and Independence was literally drenched in rivers of blood. Almost half of the city of Amritsar was burned down to ashes.

In 1948, within a year after the partition I moved to Delhi in search of a job — there was no work for a B.Sc. (Honors) in Physics and Math in Amritsar, except as a science teacher in a school which I did not find attractive. I found a welcome with a relative in Paharh Ganj just two miles from the Famous Birla Mandir. In January 1948, the local leaders Delhi state were able to persuade Gandhi Ji for his Prayer Meetings in one of the Prayer Halls

attached to Birla Mandir. One morning, when I was getting ready to walk to the Delhi state Job Exchange, I learned that Mahatma Gandhi, had been shot dead by one Nathuram Godse, a Hindu fundamentalist. All India Radio kept on repeating the terrible news and his famous sing-song, "Ishwar Alla Tero Naam Sab Ko Sanmati De Bhagwan." One of the occasions when I felt Gandhi Ji's presence, real close.

In Touch with Gandhi Ji's Spirit in Pretoria, South Africa

That Gandhi Ji had lived in South Africa for 22 long years may not be common knowledge. Indeed, long back in 1893, he had gone to Natal, South Africa with a one-year contract to work with an Indian firm. He then continued working on other projects and elsewhere for another 21 years.

Mahatma Gandhi, had left India to study Law in England, and decided to go settle and practice law in South Africa. As a Brown man sitting in a first class carriage in the train, he was literally thrown out of the carriage on to the platform in Pretoria – despite his possession of a valid ticket.

That gave him a "Moral Cause" to fight for — Apartheid – which means keeping peoples of different races apart, the inferior Blacks and Browns were to be kept apart from the Superior White people. When South Africa became Independent and Nelson Mandela became the President, there was a national retribution and a statue of Mahatma Gandhi was built on the same railway platform where he had been thrown out.

Years later, while working on a Literacy project in South Africa, I was passing through Pretoria and quite accidentally saw this statue of Mahatma Gandhi. Then again, I was able to see Mahatma Gandhi's Statue now installed in the Time Square in London, U.K., close to the statue of Winton Churchill who had once dismissed Gandhi Ji as "that dismal Fakir." Wonders of History. [An Additional Biographic summary is included in the INDEX at the end of this paper].

IV-II. Pope Francis: The Catholic Gandhi

I will be struck with disbelieve, if I was told that there are some among us who have not heard or read anything about Pope Francis. In any case, a short sketch on the Moral and Ethical standing of Pope Francis – who is at the top of a religious establishment (The Catholic Church in the Vatican/

Rome) and yet himself stands above all religions – reminds me of Guru Nanak.

The essences of the Pope's Addresses, Conversations, Prayers and Homilies have encompassed: (1) the need for solving the problems of pollution of the **Global Environmental**, and the accompanying need to harness policies and actions to direct **Climate Change** in the right direction; and the equal urgency to **Redress Poverty** by helping the poor by a collection of processes **Educational and Distributive**. He also dealt with the need for commitment to treating immigrants and refugees with respect; and paid attention to the Protection of Family. He did not forget those in Prisons and Correctional Facilities.

In his own special way, he repeats the following Themes: (i) Religious Freedom is a Precious Possession; (ii) Environment is a Fundamental Good; (iii) Work for Common Good; and (iv) Avoid Polarization and Division.

In USA recently, while talking to the Congress in Washington, D.C., about the Refugee Crisis, Pope Francis said: "We must not be taken aback by their numbers, but rather view them as persons, seeing their faces and listening to their stories, trying to respond as best as we can to their situation."

Pope on Climate Change and Environment

While addressing the 70th Session of the General Assembly of the United Nations, Pope Francis made Climate Change central to his concerns: proclaiming the "Right to the Environment" and pleading with countries to stop abusing it. In this largest gathering of world leaders, he blamed environmental degradation on a selfish and boundless thirst for power and material prosperity that caused untold suffering for the poor who are cast off by society."

Returning again to the "Right to Environment", Pope Francis asserted "that a true right to environment does exist, for two reasons: (1) because we human beings are part of the environment and since the environment itself entails ethical limits; and (2) because any harm done to the environment is harm done to humanity, resulting from "today's widespread and quietly growing culture of waste."

Environment, he said, is a “fundamental good” in all religions, and that a “selfish and bondless thirst” for power and wealth harms the planet and the people alike. The poor suffer the most from misuse of natural resources: they are part of today’s widespread and quietly growing culture of waste – and victims of it too.”

To redress the injustice to the poor, he offered the challenge of Three-L’s — No wonder, he is called the Slum Pope!

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Mahatma Gandhi: A Biographical Sketch

Mohandas Karamchand Gandhi (who later came to be called Mahatma Gandhi) was born in India on October 2, 1869 in Porbandar, Gujarat, India.

His father was quite well-placed, serving as the Chief Minister of Porbandar, which explains how Mohandas Karamchand Gandhi could imagine and afford to leave for London to study at the Union College, London at the age of 18.

Gandhi's mother was dedicated to Jainism, infused by Jain pacifist teachings, of mutual tolerance, non-injury to living beings and vegetarianism.

Gandhi married Kasturba Makhanji, both were 13 years old when they wed. She bore him the first of his four sons.

Following his admission to the English Bar, he returned to India. But found it difficult to find any exciting work in India.

Firm Convictions, World as the Stage

Gandhi grew up to be a man of firm convictions, but was not entrenched in a particular location, indeed moving across, continents and countries. To begin with he had moved from Gujrat to London, and from London came back to India for a very short while. In 1983, from India he decided to go test his fortunes in Natal, South Africa.

In the main Text of the article, we have told the story of Gandhi Ji being thrown out of the First Class Carriage of the train by White Guards simply for being "Brown" and his contesting of the doctrine of Apartheid. But the violent Push out of the Train on to the Platform below was not the end of the story for Gandhi Ji. He made a political and moral cause out of the event and swore to do something consequential against the injustice of racial segregation.

To follow up on this and other causes, Gandhi Ji founded the Natal Indian Congress, and developed his ideological belief in "Non-Violent Civil Protests" as a tangible political stance.

1916: South Africa to India

On his return to India, Gandhi developed his ideological/theoretical belief in non-violent civil protests into a tangible political stance still further into what came to be called the "Non-Violent Civil Disobedience. It worked so well that British controlled police with batons on horsebacks went literally crazy when those being beaten up by them made no violent responses at all!

1918: Gandhi Became Mahatma Gandhi

By 1918, he was leading strikes and protests with such composure that he earned the name of "Mahatma", the "Great Soul."

By 1921, he was demanding "Swaraj"

By this time, Gandhi was leading the Indian National Congress, asking for Swaraj, or complete Political Independence from the British Raj. Mass Civil Disobedience was the tool.

Other Steps on the Way

In 1928, there was the campaign for "Dominion Status" for India.

In March-April 1930: Came the famous Salt March

A 250-miles march, by thousands of Indians, led by Gandhi Ji himself from his retreat in Ahmedabad to the Arabian Sea coast, to flaunt the law imposed by the British claiming that it was the for the State to collect and sell the salt from the sea.

Equality for the so-called "Untouchables"

Gandhi Ji's acceptance of so-called "Untouchable" was a Moral Act of immense Dimensions and Depth on which scores of books have come to be written and published.

Equality for Women and Alleviation of Poverty

These were two other Moral acts whose consequences continue to reverberate half a century later, in Indian life and indeed in the nooks and corners of today's Global Village.

Died in New Delhi, India, 30 January 1948

Mahatma Gandhi, was shot dead by Nathuram Goddse, a Hindu fundamentalist, in the Prayer Hall attached to Birla Mandir, New Delhi.

Vocational Skill Development Training and Economic Development

M.C.Reddeppa Reddy

Introduction

The economies of the World are changing into knowledge based economies. The changing face of technology requires an individual to be specialized in a particular skill. Only a person who is skilled in a particular field can get a livelihood. The Vocational Education/Training is about the skills training and development of competencies (knowledge, skills and attitudes) needed for a specific occupation or group of occupations. It develops 'skill culture' in contrast to pure academic culture and preferences for white collar jobs and 'to serve simultaneously the 'hand' and the 'mind', the practical and the abstract, the vocational and academic'. Skilled workers and technicians enhance quality and efficiency of production and also supervise and train the new workers, who have lesser skills. Vocational Education/Training enables the trainees to acquire knowledge and skills that are demand in the labour market. The vocational education/training courses aim to offer diversified courses in the sectors such as agriculture, Health and Para-medical, Art & Craft, Administration, Business and Commerce, Engineering & Technology, Home Science, Humanities, Science and Education etc.

An attempt has been made in this paper to explain about the role of Vocational Skills Training in economic development of the country and establish the relationship between different vocational sectors and economic development based on the literature review. Prior to it, the paper also explains about the concept and different types of Vocational Skills Training sectors, Status of vocational skills training in India. The paper also provides suggestions for accelerating the economic development by strengthening the vocational skills training courses in India.

Concept of vocational skills development training

Training that emphasizes skills and knowledge required for a particular vocation (such as data entry and programming) or a trade (such as carpentry

or welding) is called Vocational Training. Internationally, the terms 'Vocational Education' and 'Vocational Training' are used interchangeably or the use of a combined term 'Vocational Education and Training' (VET). However, in the Indian context, education and training have been traditionally separated. It is argued that the elementary education must impart usable technical knowledge and vocational education can be used effectively to combat dropouts and develop the skills. Thus, education and training are powerful instruments for developing human resources, for bringing changes required to achieve the key objectives of economic development i.e., to create more employment and thereby increasing income. Among the others, Vocational training and skill development is one very important component of human resource development.

Skill development may be defined as a process to acquiring and sharpening capabilities to perform various functions associated with their present and future roles (Tripathi, 2003). Moreover, literature suggests that human capabilities can be improved through better education and training (Haq, 2002). It is no coincidence that the term "skills development" is increasingly displacing that of "vocational training". Skills development refers in general to rather narrowly defined ways of preparing for jobs and is normally used in a de-contextualized form without taking account of the inter-linkages between training, the labour market's structure, social policies, the social organisation of labour and overall issues of power (Allais 2011: 2). Skills development is intended to prepare for a job, rather than for an occupation (in the German sense of "Beruf"). As such, the prominence of the term in the international debate may be interpreted as a reflection of an increasingly fragmented and flexible labour force (Allais 2011: 7).

Types of vocational skills training sectors

Vocational education training can be provided for a number of sectors like agriculture, business and Commerce, trading, travel & tourism, engineering and technology, home science, health and para-medical, art & craft, administration & services, and other courses in humanities and education sector. These sectors can be further classified into specialized courses. Some of the sectors and their corresponding courses are presented hereunder:

- **In agriculture**, the courses such as Crop production, Dairying, Poultry Farming Farm Mechanic, Fishery, Horticulture, Plant Protection, Seed Production Technology, Sericulture, Floriculture, Landscaping and Bee-

keeping, Sheep and Goat Husbandry, Agro-based Food Industries, Veterinary Pharmacist, Agri-business etc.

- In **Business and Commerce**, the courses include Accountancy and Auditing, Banking, Cooperation, Insurance, Marketing and Salesmanship, Office Management, Purchasing and Store Keeping, Taxation Practices, Rural Informatics Management etc.
- **Travel and Tourism** - Transport Service Management, Curator, Organisation of tours, Ticketing etc.
- **Engineering & Technology** - Air Conditioning and Refrigeration, Audio-Visual Technician, Auto Mobile Engineering, Building Maintenance, Cell Repair Technology, Electronics Technology, Drawing and Drafting, Lineman, Maintenance and Repair of Electrical Appliances, Printing and Book Binding, Software Applications, Rural Energy Management, Computer Assembly and Maintenance, Installation, Operation and Maintenance of Telecom System etc.
- **Home Science** - Cooking, Food Preservation and Processing, Bakery and Confectionery, Catering and Restaurant Management, Institutional Housekeeping, Garment Designing and Making, Textile Designing, Creche and Pre-school Management, Interior Design, Food and Nutrition, Beauty Culture.
- **Health and Para-medical** - Health/Sanitary Inspector, Hospital Document, Record Keeping, Hospital House Keeping, Multi - Rehabilitation Worker, Medical Laboratory Technician, Ophthalmic Assistant, Physiotherapy and Occupational Therapy, X-ray Technician, ECG and Audiometry Technician, Bio-medical Equipment Maintenance, Physiotherapy Technician.
- **Humanities, Science and Education** - Library and Information Science, Commercial Art, Photography, Classical Dance – Kathak, Instrumental Music – Tabla, Hindustani Vocal Music, Entrepreneurship Development etc.

Status of vocational skills training in India

According to the recent NSSO data, only 5 per cent of the population

between the age group of 19 to 24 years in India has learnt skills through the vocational education stream. While 90 to 95 per cent of the youth in developed and developing world learn a skill or competence or trade between the ages of 14 to 35 years. For example, Russia (60%), China (55%), Chile (40%) and Korea (31%) have ten times more secondary students taking Vocational Education & Training (VET) subjects and all these countries have a robust and qualified workforce. Through this over-emphasis on university graduates as the desired outcome of the education sector, India has neglected the opportunity to develop respectable VET programs with formalized pathways to vocational careers from the lower secondary level. With regard to the earnings, an average Indian has an income of US\$1,100 per year compared to an average South Korean (US\$ 19,000).

According to the NSDC (National Skills Development Corporation) Report (2012), India will need 83 million skilled workers across different industry verticals by 2015. Unfortunately with our current training capacity, India will produce only 3 million. In India, vocational education is imparted through Industrial Training Institutes (ITIs) and polytechnics. India has about 5000 ITIs (Ministry of Labour) and about 7000 Vocational schools (Ministry of HRD), while China has about 500,000 senior secondary vocational schools. The corresponding figure for Korea is as high as 96 per cent, it was 75 per cent in Germany, 80 per cent in Japan, 68 per cent in U K and there are several countries, which have figures above 60 per cent.

According to the Eleventh Five Year Plan, only 10 per cent of the Indian workforce has received skill training in the form of technical or vocational training, which is very low compared to international norms. Of the 10 per cent, only 2 per cent received formal training and 8 per cent received informal training of various types. This is despite the fact that in 2008-09, India had an annual skilling capacity of 4.3 million, against 12.8 million youth joining the workforce annually. Thus, 80 per cent of the entrants (8.5 million) into the workforce in India do not have the opportunity for skill training.

In order to link skills developed into actual productive use thereof including self-employment, steps were taken in the Eleventh Five Year Plan by launching National Skill Development Mission, providing adequate incentives not only monetary but in terms of skill and entrepreneurship development and forward and backward linkages to finance, marketing and human resource management, to those who are or seek to be self-employed to

enhance their productivity and value addition, making it an attractive option, rather than be an option *faute de mieux* as at present.

Role of vocational skills training in economic development

Skills development is an increasingly important factor in adapting societies to changing economic and environmental conditions. It can bring innovation, enhance productivity, stimulate economic competitiveness and underpin inclusive approaches to development. It's true that skilled workforce, impacts positively on economic growth, raises productivity levels and reduces unemployment. Development of vocational skills is needed for economic competitiveness, and the fostering of social inclusion and cohesion. Clear and direct links are made between inclusion and economic prosperity in the 'vision of a society where high skills, high rewards and access to education and training are open to everyone' (DFEE, 2001a, p. 6).

Vocational Education and Training (VET) is a means of securing higher economic growth and national prosperity as well as achieving equity goals (Wößmann, 2008). Wolf (2002) claims that the policy emphasis on education and skills as the main driver of economic growth overstates the importance of human capital investments and that a major function of education is as a sorting device and to some extent a social discriminator. In making policy about education and training, it is clearly important to understand these potential economic returns to education and training to the individual, firms and the wider economy. More specifically, it is believed to be an effective answer to reduce unemployment and migration to urban centres.

Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. India is in transition to a knowledge based economy and its competitive edge will be determined by the abilities of its people to create, share and use knowledge more effectively. Role of vocational skills training in economic development has been analyzed in the present section. The research studies established the relationship between the vocational skills training and economic development, improving the non-cognitive skills of adults, enhancing of job skills and preparing the youth for vocations, enhancing human capital formation, reduction of unemployment and improved job opportunities, promotion of labour productivity, increase of productivity and earnings, increased mobility of workers and promotional

channels, provides permanent workforce/employment, promotion of entrepreneurship/self-employment, impact on good agricultural practices and production, improved health, employment and income etc.

Studies on the relationship between vocational skills training and economic development

The economic competitiveness of a country depends on the skills of its work force. The skills and competencies of the work force, in turn, are dependent upon the quality of the country's education and training systems. Vocational education is perceived as one of the crucial elements in enhancing economic productivity (Min, 1995). Based on social efficiency theory, schools should prepare and supply future workers with appropriate knowledge and skills to enhance their productivity and, therefore, promote economic growth (Finch, 1993).

Nevertheless, vocational education has sometimes become a tool for addressing the economic, political, and social crises that are threatening the political and economic stability of some nations. Rising unemployment, lack of skilled workers, high dropout rates, and the changing demographic nature of the work force have placed the issue of workforce education high on the educational reform agenda (Giroux, 1991). Traditionally, vocational education has prepared students for specific skills. However, in the post-Taylor work environment, workers are expected to perform more broadly-defined jobs (Hirsch & Wagner, 1995). In the new economic environment, vocational education is expected to produce an educated, skilled, and motivated work force (Mustapha, 1999).

The economic argument in favor of vocational education is linked to the perceived need to orient the formal educational system to the needs of the world of work (Middleton, Ziderman, & Adams, 1993; Neuman & Ziderman, 1989). It is based on the assumption that economic growth and development are technology-driven and human capital-dependent (Pedro Carneiro).

Both the vocational training and skill development are the most important factors for the development of the country. Tripathi (2003) stated that, Training in general and skills development in particular, play a vital role in individual, organizational and overall national economic growth. Haq (2002) also suggested that human capabilities can be improved through better education and training. Anders Nilsson (2010) in his study stated that the vocational

education and training are the most important factors for economic growth as well as social inclusion in the country.

Basically, it is to be assumed that vocational training measures only help in producing better employment opportunities if a corresponding economic demand for labour exists. Easterlin (1981) established a significant correlation between vocational/technical training and economic growth in Botswana. Further, he noted that the mass education in contrast to elitist academic education is conducive to economic growth. He asserts that the modern economic growth is mainly the result of the diffusion of new technology, which depends on the level of formal education. Studies confirm that the productivity benefits of education are large-just one additional year of education can increase productivity in wage employment by 10 per cent even after controlling of other factors.

Improves the cognitive and non-cognitive skills of adults/children

Perhaps focusing on just economic returns may miss an important part of story (Wößmann, 2008). VET could improve the non-cognitive skills of low-skilled adults which will in turn impact on the early cognitive and non-cognitive skills of their children and as a consequence their life-time skill acquisition. Alternatively it might be that training that is not typically valued or supported by government (e.g. that doesn't provide qualifications or is directly work-related) may affect non - cognitive skills of adults that will in turn have an impact on the cognitive and non-cognitive skills of their children which may have long term benefits that are typically not evaluated or measured. These potential inter-generational benefits of VET are much more difficult to measure and have not as yet been proven to be important. In fact, some evidence from Australia suggest that whilst degree and higher level VET qualifications were associated with better health outcomes, lower level VET qualifications were not (Stanwick et al. 2006).

Enhances job specific skills and prepares youths for vocation

Vocational Skills Training provides the job specific skills and contributes to career success. It imparts specialized knowledge and skills, which are the need of the hour today. It offers a wide range of options to the youth and prepares them for a vocation of their own choice and creates interest by providing a diverse range of subjects. In terms of the employability of vocational graduates, educators and employers believed that the completers

of vocational programs had better employment opportunities than completers of academic programs. Further, educators and employers indicated that vocational graduates possessed more than adequate technical skills. Thus, the student gets a job faster, is able to support and provide for his family and self, becoming a responsible citizen of the society instead of an unproductive burden. These courses will equip students with all the practical knowledge and social skills necessary for them to take on a productive role in the economy, by training for a specific career or business. It is also an essential tool to educate the employees for better performance and to earn profitable outcomes.

With the changing face of technology, the world requires an individual to be specialized in a particular skill. Only a person who is expert in a particular field can get a good job. Vocational training helps them to become independent at a particular age. After completing a vocational course, the trainees possess the right temperament, skills, qualities and education for the job.

Promotes entrepreneurship/self-employment

Research studies established the statistical relationship between self-employment and economic development and explained this relationship that is grounded in theory. Small firms and self-employment are the dominant forms of business enterprise. Those individuals with the highest entrepreneurial ability will become full-time managers, while those with the lowest levels will work for wages. People with intermediate levels of ability can split the difference. Self-employment allows them essentially to be part-time workers and part-time managers. The opportunity cost of foregone labor is lower than for full-time managers, but the size of their firms is limited in a way that makes this option unattractive for the most highly skilled managers.

In certain cases, the completion of vocational course provides the learner with a license to allow them to start working immediately. The individual is also equipped with enough skills to start his own business. The small firms and entrepreneurship are examined as a crucial part of a well-functioning of regional economy. Research has demonstrated the close relationship between entrepreneurship and regional / local development. Innovativeness developed within local inter-firm networks both supports existing firms and presents opportunities for starting new businesses in order to serve newly

identified markets. Networks of firms complement and sometimes substitute for a firm's own technological capability.

Enhances the human capital formation

The dominant paradigm in the economics of education is Human Capital Theory, which suggests that education and training are investments that make individuals genuinely more productive. Individuals who are more productive will, according to this theory, also have higher earnings and be more employable. The private economic return to investing in education or training, i.e., the gain to the individual, can therefore be measured by the net gain in lifetime earnings accruing as a result of their investment in education or training.

Vocational Skills training is one of the most important factors of human capital development of a country. It provides an instrument for the promotion of worker employability through the enhancement of human capital and for productivity improvement and competitiveness at the level of a firm or nation. Manpower shortages can cripple economic growth. It can escalate wage rates, thereby reducing the competitiveness of the country. It reduces the cost and improves productivity of trading, services and manufacture by providing skilled Man Power. It runs the country with a higher efficiency, lesser wastage and lower cost of operation.

As stated by Becker (1975) and Mincer (1974), the vocational training and skill development have been considered as main factor of human capital from which life time earning and indirect positive benefits are found for an individual. Haq, Khadija (2002) also represents that human capabilities can be improved through vocational education and training. According to Amjad (2005), the skill development and vocational training impacts on national products and competitiveness. He concluded that educated and skilled labor force assists countries in transformation of the economies from the labor intensive to skill intensive.

Reduces unemployment and improved job opportunities

Skill development through education has been identified as a key determinant of comparative advantage and manufacturing export performance. For poor people, education can serve as a bulwark against volatility, even the fundamental skills learned in primary school can make a

critical difference for the survival of families when government services fall short or during times of economic crisis. The widening of educational access thus can help to eradicate poverty even before it begins to yield returns in the labor market (Stern 2001). Georg (2006: 515) describes the paradox that vocational training is most effective when unemployment is low in an economy, whereas it increasingly forfeits credibility in the opposite case.

Vocational Training courses offer a wide range of job opportunities in the fastest growing sectors like Retail, Hospitality & BFSI and would need 20 million skilled candidates by 2015. Specialized sectors like Auto and Hair & Beauty are projected to need 5 million resources while the Construction sector alone will require over 15 million skilled workers. Further, these courses increase the number of small businesses, which further increase employment, thus reducing the stress on the government to provide jobs for the unemployed youth. Kazmi [10] in his study pointed out that vocational training and skill development are the tools to improve the productivity of the labor force of any country. Accordingly, under the BMZ strategy entitled "Vocational training and the labour market in development cooperation" effective employment promotion comprises three dimensions: 1) improving the employment prospects of the workforce through professional qualification (supply side of the job market); 2) creating jobs by promoting the private sector, which includes financial system development (demand side of the job market), and 3) effective mediation between supply and demand, which is called "matching".

Improves labour productivity

Many employers complain about the lack of skilled workers with technical qualification and demand the implementation of vocational training as an essential pillar of the labour market needed for economic development. The skilled workers / technicians enhance the quality and efficiency of production and also supervise and train the workers with lesser skills. Vocational Skills Training enables the trainees to acquire occupational knowledge and skills that demanded in the labour market. Generally, the enhanced skills enable the individuals to be more productive and spawn more money. It not only raises the rate of return on investment and increases the employability but also ensures the implementation of various development projects in the time (Booth and Dennis, 1996). To summarize, vocational education and training are indispensable instruments for improving labour mobility, adaptability and productivity, thus contributing to enhancing firms'

competitiveness and redressing labour market imbalances. Further, the skill and capital are complementary. With the emergence of globalization, there is an increase of capital inflow from developed to developing countries implying that even without technology imports, capital output ratios in developing countries would rise and, given the complementarities between capital and skill, this would raise the relative demand for skilled labour.

Increases productivity and earnings

Although the effects of vocational skills training on productivity are, on average, positive as expected, they are lower than usually reported in the research literature. According to Booth and Dennis (1996), professional training and skill development enable the human more productive and increase their earnings which help in expansion of the economy. Solow (1956) in his study pointed out that vocational training and skill development are the tools to improve the productivity of the labor force of any country. When taking into account the heterogeneity of companies, the effects of vocational training are greater on wages than on productivity. For example, regarding productivity, companies that offer vocational training show productivity levels that are 8% higher than those of companies which do not offer training. The average productivity drops to 0.67% when comparing only similar companies. In terms of the effects of training on wages, the results have revealed that in companies offering training, average wages are 3.9% higher than those in companies offering no training.

Provides permanent workforce/employment

The proportion of permanent workers in the company introduces a significant change in the results in terms of productivity and wages. When the company has a lower proportion of permanent workers, the effects of training on wages are likely to be negative. Only when there is a higher proportion (above 60%) of permanent workers is the impact of training on average wages likely to be positive. The effects of contracts are even more significant in terms of productivity. The impact of vocational training on productivity is only likely to be positive in companies where 70 per cent of the workforce is permanent workers.

Increased Mobility and Promotional channels

Vocational training has always had an impact on the increased mobility

of workers, leading to 13 per cent greater mobility, on average, or a 5 per cent increase when comparing similar companies. Another positive effect of vocational training is the small rise in the probability of a worker moving from a short-term to a permanent employment contract – which increases by an average of 0.6 per cent, or by 2.8 per cent when comparing similar companies. In addition, vocational training has a significant impact on the probability of a greater number of merit-based promotions in enterprises: on an average, the probability of promotion based on merit increases by 74 per cent. When comparing companies with similar characteristics, this differential amounts to 24.7 per cent, which is still a high value.

Promotion of good agricultural practices and production

Vocational programs can be secondary or post-secondary in nature, focus on direct training for producers or training for individuals who support farmers and contribute to the post-production process. Agri-businesses and self-employed farm entrepreneurs play different roles in the agricultural system. Clearly producers – farmers, fishers, herders, foresters - whether self-employed or on contract, work in the agricultural sector. In addition to support in production practices, they can 'create' their own jobs (Rivera and Alex 2008).

Huffman (1974) analyses the role of education in Midwestern US Farmers' use of nitrogen fertilizer in corn production. He observes that farmers with more formal education are more adaptable to new knowledge in farming. Supporting linkages across different types of VET, including but not limited to agricultural skills, could reduce out-migration from rural areas by providing young people with a broader range of marketable skills, both on and off farm (Herren et al. 2011). There is a great opportunity for Agricultural, Technical Vocational Education and Training (ATVET) to play an integral role in training the individuals for a wide range of agriculture-related jobs (ILO 2012). ATVET has the potential to be demand-driven, responding to the current needs of both employers and employees in the changing field of agriculture, and the combination of agricultural value chain growth and workforce development will provide myriad opportunities (Maguire 2011). ATVET programs have the human resource capacity to offer training in these areas (Jacobs and Hawley 2008). Also related to value chains is the possibility to incorporate many formerly informal or non-formal economic and occupational sectors in the agricultural system, and ATVET programs will have the opportunity to leverage their experience working with a range of

students at a range of educational levels (Chamel and Hartl 2011). Agriculture is a growing and diversifying aspect of many developing country economies, which provides the opportunities for ATVET to contribute to changes in livelihoods for rural people and communities (Brooks et al. 2013).

Improved health, employment and income

The structure of employment in low income economies is such that work often relies more heavily on strength and endurance and therefore, on good health. The literature indicates that some health problems (such as malnutrition) can become debilitating at extremes, and the bio-medical evidence highlights the potential importance of thresholds, below which poor health can have dire consequences for functionality. This suggests the labour market consequences of poor health are likely to be more serious for the poor, who are more likely to suffer from severe health problems and to be working in jobs for which strength (good health) has a pay off.

According to the Rural Health Care Survey Report (2009), the Rural Sector added around 1500 Health sub-centres in the last 5 years and general employment opportunities for around 28000 nurses and midwives. As per the above report, primary health centres in the country grow by 84 per cent. Similar trends are expected to continue in the coming years. In view of this and already existing shortage of trained manpower in Health and Para-Medical sector, the short duration skill development vocational programmes in the above sector has gained economic value. Further, in developed countries, there is a shift from hospital-based care to home and community-based care for economic reasons. Therefore, various health-related vocational courses e.g., nursing assistant, home based health care attendant, ambulance attendant and operation theatre attendant are being conducted globally. The persons trained in these courses provide support to medical and para-medical professionals for delivering quality health care services at right time and at right place.

If better health is associated with improved functionality, and therefore productivity gains, then individuals, families and even society will invest more income in health than would be implied by its value in purely utility terms. As productivity increases, so income of people will increase and that additional income may be invested in health. This would generate potentially important feedbacks between health and income.

Suggestions for accelerating the economic development by strengthening the vocational skills training

If the Indian economy is to be developed on the back of a strong industry and service sector, the high quality specialized vocational skills training will be essential. Government has to redefine its role in reforming and strengthening vocational education and training, clear policy for facilitating capacity expansion through private sector participation, make investment in vocational training institutes, promote industry and academia interaction to narrow the existing gap between the demand and supply of the skilled manpower. To improve the productivity of Industry, Trade and Services as well as to make India more competitive, we have to take up the Vocational Skills Training with all the State Authorities, the Ministry of HRD, Labour & Employment and all the Chambers of Commerce in India as well as the All India Business Associations such as Confederation of Indian Industry (CII), Federation of Indian Chambers of Commerce and Industry (FICCI), Associated Chambers of Commerce and Industry (ASSOCHAM) etc. Based on the results of the studies, the following recommendations for policy, practice, and future research are offered:

1. Ensure that 95 per cent of the population in the age group of 14 to 50 years goes in for some sort of relevant Vocational Education & Training, to learn a skill, or trade or competency.
2. All the 7000 existing Vocational Education Institutes/Schools under the Centrally Sponsored Scheme on Vocationalisation of Education, which cater to the needs of about 10 lakh secondary students, may be strengthened and restructured keeping in mind local/regional market demands, generic and specific vocational skills.
3. Skill development in organizational planning, entrepreneurship, safe and environmentally sound procedures related to materials and equipment, importance of safe working conditions, first aid training, etc., as an integral part of all VET programmes should be promoted. Further, to capture job opportunities available in the international job market, VET on international standards should be facilitated through setting up of International Skill Training Hub.
4. A system of life-long learning for acquiring skills through VET Institutions, Colleges and Universities should be developed for the working class and those who are working in informal sector. Access through Open and Distance Learning (ODL) mode to those who

- live in rural, tribal and remote areas and those who could not avail the benefit of VET, will be enhanced.
5. Quality research and dissemination to increase understanding in pedagogical, technical and managerial aspects of flexible VET and learning should be promoted. A wide range of pedagogical innovative and developmental projects should be carried out to emphasize the importance of finding new ways of organizing the students' learning possibilities in VET.
 6. About 92 per cent of India's workforce is employed in the informal sector, their educational and skill levels and resultant productivity are extremely low. Skills Development in informal sector should be equipped by using available facilities and mobilizing community resources for up gradation of skills of workers. Dr Bhalchandra Mungekar, Member, Planning Commission once said that there is a need to formulate a package that enhances skills development in the informal economy, solve the problem of unemployment and increase the availability of credit for informal sector enterprises.
 7. VET Institutions/Centres in collaboration with the existing institutions/ organizations like Industrial Training Institutes, Polytechnics, Technical Schools, *Krishi Vigyan Kendras*, rural development agencies, primary health centres (and their auxiliary services), S & T Laboratories, cooperatives, and engineering, agricultural and medical colleges may also be established.
 8. Strategies for involvement of civil society institutions, NGOs, communities/ public and private sector industries in VET should be evolved. The government should work collaboratively with the private sector to provide effective leadership, to maintain and expand vocational education and training. In particular, the government should draw upon the resources of employers and solicit private sector investment in vocational education and training.
 9. The government, especially the Ministry of Human Resources Development, should seek inputs from numerous stakeholders, such as educators, business/industry personnel, parents, students, academicians, and other professionals, before formulating major policy decisions regarding vocational skills training and the National Skill Development Mission. Policymakers should introduce legislation related to new reform initiatives such as school/business partnerships, school-to-work activities, technology preparation, and workforce development to sustain

employer and private sector commitment to education, training, and human resource development. Further, Centre, state, and local bodies should provide a clear vision and mission for vocational education and training. The government should reduce bureaucracy and increase the efficiency and effectiveness of vocational training programs by giving freedom to the institutions and experts.

10. A balanced approach should be emphasized in the school curriculum through the integration of technical, employability, and generalizable skills in vocational skills programs. In addition, vocational curricula should be flexible and responsive to the present and future needs of the nation. The course structure of the training institute should be regularly updated by keeping the changing technology and the fundamentals of economy. The students are also provided with internships and apprenticeship training. They are also provided with stipend for their internships. This gives motivation to perform better and excel in their jobs.
11. Guidelines for competency based training of teachers/trainers may be developed. Based on the guidelines, training programmes for teacher/trainers may be organized with the help of professional institutions/organizations and industries.

Conclusion

It is imperative to impart sound and quality vocational skills training to all the people who are in the age group of 14- 50 years to enable them to be part of the productive workforce in the interest of the growth of the economy. In this paper, the concept and different types of vocational skills training are presented along with the status of vocational skills training and different vocational skills training sectors in India. The role of vocational skills training in economic development of the country and the relationship between the different vocational sectors and economic development are mainly discussed. At the end, a few suggestions were given for accelerating the economic development by strengthening the vocational skills training in India for the government at different levels and reforms to be brought in VET.

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National Skill Drive and the Universities of Yesteryears: Can Lifelong Learning be the answer?

Sayantana Mandal

Introduction

On the occasion of the first ever World Youth Skills Day on 15 July 2015, Prime Minister of India, Shri Narendra Modi launched the project 'Skill India' aiming to address the issues of skills shortage among Indian youth. Considering utilizing the demographic dividend India enjoys, the policy document titled 'National Policy for Skill Development and Entrepreneurship 2015' starts with a promising deliberation of the Prime Minister. "Today, the world and India need a skilled workforce. If we have to promote the development of our country then our mission has to be 'skill development' and 'Skilled India'" (Ministry of Skill Development and Entrepreneurship, 2015). He also emphasized on international competition and the potential in the youths of India. However, the initiative to upgrade skills started much earlier and gained popularity along with the notion of international competition in late 2000. The UPA government also launched the skill development programme and National Skills Development Corporation. Analyzing the major policy reports published during the UPA (I and II) and the present NDA government, it is evident that over the last two decades, development of skills has come out as an unavoidable mandate in all spheres of education and work.

The structural shift in global economy and the technological development are driving demand for highly skilled, innovative knowledge workers. Along with it, the proliferation of internal and international market competition has changed the situation in a complex manner where traditional skills development seems not enough. Most sectors are replacing mass labor with a boutique, high-tech workforce (FICCI, 2014). This creates an increasing demand to the national higher education as well, to train and build well equipped and skilled human resources prepared to face the competitive world of work. However, it repeats the story of limited success in imparting employability skills in Indian youth graduates. The educated unemployment rate is staggering. One in three graduates in India (up to the age of 29) is unemployed (Labour Bureau of India, Third Annual Employment & Unemployment Survey 2012-13). Several reports have also raised their

concern about the quality of science and technology graduates in India. 75% of technical graduates and more than 85% of general graduates are unemployable by India's high-growth global industries, including information technology, according to the National Association of Software and Services Companies' (The Wall Street Journal, 2011).

This is certainly not favorable news for the present and future learners of higher education and universities of the country. Why, in spite of an unprecedented increase in the number of higher education institutions, many of which claim to be world class, is the issue of skills deprivation not addressed properly? In answers, it is often said that the universities in India are largely outdated (Agarwal, 2009; Tilak, 2004; 2006, 2011, 2012; Jayram, 2006; Altbach, 2006). However, what are the core components, which are hindering the skills development in the Indian universities? And finally, how can it be addressed in a sustainable manner? The massificating higher education of India needs to find answers to address these issues, which are indeed related to the future of millions of aspiring youths and the reciprocal to national economic growth and social development.

To explore the issues, this paper takes a critical stance towards the Indian notion of skills development and perceives it in the sphere of national higher education systems. It analyses the issues of skills shortage and the role of Indian universities in this regard. It also examines why, irrespective of the demographic dividend and massification of higher education in the country, the nation is unable to meet the skills demands of the present and future economy. In this process, it argues that the education system, especially the higher education system needs to upgrade itself continuously. However, due to the rapid technological improvement and frequent shifts in the market it is perhaps difficult for the universities to keep pace with the changing contents of the world of work. Hence, a specific approach of learning could be used to address the issue. In the process, the paper poses several arguments forward and analyses, why using Lifelong Learning (LLL) with a specific focus on skills development could be considered as an effective solution.

The next section of the paper discusses the Indian demographic situation and provides rationale for the skills drive by the recent governments. This section is followed by a discussion on the Indian universities where the paper intends to highlight the major drawbacks of the university education in imparting skills to the youths. Section four deals with some trends in the

international arena to develop skills of the youths, while section five attempts to capture some of the core components drawn from the overall discussion. These can help to set the focus on certain aspects of lifelong learning, which can perhaps be utilized to reform the Indian higher education, addressing the issue of skills development. The final section makes some concluding observations and puts forward areas of further researches in order to form a sustainable strategy and plan of action for the betterment of the youth and national situation.

Context

India is soon to shed its tag of second most populated country and become the largest populated country by the year 2030. More interestingly, it will also have the largest youngest population in the world by then with a median age of 32 years, which is far lower compared with 39 in the US, 42 in the UK and 43 in China (source: Higher Education in India: Vision 2030). This means, if India can tap the young human resource of the nation, it can pace ahead in economic development in the emerging knowledge economy, where human resource development is valued the utmost. The overall statistical projection also shows that Indian economy is expected to grow at a Compound Annual Growth Rate (CAGR) of 6.7%, the fastest in the world. Following the present trend, the majority of the development will be contributed by the service sector and that means, more demand for highly skilled people and more demand for higher education.

The beginning of the change we can witness even today. The higher education sector is expanding rapidly and the progress in the recent past has been very impressive. During 2000, the enrolment increased from 8.8 million in 2001-02 to 28.5 million in 2011-12, making it one of the fastest growing sectors. The number of universities/ higher education institutions (HEI) has grown a whopping 7 fold in the last four decades with 665 universities and 35,829 colleges and 11,443 stand alone institutions in 2012-13 (Source- FICCI Higher Education Reports 2012 and 2013). Much of this expansion happened in the post 2000 period alone. Looking deeper into the courses offered by the HEIs, it can be seen that although a majority of young Indians are enrolled in the general degree/ diploma programmes including science, commerce and arts (67%) compared to that in the professional programmes such as engineering, medical, law, management and other vocational courses (33%). However, the demand for professional programmes are increasing at a steep rate of 20% compared to that of the

general courses (6%) (2007-2012). Since majority of the new-age study programmes are job oriented, their demands are also high. However, it comes at a higher cost. Such course in the booming private higher education institutions can be up to 10 times more expensive than a traditional university degree (British Council, 2013). Interestingly, irrespective of the steep cost, the willingness to invest in higher education is escalating. As per the Indian Market Research Bureau, the middle class expenditure has risen significantly. The proportion for the budget for education has increased from 7% in 2008 to 10% in 2010 and 15% in 2013. This indicates that parents are aiming at employability of their graduate offspring and expect to upgrade the situation further by investing on the intellectual capitals.

Observing the demographic trend, the potential of youth and the demand for higher education, the government has taken certain significant steps. The Tenth and Eleventh Five Year Plans, the National Knowledge Commission (2006-2009) and the Yashpal Committee Report (2009) are the milestone policy initiatives by the government which addressed the issue of higher education with great importance. Consequently, the policy push resulted in the Rashtriya Uchchar Shiksha Abhiyan (RUSA), establishment of central and State Council of Higher Education (SCHE), National Skill Development Corporation (NSDC) etcetera. The recent initiatives such as the National Policy for Skills Development and Entrepreneurship 2015 and focus on skill India also deserve notable mentions in this regard. However, in the process, the government has also been withdrawing itself gradually from its traditional role of providing higher education. As a consequence, the public funded universities and colleges are lacking up-gradation in qualitative aspects and the mushrooming private higher education sector is less influenced by the government mandates. In essence, market is taking control. The government however, recognizes the influence of the market in the national higher education arena and rather tries to play a governing role instead.

In all recent reports, the Government has mentioned about the importance of the market compatibility. The reports also stress on the issue of skills, in line with the many other major reports published by the business houses, corporate journals etc. This adherence to the market principal seems accepted as India is steadily moving towards a neoliberal market capitalist mode. The associated socio-political shift towards a more dynamic post-industrial knowledge driven economy has set new aspirations in the society and resulted in higher demands from the higher education system.

To meet the demands of the market, higher education is also becoming more segmented and specialized. At the same time, the labour market has become more flexible in valuing skills and experiences rather than degrees and diplomas. This has created a mismatch between the market demand and supply from the academia, as academia in traditional practice, did not prioritize on workable skills development. This alleviates the existing structural inequality and a need is felt at all levels that higher education needs to metamorphose (Archer et.al.2003).

The market and government both also demand accountability from the contemporary higher education. As per the market, it is expected from the HEIs to regulate skilled labour flow to match the supply of the graduates leaving colleges and universities to their actual demand and utility (Bowers-Brown and Harvey, 2004). The universities are therefore encouraged to leave their 'ivory towers' and change the perception of perceiving 'knowledge for knowledge sake' and become more utilitarian. They are expected not just to create experts but make sure that the experts are relevant to the society. Since the society is increasingly becoming intertwined and international, the outcome of the university learning in the form of human resources should also be competitive at global level. The HEIs are therefore have to foster innovation, flexibility, high standards, market awareness and harness knowledge in such a way which provides returns in long run. However, these are perhaps a mammoth demand to the traditional HEIs (Universities and colleges) of India. However, the question is why is it difficult for the HEIs to change? Is it because the traditional Indian higher education institutions are not used to function in a rather 'market-friendly' way? Or there is more to it? The next section tries to find some of the answers.

Universities of yesteryears and the demands for tomorrow

It is mentioned before in the paper that experts think that the higher education system of India is largely outdated and needs overhaul. The British Council of India Report (2015) highlighted the following reasons for it:

- ◆ Outdated curricula, which are not reflecting the requirement of the dynamic market.
- ◆ Shortage of faculty, which is very high in central and state run universities. This is substituted by ah-hoc appointments of low paid teachers and quality is overlooked.

- ♦ Low focus on research. Indian government spends only 0.9% of GDP on research and development. A majority of researches are not of high standard and hence unable to create an impact. Lack of research collaboration is also another bottleneck in streamlining research (British Council, 2015).

There could be many more reasons for the underachievement of Indian HEIs. However, since this paper is focused on 'skills' in higher education, it discusses the issues in the light of skills development (or the lack of it). Even from the observations of the British Council (2015), it seems that the skills deprivation is rooted back from the design of the curricula, which are mostly outdated, to lack of highly qualified faculties to low focus on up-gradation through research. Nevertheless, Indian higher education system is diverse and the entry of the private players made it immensely complex as well. In addition, there are few public institutions, which are performing well above the rest. Hence, generalizing may not provide critical analytical insights.

The paper therefore, divides the following discussion into three subsections. In the first section, it discusses why the dilemma of change is deep rooted in Indian higher education system. The second subsection discusses how the long-haul lack of focus on skills is causing dear to the learners or the potential human resources. Thirdly, it discusses why the Indian HEIs needs to change its culture and include skills as a prime agenda.

Dilemma of change in Indian universities

The traditional universities of post-independence India were established with an elitist approach, where the idea was to nurture the knowledge and be at the epitome of knowledge creation. The institutions were mostly public and the access to higher education was limited and the enrolment was below 5% (source: NIEPA, 2005). The idea to link the nation's self reliance through economic development resulted in niche educational institutes like Indian Institute of Technology (IITs), Indian Institute of Management (IIMs), and medical colleges, apart from general universities and colleges established for the best students. Over the years, mostly up-to 80s the HEIs grew in number, but the elitist culture didn't change much. As a result, the universities were producing graduates, who are few in numbers and the educated unemployment rate was not alarming.

The universities of that time followed a rather early development model. The concept of human resource development, championed by the human capital theory, came later, which emphasized more on individual characteristics and thus, focused on marketable skills, over theoretical education. In other words it clarifies that more institutional education does not necessarily mean better productivity (Carnoy, 1987). This school promoted the idea of demand and supply both for employees and employers. However, the universities did not change rapidly according to the changing technological progression and especially, emergence of neoliberal open market economies. Moreover, it is perhaps notable that one reason of becoming a successful HEI is its signaling effect to the job market. It prepare (at least intend to) students for the changing market. Whereas, without a handful of exceptions; most traditional universities do not perform this signaling effect. They are primarily designed to prepare student for the public and social sectors and not for this fast changing market economy. Indian higher education system here represents a mostly top-down, less flexible approach. Due to the rigid nature, students are in a sense locked into their respective institutions and more specifically, in their respective disciplines (Agarwal, 2011). To shift from this tradition and step into a more demanding environment is a challenge in itself.

Hence, the demands of creativity, innovation and flexibility have been difficult to meet by the universities today. They mostly continue to focus on theoretical knowledge without linking it thoroughly with contemporary practices. As a result, "too many of our universities are producing graduates in subjects that are not required by the changing job market, and the quality is also not what it should be" (Planning Commission, 2013).

Sudden focus on 'skills' and the confusion in HEIs

Due to the recent technological development, globalization and neoliberal market principals the notion of skills has received greater importance. However, since it is not just any skills and rather focuses on 'employable skills' the economic returns of education comes at the forefront. The students (or the consumers of educational services) now have the right to demand the value for money. However, due to the sudden intrusion of 'skills' in the popular lexicon, neither the users nor the providers of the educational services have clear ideas on the type of skills required, the process of transferring skills and so on. This however, does not stop the HEIs (mostly private, but also public), to advertise their courses using 'skills' and 'employability' as popular buzzwords.

In practice this over emphasis and less preparedness on 'skills' also result in poor quality higher education. This creates trouble for the students. The risks are twofold. First, the lack of idea about contemporary skills in the HEIs could lead them to operate in more or less the same manner with increase importance, but low practice of skills. Second, the students, without having much knowledge about the complex linkages of changing skills and market could get lured by the loud advertisements of the HEIs.

Recently, according to the Associated Chambers of Commerce and Industry of India (ASSOCHAM) paper, more than 180 Business-schools have already been closed down in 2012 in the major cities in India, and many more are struggling for survival. The major reasons are, according to the secretary general of ASSOCHAM, are mushrooming of several business schools across the country based on a business model to earn money, with no quality control, improper infrastructure, less competent faculty and high fee structures compared to the service provided. Most of these schools offer their courses based on the provision of campus interviews and expected salary packages their students can get after the completion of the study. They often lack the expertise and vision to transfer the practical skills needed (ASSOCHAM, 2013).

This practice to cash in the buzzwords, and operating with a business model, is however not new in any other enterprise in the competitive market economy. Interestingly, it has its own risks, when the same principal is applied in higher education (or in many cases education as a whole). Bok (2005) explains that the differences lie at a very basic level of the *modus operandi*. Normally, an enterprise operate thorough its cost-benefit analysis among many, like change in stock price, cost per unit of production, inflation, changing market demand in small intervals etc. All of these are tangible and provide concrete results, and in turn, guide the organization to assess and progress. However, universities are far less able to measure, in absolute tangible terms, the value of its research output, learning outcome, efficiency of their teachers etc. Moreover, an organization periodically review its results (often weekly) based on short-term results obtained from the market. It helps to make necessary changes to reduce cost, increase productivity, correct mistakes and help the organization to learn constantly and stay flexible. On the contrary, these short-term measures are difficult to perform in a university system. It often takes longer (a semester or two in general) to evaluate and make necessary incremental changes. Moreover, there are middle and long-term results associated with higher education, which could take very long

time to measure. Therefore, a simple cost-benefit analysis will often fail to yield clear answers about how universities should respond to tempting commercial opportunities (Bok, 2005). As a result even the so called 'skill oriented' HEIs fail to perform.

On the other hand, students are not like experienced corporate leaders and are often less prepared to judge the real value (both in economic and other terms) of the course they intend to take. Hence, it is not justified to consider them as informed buyers (of educational services) in an open market setup. This mismatch and underprepared nature of students and institutions are causing serious tensions, even if it is seen from a purely economic terms. The ambitious higher education with the dream of skills, employability and rapid economic growth, based on free market principles are trapped under some of its own flaws. It puts the future of the learners (or consumers of the services) at risk and may also drag the future of the higher educational institutions in danger.

Way forward

It may seem from the above discussion that some of the main flaws are associated with the introduction of market in higher education. Although how much market should be allowed in education is a debatable issue, but looking it from a pragmatic point of view, is it possible to divorce from the market in today's society? Moreover, is it practically feasible to build enough philanthropic institutions (both private and public with optimum quality and flexibility) to support the colossal demand for higher education? How far is it possible for any HEI to change frequently to match with the market demands, also considering the fall of demands from the market and the risks associated with it? What curriculum to follow when world of work demands new knowledge more frequently than ever? From the discussion so far, it is perhaps difficult to provide an easy answer. Nevertheless, it can certainly be said that the challenge in front of the HEIs is not just to improve excellence, but also improving the expansion and equity and aim for a knowledge society while staying within the major economic pathways of neo-liberalism in a competitive globalized world. So the strategies have to be flexible enough, yet robust to cope with the harshness of a complex and volatile market.

Here, it seems worthwhile to mention that this paper does not support the abolition of moral social values for the market sake alone. It also

condemns the narrow view of practicing only marketable knowledge. Rather, this paper tries to establish the point that there is a gap in demand and supply and an acute co-existence of graduate unemployment and shortage of skills. The contemporary higher education is largely responsible for this paradox, which is causing tensions and often putting the future of the students at risk. Notably, the study of Washer (2007), Hayward & Fernandez (2004) (among others) show that change in the higher educational institutes to foster skills needed for the contemporary society does not contradict with the idea of a holistic development of its pupils. Moreover, it can also be argued that in developing countries, where graduates have to compete for jobs soon after (sometimes before or during) the completion of their higher education, probably does not allow them the luxury of such a debate (Mandal, 2012).

Lifelong Learning as a solution

From the above discussion, it is evident that the universities need up-gradation and focus more on building skilled human resources. However, it seems also clear that the word 'skill' needs further discussion. The present definition, although rich in theoretical substances, lacks in operational aspects when we relate it with the fast changing market demands and rather smoggy practice of it by the HEIs. A simple question is which are the skills required and how can universities play their role in this regard? However, a critical question may be how the skills are to be transmitted by the universities? Importantly, how far is it feasible for any HEIs to change constantly with the ultra dynamic market and without putting the future of the existing learners in jeopardy? What can be a frugal approach in this regard, which can focus on skills, without getting overwhelmed by the market itself?

To answer the question on what kind of skills required, it seems important to ask the employers first. Based on review of literatures, it can be inferred that graduates from colleges and universities are expected to be open to adapt to the new, diverse and changing working environment(s), have skills in critical thinking, problem solving, able to communicate effectively with experts and non-experts, use of ICT etc. One important demand is that the graduates should be able to perform multitask and above all, the graduates should be open to learn continuously. These employable skills can again be divided into two or more broad classifications. Some are more generic and some are more subject/ area specific. It is also found that the generic skills are also related to attitude, which takes long time to build. These are related

to family situations, social environment and education from early schools. On the other hand, the subject/ area specific skills are more industry relative and there are intra-industry variations as well. Because of these specificities, industries are willing to train the fresh graduates according to the specific job requirements. Here, higher education is expected to make a learner trainable and compatible with the modern work environment. Moreover, higher education should also engage in re-training and up-skilling of employees in collaboration with the industries and form a synergy between education and the world of work.

It is however evident that higher education alone cannot bring all the necessary changes and make someone employable in a few years time. Moreover, it is less capable of teaching subject/ area specific skills which are rather narrow and varies in with specific industries. Hence, in the midst of changing job markets, demands and gap in supply of skilled human resources, higher education needs a renewed focus. Instead of focusing on the content, the main focus should be on imparting competence, which will help learners to learn new skills on their own or as and when required.

Competence is a combination of knowledge, skills and attitudes. There are several internationally recognized frameworks to define specific competences (Gedye & Chalkley, 2006; Birnie, 1999). The competence based lifelong learning oriented frameworks works in a dynamic way. They measure learning outcomes, understand the demands of the society, translates them into required competencies, suggest changes to the educational institutions and other stakeholders and engage in contact research and development. Among them the works by the TUNING educational framework, The European Key Competence Framework, Association of American Colleges and Universities (AACU), AHELO (Assessment of Higher Education Learning Outcomes), PIAAC (Programme for the International Assessment of Adult Competencies), TALIS (Teaching and Learning International Survey), Australian Learning and Teaching Council deserve special mention.

The generic or core skills mentioned are almost similar across all frameworks. These set of skills are mostly soft-skills and the aim of university teaching is to empower learners - for instance, the inquiry and analysis, critical thinking, communication, quantitative and information literacy, teamwork and problem solving come under the intellectual and practical capacity, whereas, civic knowledge, intercultural knowledge, ethical reasoning

and action fall under personal and social responsibilities (Finley, 2012). The TUNING framework divides it in three major subsections, namely, instrumental skills and competence, interpersonal skills and competence and finally, the systemic skills and competence. Instrumental competences include cognitive abilities, methodological abilities, technological abilities and linguistic abilities. Interpersonal competences refer to individual abilities like social skills (social interaction and co-operation). Finally, the systemic competences stress upon abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required). AHELO and PIAAC are on the other hand measures learning outcomes and competences and compare them. Interestingly, the methodology is different than that of regular university evaluation, where it tests mostly knowledge.

This change in perception from education to learning, from information to skills and then to competence brings the learner at the centre stage. It differs from the concept of limited span of individual education and spreads the boundaries of learning across the lifespan. This in turn also welcomes the non-formal and informal learning rather actively, in addition to the formal education. As a result, it champions lifelong learning and thus, more than content, it focuses on the most important aspect- learning to learn. This in turn points at the skills and competences, which are much broader than acquiring information. Simultaneously, it also puts more responsibility on the individual and makes him or her pursue skills up-gradation at a regular basis. In a formal educational set-up this trait of continuous up-gradation is applicable for both students and teachers. These discourses are closely related with the renewing perspectives of lifelong learning. This notion of lifelong learning is however, different from viewing it almost synonymous to adult and non-formal education, as in India. The concept of competence based learning is dominating the discourse of lifelong learning in many developed and developing countries. Through constant research, the competence based model is establishing a strong ground for itself and influencing teaching, learning, curriculum design, evaluation methods of HEIs.

Conclusion

The competence based notion of lifelong learning is revolutionary in many ways. Most important among them is that it may provide the necessary solution to these ever changing demands of new knowledge and instead

prepare learners to acquire the knowledge. Implicitly, it also infers that the role of higher education is not merely to work as a training cell of the market, rather the role is complementary, where HEIs would work to prepare the base for skill-development. However, it is not an easy task. First of all, the higher education institutions in India are largely outdated. Starting from the curricula, the infrastructure, ICT facilities, teaching-learning methods need major overhaul. Moreover, there are disparities in qualities of higher education among regions, streams and educational providers, funding patterns, governance mechanisms and so on. As a result, there is considerable amount of regional disparity in graduate employability skills. Gender and social disparities in graduate employability skills are also coming up as a serious concern. These indicate that higher education, if not properly carried out, is less effective where the degrees alone remain insufficient to generate desired outcome.

This very lack of awareness that more degree certificates do not necessarily result in better jobs is perhaps one of the major bottlenecks in reforming higher education. It spreads well beyond the sphere of institutional education and spans across the growing middle class, who are ready to invest, but not sure which is more important, to the government, which are focusing on expansion and quality, but less specific about which areas needs acute attention. As a result, with ever increasing segmentations, market plays its role, mostly as a profit-making mechanism and increasing number of youths are accumulating in the pool of poorly skilled graduates. The dilemma is therefore twofold. One is related with the actual shortage of skills and how to overcome it and second is how to regulate the inefficient (and sometime corrupt) practices of cashing in on the word 'skills' and not actually providing it.

The competence based model of lifelong learning may bring a different outlook and may prove effective to change the situation. However, only introducing a framework and not building the proper environment will increase the burden of skill depreciation further. Extensive macro and micro scale research is therefore required to identify the skills, the process in which they should be imparted and so on. As the competence focuses on building attitudes in addition to skills and knowledge, the role of entire education sector needs to be tuned. It is a long term collaborative initiative which includes lifelong and life-wide learning. It is certainly not possible by the higher education alone, although it should play its role in a dynamic way and should not confine itself in its traditional cocoon of teaching and research. More

than anything, it needs to learn and evolve and the direction should be based on strong empirical research evidences and not just on popular perceptions of more skills equals to better national development.

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Vocational Training in Unorganized Sector— Need for Standardization

Asoke Bhattacharya

Introduction

The term unorganized sector is defined by National Commission for Enterprise as '...consisting of all unincorporated private enterprise owned by individuals and households engaged in the sale and production of goods and services operated on a proprietary or partnership basis and with less than ten total workers.' Definition apart, unorganized sectors as we find them in our day to day experience are small scale industrial organizations where workers like fitters, turners, electricians etc. are engaged ; enterprises like transport where drivers ,conductors ,operators are employed; in the communication business people who repair mobile phones, repair and assemble computers etc. ; and there is the whole gamut of cottage industries where carpenters, weavers of textile, workers who do cane and bamboo work, workers engaged in pottery, toy –making etc. ; women engaged in stitching and embroidery , beauticians, masseurs etc who are either employed or self-employed. These people constitute the overwhelming majority of the work force in our country. In most of the cases they have neither formal school education nor any formal training in the trade in which they are engaged. But they know their work since they learn the same while working as untrained persons but gradually pick up the tricks of the trade. In many cases they are quite skilled. But their skills are not tested and certified due to which they can claim no recognition and proper remuneration. It is high time that the skills in the unorganized sector be properly recognized for the benefit of the skilled person as well as for the community.

A survey should be conducted to identify various skills available in the unorganized sector. Some of these skills should be clubbed together to form a trade. Proper syllabus, practical and theoretical, should be framed for each trade. Institutions need to be identified which have proper infrastructure to impart training and conduct tests. An All-India Committee may be formed with regional and local bodies that will standardize the syllabus, training and certification. Since the trades are many, there will naturally be regional and local differences.

Standardization is the process that brings uniformity. According to definition, it is the process of developing and implementing technical standards. It can help to maximize compatibility, interoperability, safety, repeatability or quality. This is required for training and certification. It ensures proper recognition as well as remuneration. Training and certification bodies should be standardized too. Only a properly standardized institution can offer proper training and certification.

India has launched a 'Ministry of Skill Development and Entrepreneurship'. It is responsible for co-ordination of all skill development efforts across the country, removal of disconnect between demand and supply of manpower, building the vocational and technical training framework, skill upgradation, building of new skills and innovative thinking for jobs. The sector which accommodates 85% of the Indian work force should come under active consideration of this Ministry.

Vocational Training

Right after Independence, the Government of India awoke to the fact that if India has to claim her position in the community of nations, she needs to have a strong industrial base. New Industrial townships sprang up all over the country: Durgapur, Rourkela, Salem, Bhilai, Bokaro were dotting the country. The then Soviet Union, Germany – both East and West, United Kingdom, United States of America and France were the main industrial nations which came forward to help India to realize its dream. Along with steel plants, large power projects including captive power plants were being implemented. Not only thermal but also hydraulic sources were harnessed. Thus Bhakra Nangal, Damodar Valley Corporation and many others were being constructed. These paved the way for making available irrigation water to the agricultural fields, tractors, power tillers, pumps and various other industrial implements made their way into the agricultural sector. Downstream industries, mostly medium and small scale became the order of the day. But India with 14.7 percent literacy, poverty stricken and thoroughly underdeveloped could not meet the huge demand of technical human resource. It was necessary to establish engineering colleges and technical schools as well as vocational training centers to cater to the ever increasing demand of skilled labour. Thus Indian Institute of Technology was established at various locations of the country, Polytechnics sprang-up to supply middle level technicians and Industrial Training Institutes were created all over the country to supply the requirement of skilled working population. Various

trades like turners, fitters, electricians, masons, carpenters etc. were opened. The Railways had their own institutes to cater to their requirements. In fact, most of the public sector companies had their own training establishments. Thus most of the organized sectors had well-developed training units.

But beside the organized sector, there was a large unorganized sector where the majority of the urban and semi-urban work-force was employed. These workers were mostly employed in privately owned factories. Their workers were not only economically over-exploited but also educationally starved as they were forced to work in the same area in the same industry for years. Many of them, by dint of their own perseverance, managed to learn quite a lot on-job but there was no way that they could claim that knowledge to earn a decent certificate and use the same for better working condition or remuneration. What was even more distressing was the fact that many of them were illiterate and therefore had practically no scope for self-study. By any estimate, they constituted around 85 percent of the total work force. Plus there were an overwhelming population who were engaged in agriculture. For all these people there was no scope of vocational training worth the name. On the other hand India began to experience an economic boom from 1970s onward. Thus industry proliferated. Green revolution in the late 1960s also demanded a more skilled agricultural work force including agro-industrial workers. Since economy demanded more skilled workers, the poor and the underprivileged began to throng these factories as unskilled labour. Various new trades developed: electronics, chemical, construction, instrumentation etc. The organized vocational training centres widened their trades. But it was a drop in the ocean. Most of the trades remained outside the ambit of the organized vocational training imparting institutions.

From the 1980s, new trades appeared. The computer industry, the digital printing industry, the mobile telephone industry, the photographic industry etc. The appearance of digitization industry completely revolutionized many trades. But the organized vocational training centres had practically no scope to incorporate these newly developed areas into their fold. Therefore mushrooming of privately-owned training centres took place. Anyone desiring to enter this sector had to pay very high fee to learn the basics. Digitization industry also demanded not only literacy in the mother tongue but also a smattering of English. Therefore any decent job in these sectors was a far cry for the poor and the underprivileged.

Over the last three decades, these industries have entered almost every nook and corner of the country. Thousands of people are now working in these trades. But those who are doing fine had to invest a lot of money in learning the trade. Those with less education and financial resources are kept outside the orbit of this burgeoning market. Even those who enter these trades have no government recognized certificate. Various companies impart these trainings and issue certificates but the syllabus and examination procedure leave many things desired. Call centre jobs, jobs like medical transcription etc. require certain degree of fluency in English and some other requirements. Some even learn the trade on-job. Therefore these people cannot demand any recognition for their skills. Then there are mushrooming of repair trades of computer, mobile phones, digital watches and other such gadgets. One has to learn this trade on-job. There is no facility to teach these trades.

The automobile industry has also proliferated. Beyond the repair workshops of the established brands, there are thousands of garages where the cars and vehicles are repaired. Those who do this practically have no formal training. They learn the trade on-job. But neither they are unionized nor they have any formal training. They go from garage to garage in search of better working condition and higher pay. But these are wild goose chase. These people are mostly illiterate. It is always advantageous to employ these people because lack of training and certification make them most vulnerable.

Medical Laboratories have grown like mushrooms. There are good brands and not-so-good ones. The tests are done mostly by non-certified people. There are very few institutions that teach the subject. Therefore most of the people learn the job while working. Therefore clients find that the results vary from laboratory to laboratory. Most of these technicians are extremely ill-paid.

So, there are hundreds of trades where thousands work but who are untested and uncertified. The end result is that quality suffers enormously. It is high time that the Government should take stock of the situation and devise a method so that people working in these trades have proper training and appropriate certification.

It would be appropriate to delve into how such condition could be improved.

Training and Certification Bodies

At the very outset a central body has to be formed composed of experts of diverse disciplines. This body should identify the various trades presently in practice. On the basis of a nationwide survey, disciplines would be identified and trades defined. Each trade should have modular syllabus. The course content and the number of hours required for learning should be developed.

There are hundreds of institutions in this country which have the required expertise to impart training, conduct examination and award certificate. Technical universities, colleges and Industrial training institutes exist in all parts of India. Regional bodies could be formed which will co-ordinate with the academic institutions on behalf of the central body. The institutions desirous to impart training in a particular trade may be identified. Their infrastructure should be examined by the regional body. Once that infrastructure gets approved by the regional body and in its turn by the central body, the institution will be thus recognized. Both public and private institutions may opt to have this kind of facility. Students desirous of obtaining such certificates have to enroll themselves. Those unable to undergo regular training may opt for distance mode. Even technicians who consider themselves skilled enough may sit for the examination by paying a certain fee. Those who qualify will get certification recognized by the central body.

This will ensure quality of the program and give value to the certificate holder.

It is a crucial need for industry today. For recruitment of their skilled labour force, they can ask for persons who have required training and certification. It is also a crucial need for the untested workers. Many of them have the requisite skill but they cannot compete for these jobs because they have no formal certification. Therefore career prospects of these workers and technicians are totally blocked. They have to perpetuate as unskilled labour force in unorganized sector. Many foreign companies are now opening their factories in India. These companies are extremely quality conscious. They also pay handsome salaries. Uncertified workers therefore are deprived of the opportunity to compete for these jobs. At the same time, the training centres that we are hinting at, have the potential to train and certify millions of workers throughout the country and thus can have access to trained workforce for their own needs. It is a hugely prospective area crucial for

industrialization of the nation itself. Certified skilled workers with handsome remuneration will also boost the local and national economy. Since these skills cannot be acquired without basic literacy, the literacy scenario of the country will also register a significant improvement. It is a process by which the whole country will come out of darkness. A literate and skilled person earning a decent salary is also a fighter against all obscurantism.

The trained and tested personnel having standard certification can move all over the country and abroad. The world is becoming smaller. Many industrialized foreign nations are suffering from lack of trained personnel. Standardization of the training process will open to these workers access to such jobs in foreign countries. This will also help the country because of the handsome remittances from abroad. Our country earns quite a lot of foreign exchange through remittances from the countries of the Middle-East as well as other countries of Asia, Africa, Europe and the Americas. From whatever angle we may look at, standardized training procedure and certification will help this country enormously. It is high time that effective efforts are made so that in the near future we can catch the bull by the horn. This is the need of the hour. "Make in India" slogan can only be successful if such endeavour is made in right earnest.

Such standardization will also help the unorganized sector. The quality of their products will also improve. In fact a large portion of our population consumes products and services of the unorganized sector. Standardization of training and certification will also help this sector to excel.

Importance of Skill Training in 'Make in India' Programme

V. Mohankumar
B.Sanjay

Genesis of the Campaign

As an integrated initiative of Government of India 'Make in India' campaign/ programme was launched by the Prime Minister on 25th September 2014 in New Delhi simultaneously at national and state levels as well as in the Missions abroad. The basic idea behind this campaign was to attract both foreign and domestic firms to invest in India so that the state of monotony persisting in entire economic sector of the country is invigorated and the overall growth rate of the country be improved. The Prime Minister, therefore, invited business barons across the world to come to India while assuring them best ever possible cooperation. He also solicited the CEOs of domestic firms to invest in India and asked them to utilize the scope and opportunities available here and shine as MNCs instead of leaving the nation. Above all Govt. of India wanted to chart out a new path wherein business entities will be extended red carpet welcome in a spirit of active cooperation. Make in India was an obvious outcome of this concern and commitment of the Government towards economic benefactors.

Through this single strategic move government planned to cross many hurdles in a single leap. At one end it wanted to ensure a hassle free pathway for Foreign Direct Investment (FDI) to fuel the prime engine of infrastructural growth and progress in the country, on the other end it desired to boost the morale of its own citizens for entering into the arena of business and industrial world not as a job seeker but as an entrepreneur who would prefer to run their own ventures to sustain themselves and also to provide job opportunities to many of their own fellow citizens. Govt. of India also attempted to garner Indian industry a global recognition by making India a global hub for manufacturing, manufacturing design, innovation and financial inclusion, thereby creating a large number of jobs to satiate the ever growing rate of domestic unemployment. Precisely, it focused itself on the domestic manufacturing industry which was still lagging behind even after introducing a number of important measures to that effect.

Modus operandi of Make in India

This very ambitious campaign which acquired the importance of a flagship programme of the government was launched with great fanfare. The Department of Industrial Policy and Promotions (DIPP), Ministry of Commerce and Industry engaged a creative agency for the campaign. The logo designed by the creative agency was showcased in a tableau in the Republic Day parade 2015 and also in a stall specifically set-up in Davos at World Economic Forum as part of promotion of the programme.

The government and policy planners knew it well that in due course people would be assessing the achievements of this campaign/programme against certain basic questions like:

- *Whether this campaign has been able to push India's manufacturing growth any further?*
- *Has it increased the share of manufacturing sector in the country's GDP? If yes, to what extent?*
- *India Inc has been able to gain the confidence of the global business community?*
- *To what extent the infrastructural facility available in the country has been increased any further?*
- *Has the campaign been able to motivate people to enter market and industrial arena as entrepreneurs and are able to get hassle free business environment in the country?*
- *Has the campaign succeeded in attracting investors substantially?*
- *Whether quality has emerged as a vital concern of the nation, be it in the field of education, research, innovation or in the services offered and goods manufactured?*
- *Has the skill quotient of the nation has improved further?*
- *Whether Indian nationals are able to occupy the opportunities available in the global job market in a better way?*
- *Can the domestic market and industries are able to create ample number of job opportunities to quench the thirst of employment seekers?*
- *And finally whether the fruits of these developments are trickling down to gleam the face of last man of the country?*

Hence, the entire government machinery came forward to support the campaign and all the efforts were synchronized. The Prime Minister himself took immense interest in popularizing the campaign. In fact, he missed no opportunities and left no stone unturned to sell the message of the campaign.

Government took a number of initiatives to improve ease of doing business in India. Rules and procedures have been simplified and a number of products have been taken off licensing requirements. In order to create conducive environment government intends to provide a robust infrastructure to business through development of industrial corridors and smart cities along with state-of-the-art technology. To roping in FDI, policy in Defence Sector has been liberalized and FDI cap has been raised from 26% to 49%. Cent percent FDI has been allowed in Defence Sector for modern and state of the art technology on case to case basis and same (100% FDI) under automatic route has been permitted in construction, operation and maintenance in Rail Infrastructure projects. This programme laid the foundation of India's new national manufacturing policy and rolled out the red carpet to both domestic and international industrialists with an aim to make India a manufacturing hub that will in turn boost the employment and overall growth of India. Twenty five industry related ministries namely Auto Components, Automobiles, Aviation, Biotechnology, Chemicals, Construction, Defence Manufacturing, Electrical Machinery, Electronic System Design and Manufacturing, Food Processing, IT and *Business Process Management* (BPM), Leather, Media and Entertainment, Mining, Oil and Gas, Pharmaceuticals, Ports, Railways, Roads and Highways, Renewable Energy, Space, Textiles, Thermal Power, Tourism and Hospitality and Wellness were identified for target specific approach and each of these ministries are working on sector specific targets as per their identified action plan for the next one to three years. In order to underline the attitudinal shift in policies relates to investors an Investor Facilitation Cell has been created by the government with a dedicated team to guide and assist the first-time investors.

Recognising skill as pivotal need for sustaining the campaign

The need of skill education in the country has not been emphasized for the first time. The Planning Commission (now renamed as NITI Aayog) has time and again underlined the essentiality of providing skill education to unemployed youth and also to enhance the quality of skill possessed by those who are employed specifically in the tertiary sector. Almost all the

previous governments, in tune with the recommendations of Planning Commission, have reiterated their commitments to invest more, develop suitable infrastructure and programmes to widened the scope of vocational and skill education in the country in order to accommodate the growing number of youth and adults who have never been the part of skill oriented market or industry in the past. However, much has not been achieved. The reason lies with the inadequate investment made by government on this sector. A cursory look at the overall investment made on this aspect of education and training during last Eleven Five Years Plans (see the Table - 1 below) shows that on an average around 12.52% of the total allocation on education has been diverted towards technical education. Now, for sake of calculation and drawing a wider picture if we consider that India has utilized an average of 4% of its GDP on education then the allocation on technical education comes to around 0.5% of the total GDP of the country. This has been the ground reality till the end of Eleventh Five Year Plan.

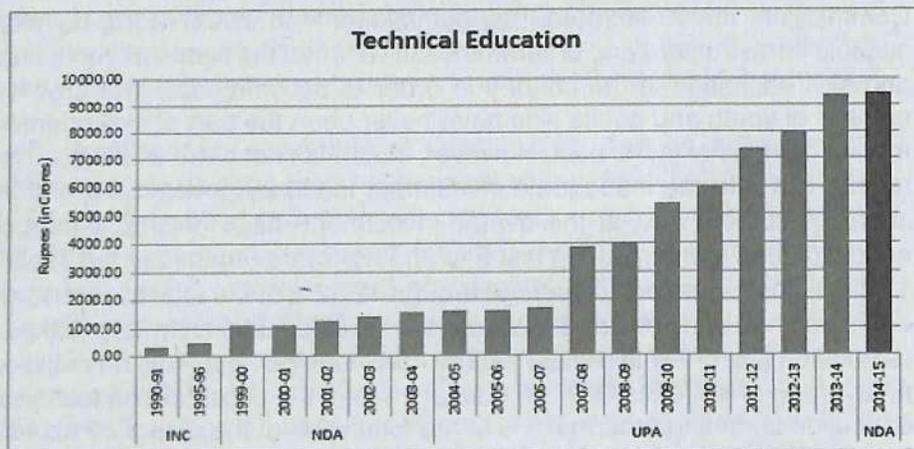
Table – 1: Allocation for different sectors of Education in Five Year Plans

(Figures in percent)

Plan	Elementary	Secondary	Adult	University	Technical	Others
First Plan (1951-56)	57.6	5.5	0.0	7.8	14.2	15.0
Second Plan (1956-61)	34.8	18.7	0.0	17.6	17.9	11.0
Third Plan (1961-66)	34.1	17.5	0.0	14.8	21.2	12.4
Fourth Plan (1969-74)	50.1	0.0	1.7	25.2	10.5	12.5
Fifth Plan (1974-79)	51.7	0.0	2.1	27.9	9.4	8.9
Sixth Plan (1980-85)	32.1	20.4	5.9	21.4	10.4	9.8
Seventh Plan (1985-90)	37.3	24.0	6.2	15.7	14.2	2.6
Eighth Plan (1992-97)	47.7	24.0	5.2	9.6	10.1	3.4
Ninth Plan (1997-02)	57.1	21.3	1.7	8.7	8.1	3.0
Tenth Plan (2002-07)	65.6	9.9	2.8	9.5	10.7	1.5
Eleventh Plan (2007-12)	46.5	19.8	2.2	15.5	11.1	4.9

From Table- 1 it is clear that fund allocation for technical education under different Five Year Plans was not progressive which clearly indicates that this sector could not get the much needed encouragement. However, within the allocated amount in the Eleventh Five Year Plan a considerable emphasis was given to vocational and technical education due to which there was a gradual increase in the expenditure on this sector (see the Graph below).

Expenditure on Technical Education



The new political dispensation at the centre which initiated the Make in India campaign not only continued the same trend but gave a lot more emphasis on it. This was precisely in view of garnering the dividends of India's growing young population, domestically sustaining the demand of trained manpower supposed to be created by the projected growth of manufacturing industries, balancing the unemployment factor and also to utilize the vacancies created for skilled labour in the global market in favour of India's economic growth.

The Policy Planners at the centre could strike the right chord by underlining the need of an all encompassing approach towards the campaign. There seems to be unanimous understanding about the fact that sans skill ability country would not be able to harvest the dividend of its active youth population. Hence a separate ministry was created to look after the skill interest of the youth in the country. The Ministry of Skill Development and Entrepreneurship is responsible for co-ordination of all skill development efforts across the country, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills, and innovative thinking not only for existing jobs but also jobs that are to be created. The Ministry also aims to skill on a large scale with speed and high standards in order to achieve its vision of a 'Skilled India'. In these initiatives it is aided by its functional arms – National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF) and 33 Sector Skill Councils (SSCs) as well as 187 training partners registered

with NSDC. The Ministry also intends to work with the existing network of skill development centres, universities and other alliances in the field. Further, collaborations with relevant central ministries, state governments, international organizations, industry and NGOs have been initiated for multi-level engagement and more impactful implementation of skill development efforts.

It is a welcome step that the interest shown by the government in vocational and technical development is also suitably corroborated by the financial allocation. The Table - 2 shows that apart from the general allocation on education government allocated a total of Rs.1,543.46 crore to the Ministry of Skill Development and Entrepreneurship for the year 2015-16. It also increased the allocation to Ministry of Labor and Employment by Rs.931.22 crore for the same period.

Table – 2: Skill development - Allocation under different Ministries/Departments

Department/ Ministry	Actual 2013-14			Budget 2014-15			Revised 2014-15			Budget 2015-16		
	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total	Plan	Non-Plan	Total
Department of School Education and Literacy	43,694.41	3,171.93	46,866.34	51,826.00	3,287.10	55,113.10	43,517.90	3,267.10	46,805.00	36,036.50	3,181.00	42,218.50
Department of Higher Education	14,182.83	10,282.34	24,465.17	16,900.00	10,756.00	27,656.00	13,000.00	10,700.00	23,700.00	15,855.26	11,000.00	26,855.26
Total	57,877.24	13,454.27	71,331.51	68,726.00	14,043.10	82,771.10	56,517.90	13,967.10	70,505.00	54,891.76	14,181.00	69,074.76
Ministry of Labour and Employment	1,666.90	2,636.24	4,223.14	2,438.32	3,158.76	5,597.08	1,420.25	2,679.60	4,229.85	2,116.51	3,198.71	5,315.22
Ministry of Skill Development and Entrepreneurship	---	---	---	---	---	---	---	---	---	1,500.00	43.46	1,543.46

Source: India Budget 2015 crore Figures in Rs.

Setting Skill Agenda for coming Decades

In order to meet its own forecast of a significant requirement of skill manpower over the next decade, the Government of India has set a target to impart necessary skills to nearly 500 million people by 2022. However,

the Institute of Applied Manpower Research (IAMR), a government think-tank, has computed new skill gap figure to arrive at a "realistic" overall target. According to IAMR's analysis the total number of people who need to be trained by 2022 ranges between 249 and 290 million across differing skill requirement scenarios.

Federation of Indian Chambers of Commerce and Industry (FICCI) in collaboration of Ernst and Young (EY) LLP has recently brought out a report entitled 'Reaping India's promised demographic dividend - industry in driving seat'. This report also states that 'India faces a considerable skill development challenge and around 12 million people are expected to join the workforce every year over the next decade. In contrast, the country has a total training capacity of around 4.3 million, thereby depriving around 64% entrants of the opportunity of formal skill development every year. Moreover, net enrolment in vocational courses in India is estimated at around 5.5 million per year, while that in China is 90 million and in the US 11.3 million. Clearly, the country faces a major challenge of imparting "employable skills" to its growing workforce over the next few decades'.

The Twelfth Five Year Plan has embarked on a relatively modest target of skilling 80 million people until 2017, which leaves around 400 million people to be trained in the Thirteenth Five Year Plan period by 2022. Hence, developing a suitable network of institutions and industries having adequate scope and infrastructural facilities for providing this large number of new entrants to the work force becomes the pertinent agenda before the country.

Developing network for Skill Creation

With a setup of various types of organizations, both at national and state levels government have successfully initiated the process to scale-up skill development efforts across the country. Now, with the government at the helm of affairs, a number of agencies - around 17 ministries, two national level agencies (NSDA & NSDC), several Sector Skill Councils (SSCs), 35 State Skill Development Missions, and several trade and industry bodies are putting their best foot forward to push the national skill development agenda. National Skill Development Agency has been launched with the Cabinet approval and has subsumed the functions of three key organizations - the Prime Minister's National Council of Skill Development (PMNCSD), the National Skill Development Coordination Board (NSDCB) and the Office of the Advisor to the PM on Skill Development in order to achieve better

coordination at the apex level. The agency has been mandated to meet the increasing need for skilled population, in both the public and private sectors. It would also be responsible for coordinating with all central government ministries involved in skill development initiatives and to develop and monitor an overarching framework for skill development, and anchor and operationalize the National Skill Qualification Framework. The National Skill Development Council will continue to work with the private sector. So, with the setting-up of NSDA, there will be two agencies where the NSDA will monitor the NSDC's functioning.

The Key responsibilities of NSDA are to drive the National Skill Development Mission and meet skilling target, to coordinate and harmonize the efforts of various stakeholders, to anchor and operationalize the National Skills Qualification Framework, to monitor and evaluate skill development schemes and to raise extra-budgetary resources from various sources. Whereas the NSDC is entrusted with the work of developing ultra-low cost, high-quality, innovative business models, to foster private sector initiatives and to provide support services.

In line with the Coordinated Action on Skill Development, the majority of the state governments or Union Territories have formed their own State Skill Development Missions (SSDMs) for adopting a focused and synergized approach for skill development in their respective states. The formation of SSDMs will also solve the specific problems pertaining to multiple interfaces in applying for both central and state schemes on skill development. SSDMs are set to play a vital role in promoting skill development, as they are involved in identification of important sectors for job creation, and coordination with relevant government institutions, as well as industry and private training organizations. Each state has implemented a SSDM that best fits their local requirements and the state vision for skill development. While some states have decided to form the SSDM as a society or corporation under the Chief Secretary or Chief Minister, others have positioned it under relevant state government departments such as Labor, Human Resource Development or Planning. Apart from this, several state governments have started setting year-wise targets and allocating budget for skill development.

With guided synergies and robust processes, these organizations have the potential to achieve the ambitious skill development target by 2022.

However, certain issues pertaining to the existence of multiple actors in the skill development mission need to be resolved to keep the agenda on track. Some of the issues are mismatch between national and state level plans, and conflicting agendas of central ministries. To ensure the synergistic delivery of various federal and state programmes, the Government has appointed the National Skill Development Agency (NSDA) to play a key role in harmonizing the efforts of various institutions and enhance the current institutional framework. The NSDA lays special emphasis on industry engagement and aims to involve private players across various links of the skill development value chain, such as curriculum design, apprenticeship, certification, competency assessment and placement linkages.

Role of Jan Shikshan Sansthan in the Network of Skill Creation

Vocational skill training is imparted by many institutions, both in the organized and unorganized sectors, in which Jan Shikshan Sansthans occupy a place of pride. They are run under the recognized NGOs and funded by the Department of School Education and Literacy, M/o Human Resource Development. The Sansthans organize vocational training programmes of various skills and duration suited to the needs of out of school youths and particularly non-literates, neo-literates and persons with rudimentary level of education. The curriculum followed is a standardized one drawn from the established vocational institutions, specially prepared by National Institute of Fashion Technology (NIFT) and by the Directorate of Adult Education, Govt. of India with a lot of emphasis on practical (65%) along with theory (25%) and an important component of Life Enrichment Education (10%). In view of cost effective quality training the vocational courses conducted by the Sansthans are popular and also are always in demand. Till date 271 Sansthans train lakhs of persons every year in which females benefit more.

Now with the creation of Ministry of Skill Development and Entrepreneurship which has the responsibility of coordinating all skill development efforts across the country some questions have surfaced about the locus standi of all these institutions, the role to be played by them in the new set-up and also about the financial allocation made for them. It may appear a bit awkward to hear that the 'National Skill Development Mission - A Framework for Implementation' document issued by this Ministry maintains a studied silence over the issue. In the Mission Objectives this document emphasizes to 'Create an end-to-end implementation framework for skill

development, which provides opportunities for lifelong learning. This includes incorporation of skilling in the school curriculum, providing opportunities for quality, long and short-term skill training, providing gainful employment and ensuring career progression that meets the aspirations of trainees.' Again, referring to the enablers of skill training it says that it will be promoting states to open 'Kaushal Vardhan Kendras' (KVKs) to increase outreach and provide training linked to local needs. Unfortunately, Jan Shikshan Sansthan which are already functioning as vocational training Institutions like KVKs from 1967 are nowhere in the canvas of skill training. In case, by mistake the role of Jan Shikshan Sansthan is left out as one of the skill training institutions, it is high time that they are recognized, strengthened with more fund allocation or they can be converted into Kaushal Vardhan Kendras. Since, the Secretary to Govt. of India, M/o Human Resource Development is also a part of the Steering Committee formed for execution of the Mission along with the Secretaries of Ministry of Finance, Rural Development, Labour and Employment, MSME and Agriculture, it can be brought before the committee for necessary action.

Conclusion

Fifteen months (September 2014 - December 2015) is too less a time for analyzing the impact of any national level programme which is implemented in mission approach. However, with all said and done there exists no doubt that this programme has gathered a huge response from business houses both in India and abroad. It has succeeded well in apprising the business entities across the world about India's willingness to invite them and extend them an atmosphere surcharged with a sense of active cooperation. It has successfully created an optimistic environment in and around the country and there by motivating a large number of Indian citizens to come forward for new start-ups as a result of which we see an upgradation of six ranks in India's position in the Global Entrepreneurship Index (GEI) – 2016 (the rank of India was 104 in 2015 and it is 98 in 2016). This rank is calculated on the basis of scores achieved on 14 'pillars' viz. Opportunity Perception, Startup Skills, Risk Acceptance, Networking, Cultural Support, Opportunity Startup, Technology Absorption, Human Capital, Competition, Product Innovation, Process Innovation, High Growth, Internationalization and Risk Capital. Government's provisional GDP estimates for 2014-15 has shown India's manufacturing sector to have notched-up a healthy 7.1% annual growth for the fiscal, and a heady 8.4% in the last quarter. This was against the corresponding year-on-year growth rates of 5.3% for 2013-14

and 4.4% in January-March 2014. This indicates that the domestic manufacturing sector too has a catalytic impact of the programme. So far as its impact on skills creation is concerned it may be concluded well that this programme has made 'skill creation' - a buzz word of the day and resulted into the creation of a separate and dedicated Ministry for skill creation which has brought all the isolated efforts made for skill education and training in the country under a single umbrella. However, much remains to be done at the ground level. Imparting skills to neo-literates and non-literates is equally important but institutions operating in these areas are yet to receive the attention of the policy makers which certainly pose a note of interrogation before the whole exercise.

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Vocational Education in Higher Education System

L. Raja

Introduction

Vocational skill development is very important in all spheres' of life. In order to improve and cope with the technological changes coming fast in the world it is appropriate that individuals, industries, agencies, government and non-governmental agencies urgently and systematically upgrade their technical levels to cope with the new skills which include computer, satellite, information and communication technology and such other things. In fact vocational education as a discipline has been taught (practiced) in many parts of the world for many years. The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. In Germany two-thirds of young people undergo vocational training in the dual system. The United Kingdom's vocational qualifications (NVQs) practice vocational skill manpower. The Singapore National Skills Recognition System (NSRS) deals with their development. The European Centre for the Development of Vocational Training (Cedefop) works for employment upgradation. UNESCO Dakar works to keep TVET high on the political agenda of African governments, regional economic communities (RECs) and financial partners. The other organizations are the Food and Agriculture Organization of the United Nations (FAO), the International Fund for Agricultural Development (IFAD) and the International Labour Office (ILO).

This paper deals with some of the major frameworks that are available internationally which are always referred by countries for drawing their national policy for skill development.

Australia

The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. The AQF comprises:

- National guidelines for each of the current national qualifications issued in the senior secondary school, vocational education and training and higher education sectors
- Policies and guidelines for articulation, credit transfer and recognition of prior learning register of authorities empowered by governments to accredit qualifications
- Register of institutions authorised to issue qualifications.
- Protocols for issuing qualifications, and
- A governance structure for monitoring the implementation of the AQF and for advising Ministers, including recommendations for change.

Germany

VET is regarded as the pillar of the educational system in Germany. Two-thirds of young people undergo vocational training in the dual system. This training would ideally last for two to three and a half years, depending on one's occupation. It is described as a 'dual system' as training is carried out in two places of learning: at the workplace and in a vocational school. The aim of training in the dual system is to provide a broad-based basis to advanced vocational training and impart the skills and knowledge necessary to practice a skilled occupation within a structured course of training. Those completing the training are entitled to undertake skilled work in one of the 35 recognised occupations requiring formal training. The only requirement is that the student should have completed full-time schooling before commencing vocational training. The key success factor for the German system is the added focus on apprenticeship.

United Kingdom

The National Vocational Qualifications (NVQs) were created in response to the felt need of the people for qualifications made flexible but rigorous and nationally recognised. NVQS are also part of 'Modern Apprenticeship' which is funded through work-based learning. The funding varies between occupational sectors and by age group. The national framework covers general, secondary and tertiary education, VET, work-based learning and prior learning. Accreditation of Prior Experiential Learning (APEL) describes the process of giving formal recognition to learning that derives from personal experiences often gained in employment or voluntary work situations. At the industry level, Sector Skills Councils (SSCs) have been licensed and social partners are also engaged. SSCs are tasked with drawing-up occupational

standards for their sector that will feed into the national reform of qualifications. The Government expects each SSC to draw-up a Sector Skills Agreement in which employers and unions identify skills and productivity needs in their sector and the necessary actions to meet those needs.

Singapore

The National Skills Recognition System (NSRS) is Singapore's national framework for establishing work performance standards, identifying job competencies and certifying skills acquisition. It is implemented by the Standards, Productivity and Innovation Board with the support of the Ministry of Manpower and the Ministry of Trade and Industry. This has helped the industry train skills-standards consultants and assessors, as well as to develop On the Job Training (OJT) blueprints for the skills-standards established. Assessment centres have been set-up to assess the workers who can be certified at the centralised assessment centres, work place or a combination of both. Supporting the NSRS implementation framework are promotional activities and financial incentives for the industries. NSRS is promoted at four levels, i.e., national, industry, company and workforce, in collaboration with employer groups, industry associations, economic agencies and unions.

European Union and Vocational Education and Training

Member countries of the European Union were convinced that better vocational education is vital if Europe is to respond adequately to its challenges of global competition, high numbers of low-skilled workers, young unemployed persons and ageing populations.

The role of the EU Commission acts together with EU government's employers and workers' groups and countries outside the EU to strengthen vocational education across Europe. The basis for this is the Copenhagen Process. In 2010, 33 countries agreed a package of common goals in vocational training for the period 2011-20, backed-up with concrete national measures and EU support. This package is known as the Bruges Communiqué.

The EU Commission's work on vocational education is supported by two agencies and they are European Centre for the Development of

Vocational Training which provides information and analysis of education & training systems, policies, research and practice and the second one is European Training Foundation (ETF) which works on the development of education & training systems in EU partner countries, strengthening cooperation and coordinating funding. The Leonardo da Vinci programme, one of the EU's lifelong learning programmes, funds a wide range of vocational training measures, ranging from placements abroad to cooperating for/with projects between training organisations in different countries. These include 'mobility' initiative enabling people to train in other countries, co-operation projects to transfer or develop innovative practices and network focusing on topical themes in the sector. The people able to benefit from the programme range from trainees in initial vocational training, to people who have already graduated, as well as VET professionals and any one from organisations active in the field. Leonardo da Vinci enables organisations in the vocational education sector to work with partners from across Europe; exchange best practices and increase their staff's expertise. It makes vocational education more attractive to young people and helping people to gain new skills, knowledge and qualifications, the programme also boosts the overall competitiveness of the European labour markets. Innovation projects are key to the programme. They aim to improve the quality of the training systems and developing and transferring innovative policies, courses, teaching methods, materials and procedures.

In order to attract young people for vocational education and training the EU has turned its policies for improving the quality of training - initial education and continuing development and of teachers, trainers and other professionals in the sectors and made the courses more relevant to labour market for which the methods adopt include Work-based-learning, skills competitions and improvement of national systems through the European quality assurance frame work for vocational education(EQAVET).

The EU Commission also developed a new strategy for education reform with a number of initiatives in the field of vocational education and training to support smart and sustainable growth. As part of the strategy it has developed a working document called "Vocational education and training for better skills, growth and which indicates a lot on the strategies, outlines, suggestions for reforms of the VET sector, proposed workshops on vocational excellence to smart and sustainable growth which will bring together stakeholders from all over Europe background documents and synthesis report, a report on

“The role of vocational excellence for smart sustainable growth and another report on US community colleges.

In order to strengthen the vocational training programmes, the EU Commission brings together expert from different countries to exchange good practices in teaching training and support reforms in the national systems apart from other few steps taken at its own end like working group on vocational trainers, peer learning activities for vocational trainers and studies on vocational teachers and trainers.

European Union Lifelong Learning & Study/Training Abroad

Under its Youth on the move and Youth opportunities initiatives, the EU has set a target of 6 percent of learners in initial vocational education to undertake part of their training abroad. It has also launched in 2012 a quality frame work for trainees with clear legal and administrative information on study periods abroad and encourages the employers to offer high-quality work placements. The EU Commission is also encouraging employers to offer European traineeships, which is accompanied by action to improve the quality of training, including their feedback tools and more cooperation between business organisations and education/training institutions.

The Commission works to facilitate **collaboration** between the **providers of vocational education/training** and **drivers of innovation** (innovating companies, design centres, the cultural sector and higher education) – by encouraging all sides to streamline their capacities within Knowledge Alliances and Sector Skills Alliances. The European Business Forum on Vocational Training promotes creativity, innovation and entrepreneurship in the sector. Generally, entrepreneurship initiatives in initial and ongoing vocational education as well as the use of ICT in training are high on the EU's agenda.

As part of equality and social cohesion it ensures access to training for individuals and groups at risk of being excluded, i.e. the low and unskilled, people with special needs or from disadvantaged backgrounds and older workers, etc.

Vocational Education and Training in Africa

Technical and vocational education and training (TVET) is a challenge

for all countries in Africa. In most countries the enrolment rate in formal TVET at secondary level is 5 percent or less. Non-formal TVET is predominant and often highly fragmented. Learning opportunities at the workplace, non-formal learning, private provision, and initiatives under various non-education sector ministries all tend to operate in a non-coherent way. Governments and international institutions are paying increasing attention to TVET. It is one of eight priority areas in the African Union's Second Decade of Education (2006-2015). But despite an increase in the number of African students in TVET, only a few governments in Africa are able to finance TVET at a level that can support quality training. The demand is enormous. Three out of five unemployed in sub-Saharan Africa are young people, mostly surviving in the informal economy.

UNESCO Dakar works to keep TVET high on the political agenda of African governments, regional economic communities (RECs) and financial partners. The Office initiated in 2009 the so-called "Abuja process" to revitalize the area at regional level, in collaboration with the Community of West African States (ECOWAS). In 2010, a working group (better known by the acronym of IATT for 'Inter Agency Task Team') was set up to strengthen the coherence of action and provide more support to countries in developing skills for youth employment. It comprises several UN agencies and institutions (UNESCO, UNDP, ILO, UNEVOC, etc.) and other partners such as ECOWAS and the Association for Development of Education in Africa (ADEA).

Current priorities are developing certification frameworks' (national and regional) to enhance TVET in terms of recognition and harmonization of diplomas. This is expected to improve the necessary linkages with the labour market and skills mobility within and between countries, 'Testing innovative approaches' - UNESCO Dakar supports for example the reform of TVET policy in Senegal. One experiment is Mobile Training Units comprising trucks, tents, trainers, materials etc. to provide short term courses in disadvantaged areas. Initial results in Northern Senegal have encouraging and have generated much interest in Gambia, 'Improving monitoring and statistics' - UNESCO Dakar, together with the UNESCO Institute for Statistics, works on developing and disseminating quality statistical data and indicators to be able to identify more clearly the needs in the various sectors of TVET in African countries.

WHAT IS IVETA?

IVETA is an organization and network of vocational educators, vocational skills training organizations, business and industrial firms, and other individuals and groups interested or involved in vocational education and training worldwide. IVETA is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed.

IVETA is working to create a new era in communication among vocational educators around the globe. Members include practitioners, researchers, and students in the field of vocational education and training as well as institutions, organizations, and companies actively engaged in human resource development. IVETA strives to accomplish these purposes.

European Union

Building a dynamic future

Top-quality education and training are vital if Europe is to develop as a knowledge society and compete effectively in the globalised economy. Education policy as such is decided by each EU country, but together they set joint goals and share best practices.

The EU funds programmes that help citizens make the most of their personal development and the EU's economic potential by studying, training or doing volunteer work in other countries.

Vocational Education in India

Today, India is one of the youngest nations in the world with more than 54% of its total population below 25 years of age. Its population pyramid is expected to "bulge" across the 15-59 age groups over the next decade. It is further estimated that the average age of the population in India by 2020 will be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan'. In fact, during the next 20 years the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. This poses a formidable challenge and a huge opportunity. To reap this demographic dividend which is expected to last for next 25 years, India

needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country.

The Country, however, has a big challenge ahead as it is estimated that only 4.69% of the total workforce in India has undergone formal skill training as compared to 68% in UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. While the debate on the exact quantum of the challenge continues, there is no disputing the fact that it is indeed a challenge of formidable proportion.

It is observed that today the total workforce in the country is estimated at 487 million, of which approximately 57% is in the non-farm sector. If the workforce with higher education without formal skill training is excluded, the balance workforce is estimated to be 450.4 million. Of these 256.72 million non-farm workers, a maximum of 5.4% would be formally trained and skilled (3.61% is based on 2011-12 NSSO survey and includes both farm & nonfarm). Approximately 241.86 million would either be unskilled or skilled through non formal channels. Out of these, it is estimated that approximately 170 million would be in the age group of 15-45 years. This workforce will need to be mapped through recognition of existing skills and then provided with necessary skilling, re-skilling and up-skilling to increase productivity and provide a livelihood pathway. Similarly, in farm sector, this figure works out to be 128.25 million.

The vocational education, training and skill development are imparted by different institutions run by the Government of India (GoI), Local body, Private aided and unaided.

- All India Council for Technical Education (within the MHRD portfolio)
- Advanced Training Institute (within the DGET portfolio)
- Accredited Vocational Institutes(s) (administered under NIOS)
- Board(s) of Apprenticeship Training (administered under MHRD)
- Basic Training Centre (s) (administered under DGET)
- Central Advisory Board for Education (within the MHRD portfolio)
- Central Apprenticeship Council (within the DGET portfolio)
- Central Board for Secondary Education (within the MHRD portfolio)
- Confederation of Indian Industry
- Centres of Excellence (under establishment in ITIs with funding from the central and state governments)
- Community Polytechnic(s) (within the MHRD portfolio)

Centrally Supported Scheme of Vocationalisation of Secondary Education
 Central Staff Training and Research Institute (within the DGET portfolio)
 Craftsman Training Scheme (administered under DGET)
 Directorate General of Employment and Training (within MoLE)
 Employment Assistance Centres (related to National Renewal Fund)
 Federation of Indian Chambers of Commerce and Industry
 Institute of Applied Manpower Research
 Indian Institute of Technology (within the MHRD portfolio)
 Industry Training Centre(s) (private institutions affiliated with NCVT)
 Industry Training Institute(s) (public institutions affiliated with NCVT)
 Joint Council for Vocational Education (within the MHRD portfolio)
 Jan Shikshan Sansthan (Community Education Organisations)
 Khadi and Village Industries Commission
 Ministry of Human Resource Development
 Ministry of Labour and Employment
 Ministry of Skill Development and Entrepreneurship

National Apprenticeship Certificate (administered under DGET)
 National Board of Accreditation (within AICTE)
 National Council for Educational Research and Training (within the MHRD portfolio)
 National Council for Teacher Education
 National Council for Vocational Education (within the MHRD portfolio)
 National Council for Vocational Training (within the DGET portfolio)
 Non Government Organization
 National University of Educational Planning and Administration
 National Institute of Information Technology (within the MHRD portfolio)
 National Institute of Open Schooling (within the MHRD portfolio)
 National Institute for Technical Teacher Training and Research (within the MHRD portfolio)
 National Trade Certificate (administered under DGET)
 Open Basic Education (offered through NIOS)
 Pandit Sunderlal Sharma Central Institute of Vocational Education (administered under NCERT)
 Statutory Apprenticeship Training Scheme (administered in separate parts by DGET and MHRD)
 State Council(s) for Vocational Education (administered by respective state governments)
 State Council for Vocational Training
 Skills Development Fund (established in Singapore)

Secondary School Leaving Certificate

Support to Training and Employment Program (under the portfolio of MHRD of GOI)

Technical and Further Education (Australia)

Total Factor Productivity

University Grants Commission (within the MHRD portfolio)

Vocational Education and Training

However, according to a NSSO report vocational training is received by only 10% of persons aged between 15-29 years. Out of this only 2% receive formal training, while non-formal training constitutes the remaining 8%. Out of the formal training received by that particular age group only 3% are employed. According to the planning commission report for the 11th Five year plan there are about 5,114 industrial training institutes (ITIs) imparting training in 57 engineering and 50 non-engineering trades (Vocational Education in India-2008). Based on this the Confederation of Indian Industry-Tamil Nadu State Council (CII-TNSC) urged the government to start Vocational University to meet the increasing demand of the skilled workers in the job market (The Hindu-3.12.2012).

The present Central Government takes a lot of initiatives to implement the vocational and skill development to provide job to the Indian youth. Recently, Ministry of Skill Development and Entrepreneurship, Government of India has brought out the National Policy for Skill Development and Entrepreneurship 2015. The Ministry of Human Resource Development and University Grants Commission have been having very close collaboration with National Skill Development Corporation (NSDC). National Skill Qualifying Framework (NSQF), National Skill Sector Council (NSSC) is jointly operating to mitigate unemployable skill and unemployment problem in India.

A National Skills Research Division (NSRD) will be constituted with in NSDA at the national level. The role of the division will be to conduct skill surveys including aggregation of the environmental scans done by SSCs, study emerging demand trends, operate the LMIS and other skilling platforms and databases. This body will have close involvement of private sector subject experts and will be the strategy think tank for MSDE. It will also keep a close watch developments taking place internationally in these areas and align our policy response to enable engagement with various stakeholders in the skilling ecosystem and ensure that skills sets of our

people are also aligned with international requirements/benchmark, ensuring their global mobility.

Vocational Education in Gandhigram Rural Institute – Deemed University (GRI), Gandhigram

GRI was established in the year 1956 with objectives of taking higher education to the doorsteps of the rural areas, with focus on skill development through the Gandhian principles of rural industries training and production. It has rich experience in organizing skill oriented training for the rural dropouts, pass-outs, non-students youth, women, artisans, farmers and physically challenged people.

The Department of Lifelong Learning and Extension (earlier it was the department of Adult Continuing Education and Extension) has been imparting training on vocational based skill training ever since 1986.

The following training programmes are offered:

Mobile phone services, Computer Hardware, Electrical wiring, Domestic Appliances, Fan, Motor Coil Winding, Two wheeler Mechanism and Maintenance, Air condition and Refrigerator, Digital Photography, Digital Videography, 2D animation, Computer Literacy, Desktop publishing, Tailoring and Type writing.

This department also has an accredited centre for National Institute of Open Schooling (NIOS) through that also vocational training, secondary and senior secondary level education is imparted for the needy people. The department is closely working with the partner industries and has signed MoU with ITI's and other technical institutions in and around Dindigul District. It does collaboration with private industrial training institutes, professional bodies. Liaison with corporate skill development centres like Murugappa Groups under CUMI training institutes, Hosur. We identify the candidates and send them to CUMI, Hosur for training. During the training the trainee gets free boarding and accommodations, uniform, cycle, shoes and value education. Apart from that they also get monthly honorarium of Rs.3000/- and in the second year Rs.4000/- per month and in the third year Rs.6000/-. The successful candidates get employment in the industries itself.

The department has been instrumental for getting Community College worth of Rs. 54 lakhs to GRI based on its previous experience. As a result of this the UGC has sanctioned two B.Voc courses to GRI under Deen Dayal Upadhyaya Kaushal Kendras. Yamaha Motors established a skill training school at GRI to train rural youths to become self-employed. Dr. APJ Abdul Kalam always desired youths in India to be employment providers instead of employment seekers. There are a number of success stories who have become entrepreneurs by self-employment. A few are Shri Ramesh of Chinnallapatti village who got training from GRI in Cell-Phone Mechanism has established a repairing centre in Chinnallapatti itself provides employment for others also. He also got training in Photography and Videography due to which he has become a professional in that area and earns a good amount of money apart from providing employment to others. The same way Shri Balamurugan and Shri Kalidas, Auto drivers have become entrepreneurs in the nearby town Madurai.

Conclusion

It is always felt that education is important but mere degree or diploma in general education in no way guarantees employment without skill. Skill varies differently – life skills and vocational skills. Life skills enable a person to live a perfect life adjusting one's self to family, neighbours, community and society at large. At the same time vocational skills provide strength to person to work and earn money for livelihood. In the days of international competition, vocational skill is equally important to compete in the employment market so that one can get a decent wage in return or engage in self-employment and become an independent entrepreneur. GRI tries its level best to provide side by side the vocational skill training alongwith general education to the rural youths so that they look after themselves instead of depending on others.

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IIALE is now a Study Centre for IGNOU Programme

International Institute of Adult and Lifelong Education (IIALE) is now recognized as a study centre by Indira Gandhi National Open University (IGNOU) (Centre Code: 29049P) which will function from 17-B, I P Estate, New Delhi – 110 002. The Centre will start function soon and the courses to be offered are:

1. Master of Arts in Adult Education (MAAE)
2. Post-Graduate Diploma in Adult Education (PGDAE)
3. Post Graduate Certificate in Adult Education (PGCAE)

Students interested to enroll themselves for the above courses can contact the Programme In-charge Smt. Kalpana Kaushik on the following address:

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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, zeroxed 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 iaeadelhi@gmail.com

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In the recent past a lot of discussion is going on in India about intolerance. Some say religious intolerance, some others say political intolerance and a few others say intolerance in all spheres of life. Religious and political intolerance is fields which better not discuss in the academic journal as general public punish such people who show intolerance or practice intolerance in their own way through ballet papers when the elections come. But at the same time any intolerance in the spheres of life is a dangerous indication which affects the common people very much. Though, a lot of things can be quoted for intolerance faced by common people in day-to-day life, an incident happened in West Delhi on March 24, 2016 is a cruel one. In case, such incidents happen by sparks generated in the ill minds of people, particularly youths, how can India celebrate its declared strength as a country with large number of youth population which inturn is expected to make the progress in all the fields with increased pace.

What had happened on March 24, 2016?

In the mid of night a 42 year old dentist was fatally attacked by a group of people including juveniles with iron rods, cricket bats and other blunt objects as he had an altercation with two bikers for rash driving after India's win against Bangladesh in the T20 Cricket World Cup. What was the dentist doing on the road in the mid night? Infact, he was playing cricket in their car park outside home alongwith his 7 year old son and his nephew. For a strong stroke the cricket ball flew into the by-lane and hence, the dentist and his son ran after the ball to pick-up. At the same time two persons who were on motorbike coming in the by-lane with high speed, may be by seeing the road empty, was cautioned by the dentist by raising his hands which ultimately hit/touched the body of the bikers for which argument and counter argument continued for few minutes and went to the peak after the dentist slapped the biker and taken away the motorbike and key. This made the bikers angry and hence, they came back with a group of people and attacked the dentist who was still playing with his son. The end result was the death of dentist.

As usual the news has become fodder to the media and social media which came out with so many stories, accusing people with angles on the attackers' social status as they are from the nearby slum area and also on their religion. The accusers have not spared Delhi Police also by stating the

failure of law and order in the city. It is to specially mention here that for many people including politicians Delhi Police is the easy target for attack and a punching bag for any untoward incident takes place in the city.

The incident happened was unfortunate as the family of the dentist has lost a promising person, wife her beloved husband and the child the loving father which nobody can compensate. However, the incident needs to be analyzed by people by sitting calmly in a place so that such things do not happen in future as intolerance was the root cause.

Overall the wings of the fire started because of altercation between the dentist and bikers with heated argument and the confiscation of bike and key. Both of them have done wrong thing. They should have realized that it was not purposeful and should have settled the matter smoothly then and there with mutual give and take. Unfortunately the bikers and group of people who accompanied them also instead of negotiating with the dentist to release the bike started beating him with sharp edged weapons. Both the sides have not shown tolerance, right path of excuse and compromise amicably. The end result was the loss of life. Also the bikers and people who supported will be at loss as they will undergo stress and strain due to court case and will be in jail for few years. As the attackers are youths they will lose their precious part of their life in jail.

Intolerance is always dangerous and it can be avoided only by understanding the end result. This is the lesson everyone should learn.

Dr.V. Mohankumar

Literacy for Social Conscientization

Excerpts of an Interview with Dr. L.Mishra conducted by Prof. S.Y.Shah

Good Morning, Sir. Thank you for giving me an opportunity to interview you. As you may be aware, it is very important to interview the members who are closely involved with the activities of adult education in India over a long period because they may be having rich experiences which may not have been documented and known to many and such information and insights may help us understand the history of adult education in India. The interview is a part of the ongoing project on the **Oral History of Adult Education in India** initiated by the International Institute of Adult and Lifelong Education (IIALE), New Delhi.

When and how did you start taking interest in adult education?

Right from my childhood (as far as the memories of my childhood go), I have been an ardent believer in and admirer of Bapu's philosophy based on truth and non-violence. Adult education and prohibition (of liquor) were two themes of social action which were very dear to Bapu's conscience. His conviction in the efficacy of these two seminal themes was self-propelled and self-driven. These had a tremendous influence on my young mind around 50s;

The second reason for my getting interested in and being committed to adult education as a tool of individual liberation and social emancipation was the state of my parental illiteracy. My home environment in a rural setting was rife with pervasive illiteracy. Both my biological as well as adoptive parents were either semi-literate or totally illiterate. When I started going to school at the age of five (primary) around 1947, I was unable to have any worthwhile social communication with them i.e. I was unable to share with them what I learnt in the school. They had no inkling of the pace and progress of my learning or the levels of proficiency acquired by me in arithmetic, mother tongue and other subjects. If they had, that undoubtedly would have promoted a learning society through a literate family. Regretfully, we have

millions of such homes in India where parents on account of being totally unlettered are not able to have any worthwhile social communication with their children. That kindled in me a resolve to make the unlettered adults functionally literate.

The third reason behind such interest was the plight and predicament of agricultural labourers who were attached to the household of my adoptive parents. They belonged to the SC community and were totally illiterate. They, however, did not realize that being unlettered was the primary reason for their plight and predicament. During vacation I used to go to the SC basti to teach them the basic tenets of functional literacy and numeracy. Since, untouchability was the dominant social practice, meeting members of the SC community in their basti (they had no access to conservative households) and interacting with them invited the wrath of my adoptive parents and other members of the household. I could not reconcile to such obscurantist ideas and practices in early childhood. As I grew up to adolescence, I had a natural and spontaneous conviction that I should be on my own so that I could teach self-reliance to others through functional literacy. My love for, belief in and commitment to adult education as a tool of liberation of the members of SC and ST community (a population of 30 crores+ according to 2011 Census) from the curse of illiteracy have not waned; they have been all the more heightened and reinforced.

Can you recollect the names and role of some people who might have been instrumental in drawing your attention to adult education and influenced your thinking and work in this area?

Mohandas Karamchand Gandhi (Bapu) or Mahatma Gandhi was the one and only one to have influenced me on the efficacy of adult education in my childhood.

Bapu gave a clarion call for eradication of mass illiteracy in India in 1937 with a lot of anguish and yet, hope, faith and conviction that such eradication was possible, feasible and achievable. The call was translated to action with a lot of mass fervour by distinguished adult educators and leaders like Dr. Syed Mahmud in Bihar, B.G. Kher, J.P Naik and Morarji Bhai Desai in the city of Bombay (now Mumbai), Sir M. Visvesvaraya in Mysore University, Dr. Mohan Sing Mehta in Rajasthan, Hari Sarvottam Rao and Durgabai Deshmukh in Andhra Pradesh and Dr. Wealthy Fisher in Uttar Pradesh. Dr. Frank Laubach who had come to India in 1935 inspired teachers in Moga (in

undivided Punjab) and launched a campaign called 'Each one teach one', the efficacy of which remains undisputed even today.

I derived a lot of inspiration and motivation from the teachings of Mr. Paulo Friere, the outstanding Brazilian adult educator who wrote the most seminal work in the liberating role of education called 'The pedagogy of the oppressed' through which he advocated that (a) the teacher and the learner are not subjects and objects (b) they learn from each other in unison (c) such dialogical learning imparts a lot of civilizing and beneficial consciousness to both and (d) education provides liberation from the culture of silence and dependence and can act as a tool of conscientisation.

This work had also inspired me to write 'Anguish of the deprived published by Har Anand Publication, Chirag Delhi (1994). The concluding chapter of this book (about 83 out of 314 pages) has been devoted to how Bapu conceptualized adult education, in late 30s, how experiments in campaigns for total literacy in Myanmar (1969-74), Cuba (1959-61), Nicaragua (1979-84), Vietnam (1932-77), Ethiopia (1979-84) were launched, how President Julius Nyerere perceived the holistic role of AE in development in Tanzania in 60s, how, where and when similar campaigns for total literacy took roots in India (1990 inwards) and what has been the fall out thereof.

I know that you have occupied several important positions in and outside the country which may have given you an opportunity to play a key role in the promotion of adult education. Which were the important positions/assignments that provided you an opportunity to develop and strengthen adult education in India and what were your specific contributions?

I have all along treated myself as a humble servant of literacy and a dedicated and relentless campaigner for eradication of illiteracy right from my childhood. I think, feel and believe from the core of my heart that (a) if one reads and learns, one knows and understands (b) if one knows, one can win and conquer the world (c) if one has acquired some knowledge, information and skills which are of interest and relevance to the rest of humanity and in particular, to the poor, deprived, dispossessed, disadvantaged and marginalized, one should part with a portion of that knowledge, information and skill in favour of those who do not have them and yet who are in dire need of the same. Such parting will not impoverish them but will enrich them. This philosophy has urged, inspired and motivated

me to work unremittingly for the cause of promoting universal literacy and for creation of a learning society, which is also kind, caring, compassionate and considerate and empathizes with the plight and predicament of the unlettered who have been deprived of the access to educational opportunity for no fault of theirs.

The position I held namely SDO (civil), Additional District Magistrate, District Magistrate, Deputy Labour Commissioner, Labour Commissioner, Chief Electoral Officer and Additional Secretary, Home at the State level and DG(LW)/JS, M/o Labour & Employment, DG, NLMA/JS, M/o Human Resource Development, DG, CAPART/ Additional Secretary, M/o Rural Development, Union Labour Secretary at the central level have only provided me an opportunity and fillip to fulfill this urge, inclination and commitment to spread the message of importance and relevance of universal literacy and elan-vital of a learning society which are instrumental for an individual to grow, thrive and prosper against all odds.

My specific contribution in these assignments to promote, develop and strengthen literacy and adult education in India has been:

– an honest realization must dawn on every Govt. that (a) generation of a positive demand must precede provision of delivery mechanism for imparting functional literacy or for that matter, for the success of any programme of social action (b) social mobilization is the key to such demand generation (c) govt. is ill-equipped to go in for such social mobilization all by itself (d) govt. must in all humility acknowledge the need for enlisting the involvement of NGOs and social action groups who are non-political or a-political, who are rooted to the soil and who are committed to voluntarism (e) delivery mechanism will be effective only when there is a ground swell characterized by articulation of demand by the un-lettered 'Education is our birth right and we must have it' (f) the delivery mechanism should be sustained by the philosophy 'each one owns, each one contributes and each one participates' (g) the basic strategy behind success of a campaign for total literacy should be area specific, result oriented, time bound, cost-effective and volunteer based.

The above principles and strategies were sought to be honestly translated to action by me in all assignments held by me and in particular, in the assignment of DG, NLMA.

This realization prompted me to submit a proposal on 19th August, 1989 to the then Education Secretary – Shri Anil Bordia Jee, that since government cannot go in for social mobilization for demand generation for literacy, govt. must go in for an NGO which is non-political or a-political which has the professional expertise and deep commitment to campaigns for literacy to be implemented in an unorthodox and unconventional manner. The note was approved by Minister of Human Resource Development and Bharat Gyan Vigyan Samiti (BGVS), a confluence of creative thinkers, writers, artistes, scientists, technologists, social and educational activists was born.

The other specific contributions are:

– an honest realization that one cannot do everything oneself and therefore, there is need for building up a team of people who are clear, level headed have the honesty and sincerity of purpose and courage of conviction and deeply committed to social action to improve the outreach with people and create the desired impact. The idea of obtaining services of good, honest, qualified and committed people on secondment basis from the universities, Institutes of Social Science Research, NGOs and other autonomous bodies to supplement and complement my initiatives and efforts and those of my colleagues (Anil K. Sinha, Anita Kaul, Ashok Basu, R.K. Saini, B.S. Murthy, P.K. Tripathi, Dr. S.N. Pande, to name only a few) in this direction owes its origin to this realization;

– the principle of integration or convergence which makes the task of pooling resources from a variety of sources and integrating them imaginatively and skillfully for achieving the desired results in a scenario where resources are scarce and there are too many competing claims on these scarce resources was also imbibed, assimilated and translated to action;

– while voluntarism is important and there should be no craving for loaves and fishes of office or for awards and rewards, it is equally important to accord public recognition to those who have been working unremittingly for a good cause like promotion of adult literacy, having completely dedicated themselves to the same; total literacy declaration ceremonies provided the much cherished fora for this purpose;

–making Total Literacy Campaign (TLC) not a loose but highly structured and coordinated effort backed by demand generation, voluntarism, a touch of humility, a spirit of self-abnegation and at the same time fortified by an institutional mechanism for honest and credible reporting, intensive monitoring, supervision, coordination, eternal vigilance and professional evaluation of the content, process and impact thereof.

–Always remaining in the background and maintaining a low profile but keeping a close and constant watch, if not control over the happenings on the ground, ensuring (a) all that is happening is being honestly reported (b) gaps, omissions and deficiencies get corrected through a two way communication process (upwards from village, GP, Block, Sub-division, district, State and national level and downwards) (c) not allowing a single lapse to go unnoticed (d) not allowing the experiment to fail in any manner what so ever and (e) personally remaining wide awake while everybody goes to sleep and not allowing creature comforts to overtake me and to accomplish the one and only one mission of making 30 million unlettered persons functionally literate by 1990 and an additional 50 million by 1995 as mandated for me by Government in the National Literacy Mission (NLM) document approved by the Union Cabinet in August 1987.

During your tenure as the Director General of National Literacy Mission, you might have visited several adult education organizations in the country. Could you recollect some of the organizations and their work and unique contributions?

The organizations individuals /visited by me as DG NLMA are:

Directly linked to NLM/TLC (1987-93):

- DAE at the National and State level;
- State Literacy Mission Authorities;
- State Resource Centres;
- Zilla Saksharta Samitis;
- Block Saksharta Samitis;
- Co-ordination Committees constituted by ZSSs at the GP, Block and district level;
- Zilla Parishad, Panchayat Samitis and Gram Panchayats;
- Shramik Vidyapeeths (now called Jan Shikshan Sansthan) (40);

- Departments of Adult and Continuing Education in Universities-(102) and affiliated colleges;
- Institutes of Social Science and Research (who were selected to evaluate the content, process and impact of the TLCs launched from time to time at the GP, Block and District level);
- NGOs and social action groups.

Indirectly linked to NLM/TLC (1987-93):

- Central Institute of Indian Languages, Mysore;
- National Council of Educational Research and Training;
- National Institute for Educational Planning and Administration (NIEPA) now re-designated as NEUPA or National University of Educational Planning and Administration;
- State Councils of Educational Research and Training (SCERT);
- District Institutes of Educational Research and Training (DIET);
- District Resource Units;
- Units of Mahila Samakshya at the district level (10) in UP and Gujarat.

The organizations, their work and unique contribution recollected by me now are many but in a capsule form are:

1. Kerala Shastra Sahitya Parishad (KSSP). Dr. M.P. Paramswaran, Shri K. K. Krishna Kumar, late Prof. K. M. Narayan Menon and late Prof. E. K. Narayanan provided the first impulse and later impetus to TLC.
2. Bharat Gyan Vigyan Samiti (BGVS) and with Dr. Malcolm. S. Adiseshiah, late Shri Vinod Raina and many others who were the torch bearers of NLM/TLC.
3. Dr. T. Sundar Raman and Sudha Sundar Raman – TLC, Puducherry.
4. 'Lead kindly light' conceived and successfully executed by late K. R. Rajan – TLC, Ernakulum which provided an impetus to the remaining districts to go in for similar TLC experiment.
5. Smt. Rajni Kumar, an Irish lady, a distinguished teacher and educationist and President, Springdales Education Society spearheading a move to mobilize, sensitize and involve physically and emotionally teachers and students of over 78 public schools of Delhi to implement programmes of functional literacy to the slum dwellers and other unlettered persons living in the slums of Delhi in a spirit of total voluntarism, dedication and commitment.

6. Nalini Singh Associates which made 'Why Kedari Cried – does anyone care' a deeply moving film on TLC, Bijapur – both a path finder and path breaker in powerful audio-visual means of social communication.
7. 'Angootha Chaap' a deeply moving film by Sai Paranjpye.
8. Anita Agnihotri – TLC, Sundargarh (Odisha).
9. Asit Tripathi – TLC, Rourkela (Odisha).
10. Manavendra Roy – TLC, Midnapore (West Bengal).
11. Asim Burman – TLC, Burdwan (West Bengal).
12. K. Raju and Dr. Vijāyakumar – TLC, Nellore (Andhra Pradesh).
13. M. Nagarjun, I. V. Subba Rao and A. Subramaniam – TLC, Chittoor (Andhra Pradesh).
14. Prof. B.H. Krishnamoorthy– Central University, Hyderabad (Andhra Pradesh).
15. A.K. Parida – TLC, Cuddapah (Andhra Pradesh).
16. S.P. Singh – TLC, Srikakulam (Andhra Pradesh).
17. Vinay Kumar and Somesh Kumar – TLC, Nizamabad (Andhra Pradesh).
18. Late Jagadananda Panda – TLC, Ganjam (Odisha)
19. A.K. Panda – TLC, Keonjhar (Odisha).
20. Anil Kumar Sinha and Prof. Chakraborty – TLC, Muzaffarpur (Bihar)
21. Ajay Kumar – TLC, Madhepura (Bihar).
22. Vijay Shankar Pande – TLC, Fatehpur (UP).
23. Sanjay Gupta – TLC, Bhavnagar (Gujarat).
24. Sanjay Prasad and Sangeeta Prasad – TLC, Gandhinagar (Gujarat).
25. Vijay Kumar, R.P. Singh, Rajesh Khuller, late Dr. E.K. Narayananand Dr. Suresh Sharma from BGVS – TLC, Panipat (fourth battle of Panipat) (Haryana).
26. Gulab Singh Sorat, Dr. R. S. Dahiyaand Satya Prakash– TLC, Rohatak (Haryana).
27. Ajay Tyagi – TLC, Sirmour (Himachal Pradesh).
28. TM Vijaya Bhaskar and Vidya Shankar – TLC, Bijapur (Karnataka).
29. J. D. Seelam – TLC, Mandya (Karnataka).
30. H. BhaskarandEθhiraj – TLC, Tumkur (Karnataka).
31. Vivek Dhand and Dr. D. S. Sharma – TLC, Drug (Chhattisgarh now, undivided MP then).
32. Harsh Mandher – TLC, Raigad (Chhattisgarh now, undivided MP then).
33. Sunil Soniand Sanjivani Kutti – TLC, Sindhudurg (Maharashtra)
34. O. P. Saini – TLC, Dongarpur (Rajasthan)

35. Sheila Rani Chunkath, Prof. Venkatesh Athreya and Prof. Madaswamy, BGVS – TLC, Pudukottai (Tamil Nadu).
36. Qudsia Gandhi – TLC, Pasumpan Muthuramalingam Thevar (PMT) now Sivagangai (Tamil Nadu).
37. T.P. Sridhar and S. Gnanadesikan – TLC, Kamarajar (Tamil Nadu).
38. R. Velu – TLC, Thirunelveli (Tamil Nadu).
39. S. Ramasundaram – TLC, North Arcot Ambedkar (Vellore) (Tamil Nadu).
40. M. Madan Gopal and K. Ratnaprabha – TLC, Raichur (Karnataka).
41. Dr. D. Barakataki and Prof. Tapas Sharma, Assam.
42. Dr. Santosh Choubey – Bhopal (MP).
43. Dr. Madan Mohan Pradhan, Dr. Aurvind Behera and Sudhir Patnaik – Odisha.
44. Dr. Kashinath Chatterjee – Ranchi (now Jharkhand).
45. Dr. Naresh Sharma – Nawada (Bihar).
46. Prof. Vijyanand Yadav – Saharsa (Bihar).
47. Dr. Kuldeep Singh Tanwar – Himachal Pradesh.
48. Dr. Dayanand – Jind (Haryana).
49. Dr. Pyarelal Garg – Punjab.
50. Dr. M. Joshi – Rajasthan.
51. Dr. Braj Gopal Mazumdar – Tripura.
52. Ajit Abhayankar – Maharashtra.
53. R. S. Vajpayee – Uttar Pradesh.
54. B. K. Srivastava – Uttar Pradesh.

Unique contributions made by some of these individuals / institutions.

- Getting the eyesight of over 100,000 learners examined and providing spectacles to 62,750 learners with deficient vision in TLC, Ernakulum captioned 'Lead kindly light' so that they can see, read and write with understanding and be functionally literate;
- Introducing Paulo Freire's conscientisation oriented methodology in TLC Ernakulum;
- Campaign for total literacy (Ernakulum) becoming campaigns for 100 PC immunization with the aim of 'Health for all' benefitting 43,200 children and 27,000 expectant mothers with support of UNICEF;
- Yogins of Nizamabad and Devdasis of Karnataka taking a pledge that they will never allow their daughters to be yogins and devdasis again;

- TLC giving birth to anti-arrack agitation in Andhra Pradesh; the fall out of that agitation was so pronounced and powerful that it forced the govt. of the day to go in for total prohibition w.e.f 02.10.92;
- Women confined to the threshold of the household coming out to the open on account of their participation in the literacy campaign; they learnt Karate in Sivagangai for self-defence and cycling in Pudukottai for better mobility and visibility;
- Literacy being woven around economic activities like quarrying, gem cutting, gem polishing in Pudukottai; chain of middlemen from outside – the principal engine of exploitation getting eliminated and being replaced by a cooperative society of quarry workers and workers becoming supervisors, managers and eventual owners.
- Sheila Rani Chunkath, Collector, Pudukottai conceiving 'Pudu Pongal' as an occasion for promoting unity and solidarity among volunteer instructors and learners, cooking food and sharing the same on 14th Jan, the day (Makar Sankranti) when Pongal is celebrated all over South India.
- Mothers in large number in Midnapore and Burdwan districts of West Bengal carrying children in their arms and marching to the office of the Sabhadhipati of Zilla Parishad to demand education as a matter of fundamental human right for children in 6-14 age group (long before RTE Act, 2009 came on the statute book);
- Campaigns for total literacy providing a weapon against fads, taboos, obscurantist ideas and practices (like witchcraft, animal slaughter and human sacrifice);
- TLC, Midnapore demonstrating how a person who was afflicted with leprosy and who was almost ostracized by the members of the village community could be brought back to the main stream of the village due to his total devotion to literacy work as a volunteer instructor.
- There were instances where learners already literate in one language which is different from the State standard language came to attend literacy classes where instructional lessons were being imparted in the State standard language; (they did so as they thought, felt and believed that it is important to be literate in the State standard language so that they can imbibe and assimilate the ethos and culture of the native State where they are born, where they have lived and grown since their childhood, whose air they have breathed and water they have drunk). This is how TLC promoted linguistic integration;

– It was indeed refreshing to see people belonging to the multiple strata of society such as small and marginal farmers, landless agricultural labourers, share croppers, rural artisans, beedi workers, leather workers, salt workers, fisher women and men, milkmaids, scavengers, head-load carriers, hand cart drivers, loaders and unloaders, tribal collectors of minor agricultural and forest produce thinking, learning and working together, sharing common concerns while sharing the excitement and joy of learning.

During your tenure as the Director General of National Literacy Mission, did you face any challenges? If so, what were those challenges and how did you overcome them?

I am deeply personally committed to the idea of individual and collective empowerment of people through access to, acquisition, retention and application of functional literacy and numeracy skills but I must confess candidly that I am not a professional adult educator or andragogist. When I was selected and appointed to head the National Literacy Mission, the expectations of authorities who selected me were high. This was quite normal and natural but my limitations were also many and I was acutely conscious of them. To start with, I came to Delhi from Bhubaneswar (where I was Principal Secretary to Governor, Odisha) after surrendering my official accommodation in Raj Bhawan. I had to wait for more than six months (August 1987 to February 1988) to get even a very tiny government accommodation from the central pool maintained by Directorate of Estates, Ministry of Urban Development. I had to park in Odisha Bhawan with my wife and daughter in a small room of 12' X 10' for those six months with an enormous work load, heavy responsibility and bereft of the minimal frugal comfort and convenience and with any time for food, sleep and rest. Secondly, in addition to AE, I was JS in charge of Indian languages (22) and Sanskrit and there were as many as 12 institutions (excluding eight Sanskrit Vidyapeeths) scattered across the length and breadth of the country (Delhi, Agra, Mysore, Hyderabad, Tirupati, Pune etc) whose work I was required to oversee in addition to being the CEO, NLMA. At the end of the day which is devoted mostly to meetings with Minister, Education Secretary, Cabinet Secretary, Chief Secretaries, Parliamentary Committees and conferences, I used to carry trunk load of files to Odisha Bhawan and used to burn midnight oil to dispose off all pending matters. I could not afford to dilute the content and quality of work related to NLM which was my substantive or principal assignment / responsibility while at the same time I could not afford to neglect

the work related to Indian languages and Sanskrit which was onerous. Time management was extremely difficult. Thirdly, I was required to report to multiple centres of power and authority (Shri. P.V. Narasimha Rao, Smt. Krishna Sahi, Shri. L.P. Shahi, Shri Sam Pitroda, Shri. Anil Bordia, Shri. Kirit Joshi) and being subjected to multiple competing claims and pressures from multiple authorities has its own occupational risks and hazards. No one can satisfy the expectations of multiple authorities in one go. Fourthly, after I joined, I had to confront protracted litigations from instructors / supervisors of Rural Functional Literacy Programme (RFLP), State Adult Education Programme (SAEP) under the National Adult Education Programme (NAEP) and this consumed a lot of my precious time, energy and resources for one full year. But for the deft handling of the case by Shri Arun Jaitley, Advocate (Hon'ble Finance Minister now), these cases would have lingered on much longer, causing a terrible drain on our scarce resources. Fifthly and simultaneous with the litigations (which made time management extremely difficult), we went on experimenting with the idea of technological intervention for eradication of illiteracy. There are 42 regional research laboratories under the administrative control of Council of Scientific and Industrial Research (CSIR) dedicated to scientific and technological research and a committee under the Chairmanship of Dr. Ram Iyengar, Additional Director General, CSIR sought to enlist their involvement and support but regretfully neither a good quality black board nor a good quality petromax light / lantern nor a good quality chalk/slate/duster could be designed by them even after protracted efforts. A lot of time, energy and resources were consumed before we could settle down to the idea of TLC. Sixthly, initially when we started with TLC, Ernakulum, the overall climate or milieu was surcharged with a lot of cynicism and skepticism against literacy and AE in general and TLC in particular. 'Are they necessary? Are they not dispensable? Can they not wait? Will it not be worth-while to divert the resources meant for literacy and AE in favour of Universal Primary Education (UPE) and Universal Elementary Education (UEE)? These were some of the typical specimens of a highly cynical, skeptical and prejudiced attitude towards literacy and AE. Seventhly, while there was abundance of political will, commitment a determination at the national level towards eradication of adult illiteracy, the same cannot be said to be true of the States governed by political parties with different political complexions. One State which myself and Dr. M.P. Parameswaran visited and where we called on the CM to enlist his personal commitment to TLC, the reaction was rather unexpected: 'why not go in for mid-day meals in the primary and elementary streams on a massive scale instead of going in for TLC as mid-day-meals will be the best

motivation for children's enrolment and retention in UPE and UEE?'. The close correlation between UPE, UEE and AE was seldom perceived and internalized. It was seldom recognized that they supplement, complement and reinforce each other; that one is incomplete without the other.

For me, I single handed had to grapple with all these mindsets and challenges. I proceeded with a lot of patience and resilience and was not prepared to give up even in the face of worst mindsets of all the adversaries of the programme/ mission / campaign around me. I do not remember between August 19, 1987 when I joined as Joint Educational Advisor and November 18, 1992 when I formally relinquished my charge a single day when I had either time for food, sleep or rest for self or any time to be spent with my wife and children. The remarks of the people around for the slightest delay were too stinging to the quick to be forgotten. Most of the people around forgot that acquisition of literacy is a matter closely linked to human mind which was not the same as injecting polio vaccine into the human body; the two processes do not produce the same result within the same duration.

According to Jean Paul Sartre, the existentialist philosopher, there are three mental phenomena such as cognitive, affective and volitional. These are affected by motive, desire, purpose, deliberation and decision which are bound to be different with different sets of people with differently endowed human minds (some positive and pro-active, some not so positive) whereas in case of human body absorption or assimilation of something external (like Polio vaccine) is comparatively easier.

To make matters worse, before the TLCs had taken off fully or their gains had fully consolidated, MHRD got a committee (Arun Ghosh Committee) appointed to critically go into the entire issue of TLC in April 1993. It was an attempt to demolish in one stroke all the good things which had taken place during previous 5 years of hard, grueling and unremitting work day and night. That was the last stroke on the camel's back. It also went against the basic premise on which every social action programme should rest i.e. 'Allow sufficient time for a programme to take off and consolidate its gains and do not tinker too much every now and then with the same which will amount to witch hunting & be counterproductive'. The Ghosh Committee took 18 months to submit its final report which contained observations many of which were factually inaccurate and did not serve any worthwhile purpose.

You have had a distinguished career in civil service. Did you face any political interference in your work or get special support from them?

I have been a humble servant of humanity all throughout. I have tried to contribute my very best – body, mind and soul to produce the best possible and conceivable results in as short a time as possible in the teeth of formidable impediments all around. Once I was mandated with a particular task or assignment, I have tried to mobilize all the resources of my body and mind within and resources - human, material and financial outside to carry the task or assignment to a logical conclusion. Political will and commitment are no doubt important and essential aid to accomplishment of mission like NLM but political support or lack of it has never really bothered me; I have all along tried to be on my own, as autonomous and as much propelled and driven by the spirit within as it could be.

What was your experience of working with senior colleagues like Anil Bordia, Sam Pitroda and Ministers like Narasimha Rao, Arjun Singh and others?

They were towers of support, encouragement, inspiration and motivation all throughout. Their support was invaluable. In particular, the manner in which Mr. Pitroda used to organize the visits to the State capitals along with the five mission directors, have an interface with the CM, Members of the Council of the Ministers, Chief Secretary, Secretary & Head of the Department and the effective communication which he was able to establish provided a tremendous impetus to the work of all the five missions. He was ably assisted in this task by Shri Jairam Ramesh, his special assistant who later became MOS Energy & Cabinet Minister, Rural Development, GOI.

What was your role in strengthening or setting up institutions like the National Institute of Adult Education (NIAE), State Resource Centres (SRCs) and Jan Shikshan Sansthan (JSSs)? and Can you throw some light on the functioning and closing down the NIAE?

After I joined as DG, NLMA on 19.8.1987, improvement and strengthening the SRCs (15) which provide academic and technical resource support to AE programme occupied a lot of my prioritized attention. The central grant was raised to 100%, the manpower position was reviewed and revised and gaps removed, liberal financial support was provided for construction of office buildings of SRC at a number of places and a lot of impetus was

provided to training and research in addition to material production (for both basic, post literacy and continuing education) in AE through strengthening the resources of SRCs.

NIAE was conceptualized by Anil Bordia Jee, then Secretary, Education. He had visualized it as a national centre of excellence for research and documentation in AE and wanted to carry it to its logical conclusion with deep conviction, sincerity and dedication. My colleagues (Ms. Anita Kaul in particular) located the space in IP Estate, a note for the cabinet for creation of NIAE, an independent and autonomous body under MHRD was prepared and Dr. Anita Dighe was selected to be the first Director of NIAE. Anil jee and self went together to meet the then Expenditure Secretary, Ministry of Finance (Mr. Nayar) to solicit the approval of IFD to the proposal but regretfully he was of the view that since we had the Directorate of Adult Education (DAE) already, having NIAE will be a duplication, little realizing that DAE was only an administrative wing of AE Division of MHRD, had limited manpower and little funds for research for which research as an activity in AE under DAE could not make any head way. In the absence of financial concurrence of IFD, the note for the Cabinet had to be withdrawn; NIAE died an un-natural death and all the efforts collectively made by Anil Bordiajee, my colleagues and self were rendered infructuous.

Between 2003 when I returned from ILO, ROAP, Bangkok till date I have pleaded for revival of NIAE (the last fervent appeal by me to then Minister of State, M/o Human Resource Development – Dr. D. Purandeswari being made in a national seminar on AE held at Bangalore on 24.6.2011) but the plea has gone un-heeded and has remained unanswered.

What was your experience of working with Planning Commission especially with Dr. Chitra Naik?

Dr. Chitra Naik both as Director, Indian Institute of Education, Pune and Member, Education, Planning Commission was a rare combination of scholarship, intellectual acumen, wit and wisdom, empathy and sensitivity. She had complete command over education and adult education in particular as a discipline. She was constantly a source of encouragement, inspiration, motivation and support for me. She was also totally positive, constructive and supportive of all over initiatives and efforts in the direction of TLC. The Advisor and Joint Advisor, Planning Commission in charge of Education – M. R. Kolhatkar and Sailendra Sharma respectively were also very positive and supportive of our initiatives.

What are your impressions about the contribution of NGOs to adult education?

There are NGOs and NGOs. There are good and credible NGOs totally non-political or a-political and genuinely committed to social action. They work and live with the people at the grassroots level. They have the pulse of the people on their fingertips. They are flexible in structure and observe total transparency, probity and rectitude in their day-to-day operations.

Such NGOs are indeed an asset as they supplement and complement governmental initiative, action and outreach without posing as competitors or substitutes of Govt. action.

The examples of a few such good, credible and committed NGOs in the field of literacy and AE and with whom I have worked hand to hand and shoulder to shoulder are:

- Literacy House, Lucknow of which Ms. Wealthy Fisher was the principal driving spirit;
- Bengal Social Service League, Kolkata with late Satyen Maitra as the principal driving spirit;
- Indian Institute of Education, Pune with late J.P. Naik and late Chitra Naik as the principal driving spirits;
- Andhra Mahila Sabha, Hyderabad with late Durgabai Deshmukh, the founder and Principal driving spirit;
- KANFED, Thiruvananthapuram with late P.N. Panickar as the principal driving spirit.
- Assam
- Utkal Navajeevan Mandal, Angul, Odisha with Prof. B.B. Mohanty as the principal driving spirit.
- Deepayatan, Patna, the State Resource Centre for Bihar.
- Tamil Nadu Board of Continuing Education, Chennai with Dr. Malcolm S. Adiseshiah as the principal driving spirit.
- Karnataka Adult Education Council, Mysore with L. Halemane as the principal driving spirit.
- Banwasi Seva Ashram, Govindpur in Sonbhadra (UP) of which late Prembahi was the principal driving spirit;
- Bharatiya Grameen Mahila Sangh, Indore of which late Krishna Agarwal was the principal driving spirit;

- Bhagavatula Charitable Trust, Yellamanchili in Andhra Pradesh of which Dr. B.V. Parameswara Rao was the principal driving spirit;
- Rajasthan Vidyapeeth, Udaipur of which Prof. B. S. Garg and Bhai Bhagwan were the principal driving spirits;
- Rajasthan Adult Education Association of which Ramesh Bhai Thanvi was the principal driving spirit;
- Bikaner Adult Education Association;
- Urmul Trust, Bikaner of which late Sanjay Chose was the principal driving spirit;
- AGRAGAMEE, Kashipur (Rayagada) in Odisha of which Achyut Das and Vidya Das have been the principal driving spirits;
- VISWAS, Kariar Road (Nuapada) in Odisha of which A. V. Swamy, MP (Rajya Sabha) has been the principal driving spirits;
- SANDHAN of Jaipur of which Sharada Jain is the principal driving spirit;
- 'ASTHA' of Jaipur of which late Om Srivastav and Gini Srivastav (a Canadian lady) were the principal driving spirits;
- Seva Mandir of Udaipur of which late Dadabhai Bordia and Jagat Mehta were the principal driving spirits;
- Vidya Bhawan of Udaipur of which Dr. Mohan Sing Mehta was the driving spirit;
- KATHA of New Delhi of which Geetha Dharmarajan was principal driving spirit.

What has been your experience of involving universities in the activities of NLM?

My experience of working with the following universities/deemed universities in the area of material production, training, documentation and research as also in implementation of TLCs (selectively) during my tenure as DG,NLMA has been very educative, productive and extremely rewarding. They are:

- SNDT University, Mumbai;
- Gujarat Vidyapeeth, Ahmedabad;
- Gandhigram Rural Institute, Gandhigram, Dindigul District;
- Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore;
- Rajasthan Vidyapeeth, Udaipur;

- Departments of Adult and Continuing Education, Jawaharlal Nehru University, New Delhi, Jamia Millia Islamia, New Delhi, Bharathiar University, Coimbatore and *Bharathidasan* University, Tiruchirappalli.

What are your views on strengthening adult education India?

In Julius Caesar, it has been said by Brutus 'There is a tide in the affairs of man'. Alike in the lives of men, there could be a neap tide as also an ebb tide in the affairs of institutions and programmes as well. Some programmes are launched by Govt., some by corporate houses and a few by NGOs with laudable intentions, they reach a crescendo, face reverses and start declining and eventually meet their total eclipse which was never intended.

The same may be partially true about literacy and adult education programme in India. We may commence with Bapu's call in 1937 (in the wake of an honest realization that mass illiteracy was a matter of national sin and shame) to launching of campaigns for literacy in the 6 Provinces (where Indian National Congress had formed Govts. in the wake of 1935 GOI pact). These campaigns were short-lived (due to commencement of second world war in Sept' 39). With launching of five years plans, in 1951-52, AE marked its beginning with a social education programme which was co-terminus with the community development programme. Thereafter, from Farmers' Functional Literacy Project (FFLP) to Functional Literacy for Adult Women (FLAW), from non-formal programmes of education for the youth (NFE) to polyvalent education programme under Shramik Vidyapeeths (40), from the centre and honorarium based RFLP, SAEP under NAEP to TLCs which are volunteer based we have travelled a long way. From the cost effective or rather inexpensive nature of the programme in shape of TLCs (where the per learner cost ranged between Rs. 50 to 80), the budgetary allocations under 'Saakshar Bharat' have gone up to Rs.6000 crores in the eleventh five year plan (2007-2012) and have been scaled down thereafter to Rs.3000 crores for the 12th Plan period (2012-2017). An outlay of Rs.320 crores has been proposed for 2016-17 which is yet to be approved (as it is linked to passage of Finance Appropriation Bill for that year). There are two major anomalies/ deficiencies emanating from this whole exercise. While there was liberal provision of funds during 11th plan, the expenditure was much lower than the provision resulting in slashing of provision for the 12th plan. The second deficiency lies in absence of any correlation between genuine need, budgetary allocation and pace & progress of expenditure. It is doubtful if the budgetary allocation proposed for 2016-17 will be adequate

to sustain the tempo & momentum created so far, not to speak of any scope for reform or innovation,

The DAE at the central level and DAEs at the State level have suffered severe shrinkage in terms of budgetary outlay, manpower and equipments. The SRCs have grown in number (from 15 to 22) as also manpower, finances for material production and training though they continue to be weak in research and documentation. Some of the SRCs like SRC Himachal Pradesh, Shimla have taken up a TLC for Pangri block in a very remote, interior and ordinarily inaccessible pocket. The old scheme of polyvalent education through Shramik Vidyapeeths (40) has been replaced and a new scheme of Jan Shikshan Sansthan has been introduced since Nov, 2004 but in terms of content, quality and impact it cannot be said that the new scheme which otherwise looks impressive in terms of number (271 JSSs have been sanctioned so far) has really succeeded in integrating lifelong learning with skill training for better employability of youth. The gusto, tempo or fervour with which TLCs were conceptualized and executed in early 90s seem to have lost much of their sheen, if not relevance. Due to the complexity involved in the new accounting procedure introduced under Saakshar Bharat, the new incarnation of NLM launched w.e.f. 8.9.2009 thousands of field workers (Preraks and Coordinators) are not receiving their honorarium in time. This has introduced a new element of de-motivation and demoralization on the ground. While funds have been released rather liberally into the process of making video spots and clips with involvement of distinguished lyricists and film celebrities, the impact produced by the same may not be the same as low budget films made in 1990s when Avik Ghosh was the Consultant (Media) in DAE, MHRD, GOI. Many of these low budget films which were made with a lot of imagination, creativity and richness of social appeal have been gathering dust in a dark and lonely corner in the DAE and have not been put to their effective use. The procedure for evaluation of the content, process and impact of TLCs by Institutes of Social Science Research which had been worked out with a lot of selectivity, keeping quality as the uppermost requirement has undergone change for the worse. Evaluations have no doubt been conducted by Institutes of Management but NLMA/Saakshar Bharat did not witness a single evaluation report of standard quality (the like of the reports brought out by Dr. (Prof.) B. H. Krishnamurty of Central University, Hyderabad or Dr. Denzil Saldanha of Tata Institute of Social Sciences (TISS), Mumbai in 1990s). I had the occasion to go through some of the later evaluation study reports as Chief Adviser, NLMA (1.1.2013 to 30.6.2013) and had shared my objective and dispassionate comments

with the then DG, NLMA but I am not aware if the observations and suggestions were acted upon.

Alike in the lives of individuals as in the lives of institutions, implementation of schemes / programmes, there is always scope for correction, improvement and qualitative change but the same will be possible only if (a) we openly and gracefully acknowledge our mistakes (b) we demonstrate the desire and inclination to accept the change and improvement suggested or contemplated and (c) we facilitate of the process of change and improvement without reservations.

Against the above backdrop, some of the strategies which can bring about the much needed change and improvement in literacy and AE programmes currently being undertaken are:

- a Jatha or caravan of teachers, students, women and youth which was an effective mechanism of social mobilization needs to be revived and taken up on an extensive and repetitive scale like Bharat Jan Vigyan Jatha, Bhopal (August 1987) or Bharat Gyan Vigyan Jatha (BGVJ) covering 100,000 villages during 2.10.1990 to 14.11.1990;
- print, electronic and folk mediums of communication need to be harnessed as a powerful conveyer of messages (to be designed with a lot of imagination and richness of social appeal), centering round the gains of functional adult literacy, numeracy and education; they need to be repeated again and again till the climate of cynicism and skepticism have been replaced by a more positive climate conducive to literacy and AE;
- the programme of imparting functional literacy and numeracy need to be linked with skill training programmes for enhancing employability of youth, keeping the call given by Hon'ble PM to go in for digital literacy on a large scale;
- to revive reading habits and sustain readability which is gradually on the decline due to the invasion of electronic media, the Reading Association of India on the pattern of Granthsala movement of Kerala needs to launch a massive programme of having public libraries and continuing education centres (like the Jana Shikshan Nilayams of 90s);
- the SRCs need to bring out a lot more attractive reading materials for neo-literates on history, biography, fiction, humour, adventure, stories, plays, dialogues etc to revive and sustain reading habits of

neo-literates. These materials should be well-visualized and well-illustrated and have richness of social appeal;

– newspapers for neo-literates in all 22 languages listed in the Eighth Schedule of the Constitution should be brought out by SRCs as was being done in 90s;

– IEC materials on health, hygiene, environmental sanitation, nutrition, communicable and non-communicable diseases with a clear focus on dos and don'ts for adult learners etc in both print and non-print medium, of interest and relevance to the lives of neo-literates need to be prepared by SRCs with imagination, creativity and richness of appeal and widely disseminated to all AECs and continuing education centres;

– we need to collect, compile, edit and publish success stories in literacy and AE centering round (a) motivation of the adult learner (b) pace and progress of learning including evaluation of learning outcome (c) individual contribution made by District Magistrates, Chief Secretaries, Zilla Parishads, members of Zilla Saksharta Samitis, Block and GP Saksharta Samitis, university departments of AE and CE, SRCs, Central and State DAEs;

– we need to restore the primacy and centrality of literacy, post literacy, continuing education and AE programme as a whole through the Departments of AE and CE in all the universities. Dr. Madhuri Ben Shah, former Chairperson, University Grants Commission (UGC) had given a powerful lead to this in 1978 and over 102 such Departments were set up then. Over a period of time, they have suffered a major decline. As of now, barely 50 such Departments are functional with a lot of shrinkage of their activities. There are now more than 200 universities in India including deemed universities. There should be a planning in the direction of each university having one such Departments of AE and CE with clearly focused activities; –DAE, Govt. of India, DAEs at the level of State Governments and many other institutional mechanisms of AE managed by NGOs and autonomous bodies have suffered shrinkage in terms of manpower, equipment and research. We need to take stock of their current status and precise requirement of manpower, training and equipments so that steps may be taken to progressively revive and strengthen them and make them optimally functional;

– unlike UPE and UEE, there is as yet no properly formulated and prescribed curriculum for AE programme. A Committee under Chairpersonship of Prof. Shanta Sinha was constituted in 2009-10

by the GOI but the report submitted by the Committee is yet to be acted upon and the curriculum is not yet in place. Formulation of such a curriculum on the same model as the National Curriculum Framework finalized by a Committee under the very able Chairpersonship of Prof. Yash Pal in 2005 brooks no further delay;

- we need to build up a close professional relationship between Central DAE, National Institute of Open Schooling (NIOS), State DAEs, SRCs, Universities Departments of adult and continuing education on a day-to-day functional basis but more particularly in the area of (a) designing equivalency materials (b) evaluation of learning outcome which could be open and transparent, (c) human resource development through orientation and training of all AE functionaries as also their sensitization;

- it is urgent and imperative that a proper tie up is established between lifelong learning, adult literacy, financial literacy skill training, employability and full, freely chosen and productive employment which is the theme of ILO Convention No. 122 of 1964 which India has ratified. Since there is a new Department of Skill Training and Entrepreneurship, MHRD should establish this tie up so that functional literacy and numeracy backed by lifelong learning provides a strong base for skill training, the latter paves the way of better employability and eventually full, freely chosen and productive employment for every adult.

- The National Adult Education Programme (NAEP) (1978-85) spoke of each Ministry / Department of GOI having a component of adult education for successful implementation of its own programmes. While recommending that programmes of adult education should be integrated with the main programmes of other Ministries, the Kothari review Committee (April' 1980) had recommended establishment of National Board of AE which is yet to come into being. In the meanwhile & particularly during 2014-15 and 2015-16, a number of flagship programmes of GOI have been launched. These are (a) Swachh Bharat (b) Beti Bachao Beti Padhao (c) Jan Dhan Yojana (d) Pradhan Mantri Kaushal Vikas Yojana (e) Digital Literacy, (f) Clean energy (Ujjwal), (g) Start-up and Set-up etc. Since adults (both women & men) are the primary beneficiaries of these flagship programmes and they cannot reap the benefits thereof without being functionally literate & numerate, a time has come when adult education should be vitally linked with all these flagship programmes without any doubt or reservation and a national level body should be

setup as recommended by the Kothari Committee to bring about the much needed integration.

Thank you very much Sir, for all the information given and they will be of great use to the scholars in the study of adult and lifelong education.

Thank you Professor for giving me an opportunity to share my experience in the field of adult education and desired views.

Identification and Analysis of Extension Programmes in Gender Mainstreaming of Agricultural Sector

Rameshwari Pandya

Gender mainstreaming has been a UN policy since 1997 when the Secretary General defined and adopted it as a way forward for all UN agencies. Gender mainstreaming is a comprehensive strategy aimed at achieving greater gender equality by integrating a gender perspective into existing programmatic areas, and policies. It states gender mainstreaming as a policy objective is best served by:

“...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The goal is gender equality”
(Council, 1997)

India being an agrarian economy supports a large mass of the population through its agricultural activities which basically include subsistence farming and livestock breeding.

Agricultural development has been a major concern to most developing countries within the last two decades. It represents a cluster of six related but separate concepts; agricultural expansion; increased production per acre of cropped land or per head of livestock; agricultural growth; a situation characterized with agricultural products per agricultural worker, rising income per person employed and agricultural transformation. With the rise in global market, the price of the everyday commodities is increasing and so are the problems of the rural population, due to less or no profit from the agricultural sector. Rural development is the basis of agricultural development. If we have to develop the status of agriculture in our country, it is imperative that we start from the basics itself.

Agriculture assumes importance not for its overall contribution of GDP of the country, but for the fact that almost fifty eight percent of the country's workforces are dependent on agriculture and allied activities. Seventy percent of the population living in rural areas depend on agricultural activity for their livelihood and forty six percent of India's geographical area is under agricultural cultivation.

The stakeholders in agricultural system are the farmers, the government, the traders and the retailers and the customers. The lack of an efficient market system for the product has made the farmer dependent on the local buyer or trader who influences the price discovery process, to the disadvantage of the farmer. For any agricultural supply chain to be very efficient, it needs to build long term relations with the retailers and also with the farmers for the procurement of their produce.

Various strategies are being used to protect the poor from the increase in price shocks. It is therefore necessary to invest in agricultural sector for rural development to increase agricultural output. Women's role is also very crucial to the overall success of efforts directed towards rural development for increased agricultural productivity. They are more involved in agricultural activities than men especially in the Western and Northern parts of the country and provide most labour for a number of agricultural activities. They constitute about 80 percent of the workforce involved in direct crop production. Role of women in agricultural and rural development can definitely not be over-emphasized but it is indeed imperative that we talk of the larger work force of the agricultural sector and hence talk of their development on the whole.

Rural development is the mainstay of agriculture and agricultural development in developing countries, therefore all efforts geared towards agricultural development will be fruitless without it. Women in India generally play an important role in small-scale traditional agricultural production. Rural women have taken over the production and processing of crops and are responsible for as much as 80% of the staple food items. Women farmers are the principal labour force on small holder farms and perform the largest share in land preparation, weeding, and processing of agricultural products.

Over the years, India has been involved in several agricultural programmes which include KrishiVikas Kendra, Green Revolution, Drought Prone Area Programme (DPAP), Lab-to-land programme etc. Most of these

programmes have not had a lasting impact and therefore vanished without achieving most of their objectives.

A research sponsored by the United Nations Development Programme (UNDP) in 1987, revealed that agricultural extension services had not targeted women as important clientele, in spite of the indispensable role played by women in agriculture. The research also revealed that most of the messages from the extension agents emphasized their domestic role with topics on child care and family nutrition. . The widespread assumption that men and not women make key farm management decision is a misconception. This led to the adoption and designing of various plans and programmes that led to inclusion of women's role as active participation in the agricultural sector and efforts for their development and training was taken up as a need to develop the agricultural as well as the rural sectors of the country.

The Integrated Rural Development Programme (IRDP) led to the establishment of Agricultural Development Programmes (ADP) which were implemented in various states of the country ADPs constitute the single largest agency charged with the responsibilities for agricultural extension services in India. This led to the recognition of the dominant role of Indian women in farm production, and the need to modify extension system to address it was initiated by the Government.

Rural development programmes in India is faced with constraints. These constraints serve as impediments to successful agricultural development programmes. Problems limiting rural development programmes include:

- Lack of rural infrastructural development
- Improper interpretation of local situation.
- Effect of conflicts and even threat of potential conflicts.
- Environmental Degradation
- High level of corruption and crime
- Lack of proper coordinated implementation of programmes.
- Lack of community empowerment
- Lack of Control over productive resources by the women.
- Lack of Social or Economic Power by women as against their male counterparts and poor health of women

These problems hinder rural development especially among women in the rural areas in India. It is therefore important to look at the development

planning holistically because development planning often runs the risk of tackling one problem without consideration of the other issues that are closely related and may affect the success or failure of interventions.

Attempts to increase women's incomes or agricultural productivity will succeed if other constraints facing women, such as limited access to credit, labour shortages and lack of seed and other input are also addressed (Olawoye, 2010). Rural development efforts should aim at assisting all members of the community including women. This is because, in some communities, certain groups or individuals are marginalized. These individuals include the poor, women, especially widows, or persons from poor households, ethnic minorities, pastoralists, physically challenged and other sick people.

Over the past two decades, issues relating to the recognition of women's role in economic and social development and of equality between men and women have fostered increasing interest among policy makers and development practitioners. Despite a noticeable improvement in gender awareness worldwide, data on women's work and economic contribution have remained far from comprehensive (Odebode 2008). Their economic roles have been undervalued, underestimated and seldom acknowledged for proper articulation in development plans and policy information.

However, with the rapid socio-economic growth, now being experienced all over the world, women are found to be playing significant roles wherever they are found. Within the last two decades, the role of women in the development process has become a major focus of research analysis and policy decision. The situation analysis of sexual inequalities and socio-cultural dynamics has revealed gender disparities in income, health, education, literacy, share of income from labour, economic participation and political voice (Sarr, 1999). Women are thereby often relegated to the status of second-class citizens, depending on the rights of their husbands and other male relatives. They often have limited access to and control of productive resources such as land, technology or financial services (FAO, 2006). According to Olawoye (1988), rural women constitute the "economically active population" but they were largely not considered productive because they usually worked as unpaid family labour. A large majority of the farmers operate at the subsistence, smallholder level, with intensive agriculture being uncommon.

Each organization has its own gender culture (i. e. relationship between male and female). Mainstreaming gender into agriculture is therefore a necessity to bring gender perspective to all aspects of agricultural policies, and activities by building gender capacity and accountability.

Mainstreaming refers to the specific ways of acting that form the standards and common patterns of action in an organization, which result in intentional or circumstantial outcomes, expectations, patterns of behavior and interaction (Rangnekar, 1998). Gender mainstreaming is a technical process requiring the use of various gender tools, including gender analysis, statistics and budgeting or audits, to identify the differential impact on women and men of all policies and programs so that appropriate measures can be developed to achieve gender equality (Barton and Nazombe, 2000).

Gender mainstreaming is the process of assessing the implications for women and men of any planned action including legislation, policies or programmes in all areas and at all levels. It is a strategy for making women and men's concerns and experiences an integral dimension of the design, evaluation of policies and programmes in all political, economic, and societal spheres so that men and women benefit equally. Gender issue therefore involves basic gender relationship which has become a major determinant for different situations.

India is a heterogeneous country with different socio-cultural and agricultural zones, the gender-related responsibilities at the household and community levels are clearly delineated. 'Gender' has become a common development concern in the last two decades (Olawoye et al, 2002). Gender is therefore not just the differentiation between male and female but involves socially constructed roles, responsibilities, constraints and opportunities for people (Olawoye et al, 2002). In addition, gender does not refer to women alone because the activities of women can only be understood fully in relation to the gender division of responsibilities in the household, community or nation.

In Indian culture, the gender roles are transmitted from childhood where gender specific roles are taught to the children and the same grows out to be gender specific which gets promoted through socialisation. This leads to the segregation of the roles of the men and women which makes it obvious that certain occupations are suitable for males and that women should be restricted to gentle behaviour and less technical careers, resulting in women

helping in the farm doing odd and menial jobs like weeding, cattle rearing and carrying out household chores.

Gender Issues in Agriculture

In the past decades, women have been known to play an important role in agricultural activities in the rural areas. Despite their roles in agricultural activities, their contributions were not recognized and so, they were left out in development programs. This has led to decrease in agricultural productivity (Odebode, 2008).

As discussed earlier, women do most of the work in the subsistence agricultural sector and are responsible for fetching water, gathering firewood, transporting harvested produce to the homestead and market and carrying crops to the mill for processing.

Importance of Women Empowerment in Agricultural Sector

With the rapid socio-economic growth, now being experienced, all over the world, women are found to be playing significant roles wherever they are found. Though it is an established fact that the majority of people in developing countries such as India live in rural areas and that over 50 percent of the rural population are women, it is important to examine the contributions of women to agricultural development if self-sustained rural development is to be achieved. Rural women have several roles such as farm management, homemakers and agricultural labourer (Odebode, 2007). Over the past decade, labourers, women's contribution to family income have been well documented (Adekanye, 1985) and official agencies are beginning to recognize women as producers of goods, not just consumers of services. There is a growing realization that development programmes have not only failed to benefit women, but also have hurt them (Adekanye, 1986). The U. N. Decade for women (1976-1985) which legitimized women's status has contributed immensely to the awareness of women's major contributions to their societies.

Different studies by researchers have revealed the true curriculum on rural women's lives and have made some impacts on development policies of governments and donor agencies. As a result, how best to integrate women into the development process has been consistently and systematically questioned by both researchers and practitioners?

Women Empowerment in terms of social development as well as economic development is an indicator of real development of any society. Keeping this in mind, Government of Gujarat came out with 'NARI GAURAV NITI.' Such scheme can be adopted by other states of India. Under this scheme all government policies and programmes related to women i.e. Health, Education, Agriculture are included, thus convergence model is adopted.

All the schemes and policies particularly for women are documented by 'Gender Resource Centre' so that public at large can get to know about them.

The 'Nari Gaurav Niti' has given equal opportunities to both the sexes and thus helped the state to have an all round development. However, more emphasis is laid on females to be self dependent.

Gender Resource centre can compile all the related department schemes and policies and give under publicity so that women from interior tribal area can also get benefit from the government schemes.

Women's roles are vital to the sustenance of their families, communities and society at large. They work on the fields and farms to produce food crops for family consumption and or sale, rear animals, market farm produce in addition to bearing and rearing children and manage large households with little amenities such as basic necessity such as portable water and fuel (Seiders 1996). Some work on their husband's farms carrying out varieties of operations while some women are traders of food crops, selling processed and unprocessed forms of agricultural products while few are commercial farm producers involved in cash crop production. In summary, rural women in India are extremely active in agricultural activities, i. e. food processing, food productive marketing and distribution of agricultural produce. They are also involved in child bearing, family health, nutrition, home management and other domestic chores (Odebode, 2008).

Therefore,

- Agricultural extension services and other non-farm and non-agricultural extension work should be directed towards them to enhance their income and improve their standard of living.

- Agricultural extension programmes should target both men and women so as to improve their knowledge and skills and subsequently improve agricultural activities.
- Agricultural extension programmes should also be aware of women's roles and be able to involve women in extension activities.

Importance of gender analysis in extension work

Gender analysis is important in development programmes for many reasons. It helps to do a systematic assessment of males and females often different needs, preferences, activities as well as different access and control over resources by males and females, sexual division of labour and income-generating activities and participation of men and women in development opportunities. (Olawoye, 1985) The importance of gender analysis is summarized below:

1. It provides information recognizing gender and its relationship with race, ethnicity, culture, class, age, disability and other statuses.
2. It helps in planning issues relating to livelihood. This will assist in achieving viable and sustainable livelihood strategies.
3. This can be used in raising awareness of gender issues. This helps to inform policy makers and provide gender training materials. All these will assist in monitoring different impact of policy, project and budget commitment on both male and female.
4. Gender analysis helps to identify the needs of male and female.
5. It helps to identify different problems facing the participation of both male and female.
6. Gender analysis helps to identify various ways in which male and female do or do not benefit from livelihood interventions.
7. It provides reasons for the current division of responsibilities and benefits and their effect on the distribution of rewards and incentives.
8. It helps to provide insights on how gender equality can be prioritized within efforts of sustainable development to ensure maximum efficiency in pursuing development goals.
9. Gender analysis helps to identify the roles and responsibilities of male and female (e. g. productive roles, reproductive roles); seasonal patterns (community participation, community politics), Assets (e. g. human assets, natural assets, social assets, physical assets and financial assets) power and decision making, needs and priorities (e. g. women's and men's needs and priorities).

Recommendations

- Female children should be encouraged to acquire higher education to bring them in to gender mainstreamline for better decision making in agriculture and extension work.
- The non-governmental organizations (NGOs) working in the area should promote gender equality through media campaigns on involving gender in all walks of life to make them equal and active partners in development.
- The financial institutions should be encouraged to extend small loans to women folk at domestic as well as institutional levels.
- Fruits and vegetable preservation and training for women: Excellent development of horticulture can be done through fruits and vegetable preservation. The program can provide opportunities to women for empowerment through self employment. They can join for 7/15 days short term training classes to learn preservation of fruits and vegetables. The training can be provided through permanent and mobile community canning and kitchen garden centres for Urban and Rural women.
- Financial Support to women in Fisheries – Financial assistance can be provided to fishermen for fifty percent unit cost or maximum Rs. 5000/- on purchase of insulated box, lorry and weighing balance required for the sale of fish in retail markets.
- Scheme for providing Animal Husbandry related incentives to female animal owners and female milk cooperative societies –
 - Bulk Milk Cooler – To provide quick cooling to maintain hygiene quality of milk.
 - Milk Adulteration Detection Machine – With this machine, the quality of the raw milk can be checked and the women can get the worth of the milk they get to the cooperative milk centre.
 - Dudhghar - A permanent place called Dudhghar can be set up in the village which can be a permanent place where all the women can set up machineries for better scientific operation for clean and hygienic milk production.
 - Milking Machine – to support the progressive dairy women farmers and make modern touch of advance technology of dairy farming, it is required to assist the various technique like milking machine unit in the rural areas of the country so that the energies of the women farmers can be best utilised for other employment purposes.

- Chaff Cutter – Providing Chaff Cutters to the Farmers would minimise about thirty percent of the feeding expenditure that the farmers have to incur.
- Sakhi Mandal/Mission Mangalam – Sakhi Mandal Scheme is a women oriented scheme which can be implemented in rural as well as urban areas through formation of Self Help Groups for Inclusive Development of the poor women. The objective of the scheme is to link the SHG's in economic activities and to make them economically self reliant. Priority can be given to socially and economically backward class women especially SC's, ST's, widows; differently able upon whom the entire family is dependent.

The objective is to strengthen them through livelihood related activities. The idea is to organise poor women, create awareness among them and provide skill up gradation training that helps them in livelihood generation.

Conclusion

The definition of holistic development includes both economic as well as human development of the stake holders. The achievement of human development is dependent on the development and empowerment. It is evident that since women face disparities in access to resources and control over services, it is therefore important to understand the implication of gender neutral budget provision on women. It is also desirable to have a mechanism to effectively monitor and evaluate the programmatic and financial commitments for women, in the financial allocation by the state for women under various schemes.

Gender mainstreaming and women's empowerment are key developmental strategies for achieving gender equality and a key to the eradication of poverty. Women make up the majority of the poor. To make a sustained impact on reducing poverty, trade strategies must empower women.

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Tagore's Vision on Skill Development in Education and Its Relevance in the Present Indian Context

Sakti Pada Mandal

Rabindranath Tagore (1861-1941) was not only a great poet and a genius writer, but also a social activist and a great philosopher. In his thought we can find the culmination of advanced eastern and western ideologies. The Tagore family of Jorasanko contributed in the awakening of Bengal, as well as India in many ways.

Tagore had come first to experience the reality of the village economy in the eighties of nineteenth century, fragmented by narrow domestic walls of racism, caste-ism and class-antagonism under colonial rule, while looking after the family estate at Shelidah, Potisar, Shazadpur etc of north-eastern part of Bengal. It gave him an ample scope of experimenting in various ways in rural development. Tagore remarked, "It seemed to me a shameful thing that I should spend my days as a zamindar, concerned only with money-making and engrossed in my own profit and loss account". Later on this experiment continued at Santiniketan and Sriniketan. He stated, "reform of education and regeneration of villages are the major tasks of my life." But he thought that the constructive work had to be continued in a silent manner and to be carried on through trial and error without the hope of any immediate reward and at times with the teeth of opposition.

Self-Reliance

The main motivating force behind the experiments of rural reconstruction of Tagore was his eagerness for making the villages as well as our country self-reliant. We all know that he actively took part in the *Swadeshi* movement during 1905-06, following the partition of Bengal. He had led the movement forward with his lectures, writings and patriotic songs. He proposed in his writings and in his presidential address delivered at the Pabna provincial Congress in 1908 that the best way to combat the colonial power would be to establish a self-governing community in the villages. He drew up a set of

down-to-earth norms for the kind of society he had in mind. But his ideas were unheard and even criticised in a section of the press as utopian. Tagore remained undaunted and continued his experiments throughout his life at Shelidah-Potisar and later on at Santiniketan-Visva Bharati-Sriniketan.

Potisar offered him a congenial ground for his experiment, having nearly 50,000 acres of land and 60 to 70 thousand of people in 125 villages. He developed a democratic net work, known as "Hitaishi Sabha" for efficient management of the development activities. In a letter written to Lady Abala Bose from Potisar in 1908, Tagore said, "Arrangement has been made so that the villagers should be able to undertake welfare measures themselves by repairing roads, removing the dearth of water, settling their disputes by arbitration, establishing schools, clearing jungles, providing against famines by setting up Dharma-gola (grain banks) etc., and in every way to contribute their own share in the welfare of the village to which they belong". Experiments on improved agriculture, fishery, animal rearing, small and cottage industries were initiated with remarkable success. Cooperatives were formed and even farmers' bank was established in which Tagore, later on contributed his entire money received from the Noble prize.

It was in the core of heart of Tagore that self reliance can never be achieved without mass education. As such, inspired by him, the Hitaishi Sabha from the very beginning gave priority to providing education of the children as well as of the adults. Pathsalas grew in number and within a few years every village could boast of one. Almost in each village Adult Education Centre was opened and continued with enthusiasm. At Potisar one high school was also established along with number of libraries in different villages. Later on at the surroundings of Sriniketan Tagore initiated cluster of mobile libraries.

Dignity of Labour

There was an age-old custom among the Brahmins of Bengal not to be engaged in ploughing. Manual labour remained by the upper classes as function of the so called lower classes. Tagore condemned this and upheld the dignity of labour through his writings and village reconstruction activities at Selidah -Potsar-Sajatpur, and later on at Sriniketan.

We all know that the colonial rulers developed a so called "babu" (gentleman) section in our country, which were parasites, dependent on

other's labour. But they themselves refrained from any productive labour and hated the labour class. Vidyasagar, the pioneer of mass education, was a burning protest against this section. Acharya Prafulla Chandra raised loud voice against them. Later on Gurusady Dutta, the founder of Bratachari Society wrote:

“Lago kaje komar bendhe, khule dakho jnaner chokh
Kodal hate khate jara, tarai aasal bhdralok”.

[Be engaged in work with sincerity. You must realise that those who are engaged in hard labour with spades are the real gentlemen.]

Tagore was always in favour of raising high the dignity of labour throughout his life, through his writings and deeds. At Sriniketan he made the initiation of ploughing (Hala-karshan) as a festival at the outset of rainy season. He established various traditional and also un-common vocational courses there like pottery; batik printing, cotton and jute work with ornamental paintings etc.

Skill Development

According to Tagore, “Knowledge has two departments, one is pure knowledge and the other is utilitarian knowledge.” About the necessary skills for bread-earning he said, “From the very beginning such education should be imparted to them, that they must know well what mass welfare means and may become practically efficient in all respects for earning their livelihood”. He further stressed that, “True education consists in knowing the use of any useful material that has been collected, to know its real nature and to build along with life a real shelter of life.”

Tagore paid due importance on specialisation of education. But according to him, this should be done based on the basic knowledge and human values. He was against too much compartmentalisation, which may make a man confined within narrow walls. He introduced competition at Sriniketan within the base of cooperation.

Introducing New Technology

Tagore was always eager to introduce new technology in enrichment of production and livelihood. He was always eager for intelligent application of

scientific technique in enhancing development of Indian agriculture, small scale industries and in all other fields of production. In one latter during 1908 he addressed to his team members of Patisar, "please encourage them to grow in their homestead land, on the boundaries of the fields and wherever possible, pineapple, banana, date-palm and other fruit trees. Good and strong fibres can be obtained from the leaves of pineapples. The fruit is also easily marketable. Tapioca can be grown as hedges and the tenants should be taught how to extract food materials from its roots. It would be profitable if they could be induced to cultivate potatoes. Try again to sow the seeds of the American maize which have been kept in the office". Motor tractors were introduced at Patisar and Sriniketan. Better methods of cultivation were continuously attempted. Rathindranath, son of Rabindranath and the first Vice Chancellor of the government-administered Visva-Bharati wrote:

"uplift of the villages cannot be achieved without improving the unscientific methods of agriculture. This thought must have led him to send me and my friend Santosh Majumdar (in 1906) and afterwards my brother-in-law Nagen Ganguli, to the U.S.A. to study agriculture".

Tagore was not confined only with agriculture. He noticed that the actual tillers of the soil were kept busy with agricultural operations for a few months only. So he tried to introduce improved handicrafts during their leisure time. Weaving, pottery and many other productions were initiated at Patisar, Shelidah and Sriniketan. He was relentless in encouraging the villagers to be self-reliant and developing among them the sense of self respect.

Humanity-the Central Point

Tagore said, the fundamental purpose of education is not merely to enrich ourselves through the fullness of knowledge, but also to establish the bond of love and friendship between man and man". He further said, "The highest education is that which does not merely give us information, but makes our life in harmony with all existence". He never wanted that Santiniketan would grow as a cultural oasis in the midst of decaying humanity.

In his philosophy of life, he had expressed his views against selfish desire for personal liberation (moksha). Instead, he wanted to live with sorrows and sufferings, joys and happiness with the common human beings. He wrote in a famous poem-

'Bairagya sadhane mukti? se aamar nay
Ananta bandhan majhe mahanandamoi loviba muktir shad.'

According to Gandhi Ji all-round development of a human being means his/her development of three H's, i.e., development of head, heart and hand. Tagore possessed almost similar views in this regard. In a number of writings and speech he emphasized that every person has to be equipped with basic knowledge, values, common life skills and specialized earning skills based on these. He remarked with caution that human being must not be only an instrument of production, devoid of basic human qualities. As such he dedicated his whole life for literacy for all, basic social awareness of all and health awareness for all. He emphatically stressed on social commitment for every human being, particularly towards Indian villages, as stated in the following writing: "The soil in which we are born is the soil of our villages, that is our mother earth, at whose lap the whole country receives its nourishment day after day. Our educational elite, abstracted from this primal basis, wonder about in the high heaven of ideas like aimless clouds far removed from this our home. If this cloud does not dissolve in a shower of loving service, man's relation with mother earth will never become truly meaningful. "

In Tagore's concept of community development, there is an unique element of joy and happiness. To him joy is an end in itself and also a means to an end. It lightens our burden. Each of us gives our best when there is joy within.

Process of Education

Tagore was an ardent advocate of friendly and participatory process of education within natural surroundings. The teacher or the trainer must not dictate from the above. He or she should be a part of the learning or working team, easy to approach, without any vanity or without keeping any distance from them. The medium instruction should be mother tongue. The subject matter should be relevant to life.

According to him only theoretical knowledge is partial and incomplete. It has to be communicated and shared. Theoretical knowledge becomes complete when learning is brought down from the realm of abstraction to the world of concrete experience.

He emphasised on extension of education through folk form. He wrote, "knowledge associated with joy and satisfaction increases our power of learning, consequently our power of reception."

His experiment on the process of education with complete conformity with the on-going life was successful with necessary modifications at Potisar, shelidah and Shazadpur. He continued to materialise his visions into practice at Santiniketan, Visva-Bharati and Sriniketan. Santiniketan was started on a very small scale on 22nd December 1901, as Brahmacharyasram, aimed at all round development of the students. It was made as the students' own world, where they themselves managed everything and in this process they developed themselves. Visva Bharati was developed as a centre of combination of Indian culture, eastern culture and international culture. Tagore visualised that here the students would imbibe cultural heritage and should be able to use it in the interaction with the environment and should be able to serve the country. Sriniketan was developed as skill training centre, workshops of improved trades and demonstration field.

Debate with Gandhi Ji

Tagore and Gandhi Ji had deep respect for each other. They have exchanged their opinions on different occasions. Both of them were concerned with the independence of the country and its reconstruction afterwards. They agreed to differ in certain points, such as efficacy of only peaceful non-cooperation, cottage versus big industry, giving up foreign-made products, leaving educational institutions for the sake of *Swaraj*, the cult of *charkha* etc. Tagore tried to analyse everything on the basis of reasoning and ground reality. When Gandhi Ji described the earthquake of Bihar in 1930's as a consequence of sin, Tagore protested it in a letter written to Gandhi Ji on 28th January 1934, in the following way: "The press reports that you in a speech referring to the recent earthquake in Bihar spoke as follows, 'I want you to be superstitious enough(sic) to believe with me that the earthquake is a divine chastisement for the great sin we have committed against those whom we describe as Harijans'.

I find it difficult to believe it. But if this is your real view on the matter, I do not think it should go unchallenged". He further stated that earthquake can be analysed only through cosmic phenomena, irrespective of ethical principles of the human beings.

In the September 1925 issue of 'Modern Review' Tagore raised some questions about *Charkha* cult and *Swaraj* in the following manner: " We must have a clear idea of the vast thing that the welfare of our country means. To confine our ideas of it to the outsidings, or to make it too narrow, diminishes our own power of achievement. The lower the claim made on our mind, the greater the resulting depression of its vitality, the more languid does it become. To give the *charkha* the first place in our striving for the country's welfare is only a way to make our insulted intelligence recoil in despairing inaction. A great and vivid picture of the country's well-being in its universal aspect, held before our eyes can alone enable our countrymen to apply the best of head, and heart to carve out the way along which their varied activities may progress towards that end."

Relevance

More than six decades have passed since independence of our country. Dignity of labour is up- healed in our constitution irrespective of caste, creed, religion and sex. Young generation is availing the scope of modern technology for betterment of their livelihood. But instead of equity, a picture of growing discrimination and self-centeredness is coming up from different corners. Here we may take lessons from Tagore's thought in reshaping the education policies in our country.

Prof. Amartya Sen concluded in "Development : which way now" , after his observations for twenty years (1960-1980) that human beings cannot live only with their fulfilment of primary needs like food, clothing, shelter, nutrition, education etc. They always strive for fulfilment and expression of their working ability, intelligence and creativity. He observed that majority of the Indians are increasingly being denied of their fulfilment of inner potentiality since 70's. Still adult illiteracy is wide spread. There are lots of superstitions, dogmatism, irrational customs in our society. These are hindering the empowerment of our country in a full scale. Here again we may get light from the thoughts of Tagore.

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Identification of Problems and Challenges of Secondary School Counsellors

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Introduction

Adolescent is the age known to be coupled with problems. It thus requires a seasoned and professional counselor to attend to them, which if unattended to, will lead to dilemma in the life. Furthermore, school counseling attends to learners' educational, vocational, emotional, social and personal development. Counseling helps adolescent to learn and understand their strengths and weakness to achieve their optimum potentialities with respect to their emotional, moral, social, academic and vocational developments. It also helps adolescents living in complex and dynamic society to resolve their physical, emotional, social and academic difficulties.

The world is ever changing socially, politically and economically. At times these changes impact negatively on learners in many ways, which in turn present challenges to educational vocational guidance & counsellors (EVGCs). Most of the challenges are context bound. The challenges are embedded in the culture of a EVGCs and/or community. Thus in order to understand the challenges facing school counsellors, there is a need to consider the context in which school EVGCs offer their counselling services.

Guidance and counseling is a process of helping individuals to understand themselves by discovering their needs, interests and capabilities in order to formulate their own goals and make plans for realizing those goals. An assessment of the challenges confronting guidance and counseling teachers in the provision of quality guidance and counseling services is of paramount importance.

Tambawal (2007) stated that counseling is concerned with the feelings, attitudes and emotional dispositions of an individual about himself and situations facing him.

Of the various experiences they encounter in their life, they deal with the negative experiences with solutions from family, friends and social leaders; but these solutions not coming from professionals may be insufficient. These solutions do not yield results making them upset and hesitant to share their concerns. Counseling from professionals to deal with their concerns leads to a harmonious life and successful professional career. The mission of the American Counseling Association is "to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity" (ACA, 2003).

Kiragu's (2002) recommendation, most school counselors' offices do not have the basic guidance and counseling facilities such as reference books, guidance and counseling manual and career resource materials.

Kochhar (2000) believes that guidance is necessary to help pupils with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, and defective methods of learning and poor motivation. While **Edwin Lewis (1970)** expresses the thought that counseling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counselor) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment.

Whiston and Sexton (1998) conducted a review of school counseling outcome research published between 1988 and 1995 and found that counseling services have positive influence on learners.

British association of counseling (1984) defines the term 'counseling' as that which includes work with individuals and with relationships; that may be developmental, crisis support, psychotherapeutic, guiding or problem-solving. The task of counseling is to give the 'client' an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully.

Why counseling?

Scholars strongly endorse counseling in the current competitive environment wherein the adolescent face enormous problems and lose

direction due to lack of skills in dealing with these problems. Atwater (1988) emphasized that adolescent life is marked by emotional development: mood swings, enthusiasm, tenderness, cruelty, curiosity and apathy. At this stage the adolescents are not mature enough to deal critically with the baffling situation to avoid conflicts and tension. The pupils must know their capabilities and potentialities, especially in areas that are crucial for the realization of objectives in life. Moreover Ndaba (1978) also stressed on the ultimate objective of guidance and counseling is to help the unique child to become what they are capable of. Whiston and Sexton (1998) conducted a review of school counseling outcome research published between 1988 and 1995 and found that counseling services have a positive influence on learners.

Summing it up, all students require counseling in order to develop their academic, social and personal competencies. Effective counselling enables them to deal with psychological problems they may experience and make rational decisions to cope with the academic, social and personal challenges.

Number of Educational and Vocational Guidance & Counsellors (EVGCs) in Schools in Delhi

The adolescent in the 1011 schools in Delhi do not receive counselling services due to the huge mismatch in the number of available EVGCs which is only 60 to that of the number of schools. It is even more concerning as the students in these schools belong to the crisis laden adolescent group. As such services of counselling in schools of Delhi are not up to the mark.

Scenario of Counseling: Literature Review Nyamwange .B.Callen,nyakan and ondima (2012)

Based on the findings of this study which have been discussed in the foregoing sections, the following conclusions have been drawn:

- There are insufficient guidance and counseling resources in secondary schools in Nyamira County.
- Most guidance and counseling teachers are not adequately trained on guidance and counseling.
- The attitude of students and head teachers towards guidance and counseling is negative.

- The support given to guidance and counseling departments in secondary schools is not sufficient.
- Guidance and counseling teachers are not sufficiently relieved from their teaching duties to have adequate time to devote to guidance and counseling.
- These challenges: Inadequate guidance and counseling resources; negative attitude towards guidance and counseling from students and head teachers; lack of adequate support from stakeholders to guidance and counseling programmes; insufficient training of teacher counselors on guidance and counseling; and overburdening of teacher counselors with heavy teaching work load have sufficiently influenced the quality of guidance and counseling services in secondary schools in Nyamira District.

Ramakrishna and Jalajakumari (2013) in their study 'Significance of imparting guidance and counseling program for adolescent students', articulated that Guidance should be a preventative activity while counseling fulfils a primarily curative function. They further suggested that:

- i. Guidance should be conceptualized in a broader and more comprehensive and holistic view, incorporating vocational and other aspects of development.
- ii. Provision of a systemic approach which analyzes issues within a broader social system.
- iii. Guidance and counseling should be an integral part of the education process and that more time and status should be allocated.

Similarly Nyamwange and Nyakan (2012) in their research at Nyamira county found that not only is there is a severe lack of resources in schools but also a serious lack of positive attitude for Guidance and counseling services amongst students and teachers. Most guidance and counseling teachers are not adequately trained on guidance and counselling. The counselors not only face lack of support from the system they are overburdened with teaching duties that adversely affect the Guidance and counseling services.

Dr. G.Padmaja (2002) in an article "The role of counselling in student's development" concluded that the counselling is needed in the present educational setup for a total and future oriental development of students and it is necessary in educational Institutions. Counselling stands out distinctly

apart from related fields like advice and guidance. The article highlights the role of a teacher as a counsellor and the necessity for the same.

Sudhina Sinha (2006) in an article "Counselling with an adolescent: A case study" concluded the adolescent's academic, personal and social problems can be managed easily through counselling in schools. Counselling can help the students in managing and regulating all deviant behaviours.

Too a great extent Ngumi (2003) agrees with Nyamwange and Nyakan, that the provision of guidance and counselling in secondary schools is riddled with a number of problems which are attitudinal, structural, human and cultural. These include failure to engage in a careful diagnosis of the organizational problems that guidance and counselling were designed to solve. There is also a lack of trained school counselors in institutions of learning and lack of time and facilities and reference materials for use by counsellors. It was against this background that this study purposed to undertake an analysis of the challenges facing the provision of guidance and counselling services in secondary schools in Nyamira County.

There is research evidences of Whiston, S. C., & Sexton,(1998) Howieson,(2000), C. & Semple, Cooper, M., Hough, M. & Loynd, C. (2005), suggesting that school counseling is a much-needed service in schools. Paisley, P. O. & McMahon, H. G. (2001) and Sears, S.J. & Granello, D.H. (2002), list a number of challenges facing school counselors. Some of the common challenges are: (a) ongoing debate over role definition of school counselors. At times, there is no clear agenda for school counseling. Should they focus on at-risk learners, school violence, learners in the midst of trouble, academic achievement, or all these and many more?

Desirable Counselor Characteristics

Intelligent, Empathic, Energetic, Optimistic, Caring, Self-confident, Trustworthy, Self-aware, Genuine, Creative, Emotionally stable, Flexible, Resourceful, Hardworking, Un-selfish, Insightful, Curious, Nonjudgmental, Good listener. Knowledgeable, Realistic, Ethical, Dependable, Friendly, Hopeful, Sense of humor, Respectful of individual differences, Comfortable with intimacy, Maintains balance in own life and Able to express self-clearly. The items have been compiled from numerous resources (**Combs, 1986; Gladding, 2007; Rogers, 1957, 1961; Seligman, 2004; Sexton & Whiston, 1994**) and are listed in no particular order of importance.

Role of the Counselor

Counsellors in schools have moved from providing career services and academic advising (guidance), to remediation (e.g., crisis intervention, grief counseling) and prevention counseling (e.g., parent-teacher mediation, targeted education programs, referral to community services) (Sedlak, 1997). The primary goal of school guidance and counseling services is to enhance and promote student learning. These services are designed to provide supports and resources to students at all grade levels, to their families, and to educators. They are intended to facilitate the educational, personal, social, emotional, and career development of students in schools and in the community.

The school counsellor plays a multifaceted role of Counsellor, educationist, Facilitator in Development of effective Behavioural change, thus providing a continuum of preventive, developmental, and intervention services within educational settings and facilitate referrals to community resources. And as discussed in Prince Edward Island Department of Education (2005) they are School-based consultants, planners, and coordinator within and beyond the school setting in the best interest of students. School counsellors are specialists in child and youth development with knowledge that assists "all school personnel to respond better to the personal, social, career and educational needs of students" (Manitoba School Counsellors' Association [MSCA], 2002).

The role of school counsellors is to contribute to the academic success of all students in their academic, career, and social development (American School Counselor Association, 2005).

Rationale of the Paper

During adolescence there is uproar of intangible changes that include physical, emotional and mental changes. In spite of attempts to keep adolescence from the problems of substance abuse, alcoholism and low academic achievement, students still find their way to these mind-altering chemicals. Moreover Ndondo (2004) also points out that some students engage in antisocial and irresponsible sexual behavior, which leads to decline of moral integrity due to lack knowledge on how to effectively spend and manage their leisure time.

Examination anxiety and poor conflict resolution among students also contributes to disturbances. (Biswalo 1996).. The menace of wrong choice of an occupation not only brings frustration for the growing adult, but a waste of energy, money and precious time. Guidance and Counseling plays a significant role in the overall growth and development of a high school student and is an essential part of school curriculum as it caters to deal with the challenges of the age. (Mutie & Ndambuki, 1999). In all the aspects of adolescent's life, the counselor plays a vital role in choosing a career and resolving the problems. Through a planned guidance and counseling program, a counselor may keep control on the problems and help eradicate the problems of the adolescents. Hence the study of problems of counselors and structure of the counseling is essential. It can help in give direction in resolving adolescents' problems. The rationale for introducing guidance and counseling services at schools was to provide personal contact and help for a pupil in development. Several scholars also emphasized, **Oreck, 1999; Ipaye, 1995; Makinde , 1981.**

Guidance and counseling are understood as follows: (a) Guidance and Counseling assists students in their curriculum and school life choices, (b) Vocational Guidance and Counseling which assists the individual to choose and prepare for an occupation that is compatible with their interests and aptitudes, and (c) Personal & Social Guidance and Counseling which assists the individual to behave appropriately in relation to other members of the society

The constantly changing social, political and economic world very often negatively affects learners in ways which churn out to be challenges to school counselors. Though most consider these as universal challenges for school counselors, most of the challenges are context bound that are embedded in the culture of a school and/or community. In order to understand the challenges facing school counselors, there is a need to consider the context in which school counselors offer their counseling services (**Paisley, P. O. & McMahon, H. G. (2001).**)

Objective of the study

To study the problems and challenges of the EVGCs of secondary schools in Delhi.

Sampling

The scope of the study covered selected all Govt Schools with practicing counsellors or EVGCs in Delhi. Simple random sampling technique was employed in selecting the sample for the study and utilized 60 counsellors.

Method

Descriptive survey method was employed for the study.

Tools used

The researcher used a self-developed questionnaire for collecting information's from the respondents as well as the interview was conducted.

Analysis of the Data

Profession Related Problems

Table 1.1 Profession-related problem

Sl. No.	Problem	Problem					
		No		Some		Extreme	
		No.	%	No.	%	No.	%
1	Promotion scheme	3	8.3	2	5.6	31	86.1
2	Nature of work	13	36.1	21	58.3	1	2.8
3	In-service training programme	23	63.9	10	27.8	1	2.8
4	Salary structure	29	80.6	6	16.7	0	0
5	Multiple responsibility	9	25	18	50	9	36

Table 1.1 reveals that promotion is an extreme problem for the counselors. As well as 58.3 per cent of counselors accept that nature of work is also some problem.

Table 1.2 School-Related Problems

S.No.	Statement	Problem					
		No		Some		Extreme	
		No.	%	No.	%	No.	%
1.	Separate room for counselling	9	25.8	6	16.7	19	58.2
2.	Funds for counselling tools/equipments	3	3.9	9	25	23	63.9
3.	Availability of psychological test	2	5.6	15	41.7	18	50
4.	Availability of equipment and computer in counselling cell	4	11.1	10	27.8	21	58.3
5.	Clint-counsellor ratio	8	24.2	13	39.4	12	36.4
6.	Assignment of non-counselling task	7	19.4	18	50	11	30.6

Table 1.2 reveals that one out of every two counsellors find separate room for counselling as an extreme problem however about 25% counsellors responded as it

is not a problem. Furthermore, interview reviewed that schools are already facing with sufficient problem so it is difficult to provide a dedicated separate room for counselling instead of that they suggested privacy of counselling process is important. It is also observed that 29 counsellors out of 36 find assignment of a non counselling task is also a problem.

Table 1.3 Cooperation related problems

S. No	Statement	No Problem		Some problem		Extreme problem	
		No.	%	No.	%	No.	%
1.	Cooperation from principal	3	8.3	15	41.7	18	50
2.	Cooperation from fellow teachers	3	8.6	6	17.1	26	74.3
3.	Cooperation from higher administration	4	11.1	14	38.9	18	50
4.	Cooperation from non-teaching staff	3	8.3	3	8.3	30	83.3

Table 1.3 revealed that taking co-operation with fellow staff and administration is a problem for the counsellors. One out of every two counsellors responded that taking cooperation from principal & administration is an extreme problem moreover one out of every three counsellor's responded that taking cooperation with a fellow teacher is an extreme problem. Taking cooperation from non-teaching staff is hard nut crack.

Conclusion

Counseling is essential for every individual especially at the age of adolescent who are usually in secondary school. Hence at the secondary school adequate facility for counseling is crucial. Based on the findings of this study which have been discussed in the foregoing sections, the following conclusions have been drawn:

- There is massive void with regard to guidance and counseling resources i.e. lack of space/ rooms, lack of technology use in counseling cell and assessment tools viz: psychological tests in secondary schools in Delhi.
- The lack support of principals and non teaching staff to counselors or EVGCs in secondary schools is an extreme problem.
- The non-counseling task is given to counselors or EVGCs is also some problem.

Recommendations

- All schools should provide basic resources for guidance and counseling. These include a counselling separate room, computers, and psychological tests, an etc. office equipped with reference materials as well as adequate career resource materials.
- There is a need to offer counselors all the necessary assistance and support it deserves such as financial and moral support.
- There is a need to organize for seminars and workshops to offer continuing education in guidance and counseling. This will equip the teacher counsellors with latest theories and techniques of counselling to make them effective counsellors.
- There should be policy which employ full time counselor in schools.
- There should provision for a separate counseling room, where counseling sessions conducted.
- Orientation of teaching staff and principal about the importance of counseling.
- Orientation of teachers to identify the students, who needs the services of counselors.
- Teachers should also motivate to refer the students to the counselor.
- There should be sufficient provision of books and reading material in the field of counseling techniques, so that counselors can update their knowledge and grow professionally.
- Sufficient provision will be made in the field of new technology such as psychological tests and apparatus in schools.

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Attitude towards Education and Level of Adjustment among Santals of Birbhum District, West Bengal: A Study of Influence of Family Climate and Socio-economic Status

Atanu Kumar Sinha

Introduction

India has the second largest tribal population in the world, next only to Africa. During the rule of British period in the Indian subcontinent, they were known as Depressed Classes (Sinha, 2006). The term 'Tribe' refers to a group of people living in primitive conditions. It is really difficult to say, whether they are 'Indigenous' or not, but it is the fact that they are earliest settlers of India and are known to be the 'autochthonous people of the land' (Sinha, 2007), as they are living in forests since early times and even now some of the groups follow the same trends and live in forests. Their identification as 'Adivasi' or 'Adimjati' (inhabitants of forest), 'Vanyajati' (forest communities), 'Vanavasi' (forest dwellers), 'Pahari' or 'Girijans' (mountain people), 'Janojati' (folk people) etc. in Indian languages and 'Anusuchitjati', 'Anusuchit janjati' (scheduled tribes), according to the constitutional name, bear ample testimony of their material and emotional attachment with forests and mountains (Misra, 1999). The word implies the meaning itself i.e. old settlers Adi= Old and Vasi=those who stay (Vidyarthi and Rai, 1976).

Constitutionally, a tribe (Adivasi) is he/she who has been mentioned in the Scheduled List of the Indian Constitution under Article 342(i) and 342(ii). As per the Census of India 2011, the number of individual groups notified as Scheduled Tribes is 705, living in different parts of India speaking more than 270 languages and maintaining exclusive identities. The tribal population of India is 10,42,81,034 constituting 8.6 percent of the total population and the decadal growth of the tribes was 23.7 percent during the period 2001-2011 (Census Report, 2001 and 2011). As per Census 2011, in West Bengal, Scheduled Tribe (ST) numbering 5,296,953 persons constituted 5.8 percent of the total population. According to the Constitution (Scheduled Tribes) Order of 1950, Santals are recognised and enlisted as ST in West Bengal and according to Census 2001, Santals constitute more than half (51.8 percent) of the total ST population.

Significance of the Study

Sustainable development depends on attitude towards education, adjustment for sharing education and information, and proper consumption of information of the inhabitants. Attitude towards education depends on different features like preparation, adjustment, cognition, affection and action tendency. Attitude is affected by (i) physical environment like material condition of home, size of family, structure and pattern of family, and (ii) psychological environment like interpersonal relationship in the family, parent-child relations, parental mutual relations, sibling relations, and the educational environment (Singh, 2001). The measurement of attitude has generally proceeded as a kind of quasi-psychological problem. It is assumed that attitudes are latent hypothetical variables that cannot be measured directly but can only be inferred from observations of a subject's responses to a selected set of graded statements.

Adjustment is the satisfactory relation of an organism to its environment. It consists of reduction of attitude, inner needs, stresses, strains and in this sense adjustment would be a unique pattern depending upon the personality and needs of an individual (Symonds, 1933).

As each individual differs, so his/her attitude differs and consequently his/her adjustment differs. Understood in this way, adjustment would be a harmonious relationship of an individual to his/her environment which affords him/her comfortable life devoid of strain, stress, conflict and frustrations.

Most of the Santals, particularly female Santals have to start their daily work early in the morning and it continues till evening. Their life style, daily habits, family interaction and culture are greatly affected by the attitude and adjustment towards education. Though the initiatives like Sarva Shiksha Abhiyan (2000), Right to Information Act (2005), Right to Education (2009), National Knowledge Commission (2005) recommendation have been implemented by the Government of India, Santals remain still backward due to their illiteracy and unawareness towards education.

Thus, this article, though a small venture, is intended to investigate the status in the society and attitude towards education of the Santals, who are the major tribal communities of West Bengal in general and Birbhum district in particular.

Objectives of the Study

The specific objectives of the study are:

- (a) to observe the attitude of Santals towards education,
- (b) to study the socio-economic status of the Santals of the selected villages,
- (c) to find out whether the male and female Santals differ in their attitude toward education or not,
- (d) to examine the degree of adjustment of the Santals towards education,
- (e) to know whether there is any relationship between attitude and adjustment towards education among the Santals,
- (f) to identify whether the environment of Visva-Bharati (a Central University) and the adjacent rich socio-culture have influenced the status, attitude, adjustment, etc.

Hypothesis

For the objectives of this study, null hypotheses are postulated as-

H_1 : The Santals are not able to adjust themselves in a better way in the society.

H_2 : There is a strong relationship between attitude and adjustment towards education of the Santals.

H_3 : There is a significant relationship of attitude and adjustment capability based on Gender (male and female) among the Santals.

Alternative Hypothesis

H_{10} : The Santals are able to adjust themselves in a better way.

H_{20} : There is a strong relationship between attitude and adjustment towards education of the Santals.

H_{30} : There is a significant relationship of attitude and adjustment capability based on Gender (male and female) among the Santals.

Profile of the Santals in the Selected Villages under Study

The Santals of the four villages under study (Balipara, Kaliganj, Baganpara, Pearson Pally) are the most numerous tribals (Sinha, 2007).

They are really Austric immigrants in the district. The slave masters and self-owners of imperialist character might have brought their predecessors to this part of Birbhum, West Bengal (Singh, 2001). They are now thoroughly bilingual, fluently communicate their feelings in Bengali to other communities of the society. Cultivation is still their mainstay. They live in mud-built houses with hay roofs. *Handia*, the rice liquor is their most common and relished drink. Feasts and festivals with dances and drums are the vital feature of the Santal life.

Presently, the Santals of the four villages are found to be influenced by the neighbouring non-tribals. It is observed that the role of female Santals is important in the family. Besides cooking for day and night, keeping their huts clean and tidy, they bring drinking water from nearby *chapakal* (Hand pump). After completing their domestic work, they involve in the agricultural work and other works for their livelihood. In the month of July and August, they become busy in transplanting seedling of *Aman dhan* (paddy) and weeding out in the month of November and December and seedling *Boro dhan* in February and weeding out in the month of April and May.

Major Educational Schemes for West Bengal Students

Some of the most important schemes applicable for the students (male/female, primary/upper-primary, general/SC/ST/OBC category) in order to decrease the rate of drop outs in schools are listed below:

Schemes	Beneficiaries	Facilities	Implement year	Initiative of the Govt.
Free Text Books	Class I to VIII	All subjects	2010	Govt. of India
	Class IX to X	Four subjects (Bengali, English, History, Mathematics)	2015	Govt. of West Bengal. [Dept. of School Education]
Free School Uniform	Class I to VIII (All girls, and SC, ST, BPL boys)	2 sets per year @Rs.400	2011	Govt. of West Bengal. [Dept. of School Education]
Cooked Mid Day Meal (containing min. 300 calorie energy, 8-12 gm. protein for min. 200 days)	Class I to V	@Rs. 3.86 + 100gm. Rice per day	2001	Govt. of India. [MHRD, Dept. of School Education & Literacy]
	Class V to VIII	@Rs. 5.78 + 100gm. Rice per day		

Kanyashree Prakalpa	Class VIII to XII (14 to 18 years) (Girls only)	Rs. 750 per year	2014	Govt. of West Bengal. [Dept. of Women Development and Social Welfare, Government, West Bengal (DWD & SW)]
	Class XII (Girls only)	Rs. 25,000 (one time)		
Sikshashree Prakalpa	Class V to VIII (SC, ST, OBC)	Class V= Rs. 500 Class VI=Rs.650 Class VII= Rs.700 Class VIII= Rs. 800 (per year)	2014	Govt. of West Bengal. [Backward Classes Welfare Dept.]
Pre-Matric Scholarship	Class I to IX	Meritorious students belonging to Minority Community	2008	Govt. of West Bengal. [Minorities Development & Finance Corporation]
Post Matric Stipend for Minority Students	Class XI to PhD (except professional or technical courses)			
Sabuj Sathi (Bi-cycle)	Class VIII to XII	All students	2015	Govt. of West Bengal. [Dept. of School Education]
Free School Shoe	Class I to IV	All students	2016	Govt. of West Bengal. [Dept. of Education]
Children with Special Needs (CWSN)	For visual impairment, hearing impairment, orthopaedic handicaps, mental retardation (Primary and Upper Primary Stage)	Transport cost (from Home to School- both sides)	2008	Govt. of India. [Ministry of Human Resource Development]
		Hearing aids, glass, wheel chair, etc.		

[N.B.: * Schemes are run by Govt. of West Bengal with the financial assistance of GOI].

Population of the Study

The study is conducted in 4 villages, viz, Balipara, Kaliganj, Baganpara, Pearson Pally (Table 1). These villages are within a radius of one Km. from Visva-Bharati. In the selection of villages and the respondents, multi-staged stratified random sampling technique has been adopted.

Pearson Pally is purposely selected because of its close association with Visva-Bharati. Mono-ethnic Santal village Kaliganj comprising 82 households is also selected for this study. Baganpara and Ballipara are randomly selected to represent the different characteristics like close proximity to Bolpur-Santiniketan urban settlement, enjoy the Self-Help Group Scheme facilities provided by Visva-Bharati, population comprises reflects a mixed habitat of STs and general castes people.

Table 1: Household-wise Distribution of Santal Population

Sl. No.	Name of the Village	No. of Households	Population		
			Male	Female	Total
1	Balipara	182	394	334	728
2	Kaliganj	82	192	220	412
3	Baganpara	45	185	155	340
4	Pearson Pally	63	156	230	386

Source: Survey by Author as on 16th November 2015

Methodology and Administration of Tools

For measuring the attitude and degree of adjustment of the Santals towards education, socio-economic status scale (SES) of Udai Pareek (1964, latest updated 2014) was used. In case, who were illiterate, interview was taken from them and otherwise they were requested to fill-up the questionnaire in the presence of the researcher. To complete the study smoothly, initially a contact was made with the heads of some of the Santal families. A meeting was arranged with them and they were informed about the purpose of the investigation and requested to extend their whole-hearted co-operation. Statistical tools used in this study include: Mean, Standard Deviation, Coefficient of correlation of Product movement method, and t-test.

Data Analysis and Interpretation

Data was collected from 200 respondents from the 4 study villages (100 male and 100 female) and then scored each response separately in an MS-Excel worksheet. Hypotheses formulated for this study are verified with the help of mean attitude, standard deviation of attitudes, standard deviation error, product movement method and t-test in the following way:

Analysis of data pertaining to H_1 : The Santals are not able to adjust themselves in a better way in the society.

In this present study, calculated total adjustment score of the Santals is $\sum X = 20855$, total respondent (N) = 200.

Applying the formula of Mean, the value obtained = $\sum X/N = 20856/200 = 104.275$

Finding

The cutting point score between above and below adjustment ability or the degree of adjustment is 90. The mean value obtained is 104.275, which is greater than 90. It may be concluded that the average degree of adjustment of the Santals is above the line of cutting point score which implies that the Santals are able to adjust themselves in a better way in the society. Thus, the null hypothesis (H_0) is rejected.

Analysis of data pertaining to H₂: There is a strong relationship between attitude and adjustment towards education of the Santals.

From the study, the results obtained were, $\Sigma X = 20855$, $\Sigma Y = 47475$, $\Sigma X^2 = 2195435$, $\Sigma Y^2 = 11913635$, $\Sigma XY = 4944850$, $N = 200$; where the variables X and Y denote the adjustment and attitude score respectively).

The coefficient of correlation between attitude and adjustment is calculated applying the formula of co-efficient of correlation of product movement method was calculated as-

$$r = \frac{\Sigma XY/N - \Sigma X/N \cdot \Sigma Y/N}{\sqrt{\Sigma X^2/N - (\Sigma X/N)^2 \cdot \Sigma Y^2/N - (\Sigma Y/N)^2}} = -0.048$$

Finding

The relation between attitude and adjustment score of the Santals is calculated through product movement method. The obtained correlation value is very low i.e. $r = -0.048$, which is insignificant although it is negative. It may be concluded from the result that there is no relation between attitude and adjustment towards education of the Santals. Thus, the null hypothesis (H_2) is rejected.

Analysis of data pertaining to H₃: There is a significant relationship of attitude and adjustment capability based on Gender (male and female) among the Santals (Table 2).

Table 2: t-test showing difference between mean attitude and adjustment score Santals

Sample	Mean (M)	Standard Deviation (σ)	D ($D = M_1 - M_2$)	SE _D	Df = (N-1)+(N-1), where N=100	t = D/SE _D	Levels of significant
Male	106.17 (M ₁)	6.95	3.25	3.40	98	0.96	0.05
Female	109.42 (M ₂)	9.53					

N.B. for 200 Df, the table value of 't' at 0.05 level = 1.97

Finding

It is seen from the Table 3 that, 't' is not significant at 0.05 level which indicates that male and female Santals do not differ about the mean adjustment ability. It is interesting to note that the mean adjustment ability score of female Santals is slightly greater than the male Santals. It may be concluded from the obtained results that male and female Santals do not differ significantly in their attitude and adjustment ability in society. Thus, the null hypothesis (H_3) is rejected.

Conclusion and Suggestions

Not only education but also information is the source of knowledge and knowledge is the key for growth and development in every sphere. Good information and proper education have great potential as a powerful and reusable resource for the socio-economic development of mankind, and become essential requirements even to survive. Thus, sustainable tribal development is only possible if the Santals show their positive attitude and adjustment towards education. But, unfortunately the Santals shows very poor awareness about information and education, and suffer most for lack of education and information due to various socio-economic and cultural factors like economic backwardness, unemployment, massive poverty and illiteracy. From the study conducted, it is clear that the education level of Santals is not very good. Majority of them is either illiterate or neo-literate. Language problem, engagement in earning money had also been seen as real hindrance towards education/schooling of the Santals of the villages under study.

Interpersonal forms of communication are the biggest source of education and information and very useful in the exchange of indigenous knowledge till now (Chakrabarti and Basu, 1999). Though the Santals mostly favour to use face-to-face communication than explicit source of knowledge (viz, books, leaflets, newspapers etc.) and have their own traditional form of communication system like myths and legends, songs and dance, fair and festivals, presently modern communication device like mobile phone seems to be very popular among the Santals. Thus, a balanced combination of traditional and modern communication system may be applied to get a fruitful result in developing attitude and adjustment towards education which is the prime factor in the socio-economic development.

The analysis of the data obtained through the questionnaire and interview taken with the Santals of the four villages shows that they do not have access to any organised information system, which may provide day-to-day information for solving their day-to-day problems. To spread information awareness and to meet the information requirements of the Santals, establishment of well organised Rural Information Centres (RICs) is urgently needed.

In spite of all good intentions of successive goals taken by the government of Central and States, the programmes and schemes will have no fruits at all if the Non Government Organisations, educated neighbours, agricultural extension officers, village leaders, gram panchayat members do not come ahead in order to fulfil the education needs of the Santals which in turn will generate and promote the sense of self-efficacy, self-efficiency, self-respect, self-skills, critical thinking, decision-making, problem-solving and also grow competence among them. Initiatives should also be taken from all ends to make sure all early education and care programmes sensitive and responsive to the special needs children, including training of Anganwadi workers in identification of needs of the children with disabilities, use of age-appropriate play and learning materials and the counselling of the parents. Involving parents, family, NGOs and the community at all stages of education should also be ensured.

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People without Jobs and Jobs without People: A Conceptual Framework for Developing Soft Skills for Employability

John Paul Raj.V

Introduction

We Indians often praise and extol ourselves as the nation growing in leaps and bounds in a short span of time. The entire world is eyeing on the drastic growth that we witness in spite of world recession. The Indian Corporations and the MNCs in India are aware of the fact that the recession and the jobs cuts in USA and European countries will soon impact India. On the one hand few corporations anticipating the failure, are seriously contemplating on retrenchment, layoff and shut down possibilities. On the other hand many MNCs are descending down to India in order to compensate their global loss. This indeed is paving way for better job opportunities. Despite enormous growth in the employment rate, yet most of the so called well qualified students are unemployed in India. Most jobs are without people and most educated people are without jobs. Why is this irony? One of the major reasons is that the Indian Students do not possess the essential soft skills. And it is very obvious from the NASSCOM report which says that "Today more than 70 % of India's graduates are unemployable due to lack of soft skills," Hence it is indeed a high time for Indian academic institutions to focus on employability skills.

Meaning

Soft skills are cluster of personality traits, social graces and ability with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills can also be an important part of the success of an organization. Organizations, particularly those frequently dealing with customers face-to-face, are generally more prosperous if they train their staff to use these skills. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications.

Review of Literature

An early study by Young (1996) argued that technical and interpersonal skills are very essential to the success of employee in an organization.

Salzman, Harold et al (1998) discuss that eight of ten companies felt that communication skills, written skills and oral skills are highly important for professional success. They identified social skills as one of the significant skills that would promote team work. Problem solving and critical thinking also found to be very much relevant.

Gupta & Wachter (1998) suggest that there is a need for Information Science students to develop skills and abilities in various areas including teamwork, creativity and communication and propose a capstone course to achieve these aims.

Gillard (2000) argues that there should be two aspects of a university course that require consideration, they are employer' expectations of graduates candidates and student preparedness to a course to make sure that students are equipped with employability skills such as soft skills.

Thompson et al. (2001) acknowledge that social skills are very crucial in interactive service work. Front-line staff members would transfer effective styles of interacting in their personal life into dealings with customers. Such an approach can be construed as widening the potential for employees to utilize their social skills

Nickson et al. (2001) In their study, managing empowered workers and the service encounter in an international hotel chain use the term "aesthetic labour" to describe the employees with good social and interpersonal skills.

Ten Master Skills

The Behavioral training experts and the corporate today expect the students to equip the following "TEN MASTER SKILLS". They are

TEN MASTER SKILLS		
T - Team Work	M - Motivation	S - Solving Problems
E - Emotional Quotient	A - Attitude/Aptitude	K - KINESICS
N - Negotiation Skills	S- Social Grace	I - Interview Skills
	T -Time Management	L - Leadership Skills
	E - Etiquette	L - Listening Skills
	R - Relationships	S - Spiritual Quotient

Team Building: It has been noted through various studies that the ability of students to gel well within team, is not so good. For Japanese, who pioneered quality of work life, quality circle and team work, enjoy working in a team. For them working in a team is energy and synergy. Hence $2 + 2 = 5$ or 6 or above. But for We, Indians, working in team is not energy rather allergy. (For us $2+2=3$ or 2 or 1 or even -1 some time). Yes indeed. The students of today are able to manage better when given an opportunity to work individually. Most assignments given to the students individually are of quality. They work very hard to project all their individual competencies. But when it comes to group work, team work, no one bothers to make a beginning of the given task. The social loafing is very high. This is one such reason why they fail when they get into the corporate world. Hence educators need to foster the skills to work in a team through role play, case study and group seminar.

Emotional Intelligence: It is the ability of an individual to project a stable and balanced self across situations. The millennial of today are unrealistic. They have very little tolerance towards the external surroundings. This makes them very difficult to cope with deadlines and conflicting situations. Hence emotional intelligence is one of the important soft skills that keep an employee successful in his profession. Today's youngsters are more reactive than interactive and proactive to situations around. Poor emotional stability at times gets you in an unwanted rift in the working place. Loss of jobs and people are a resultant of poor emotional stability. Hence it has to be nurtured in the family and educational institutions.

Negotiation skills: It is the art of getting the desired outcomes and still maintains successful ongoing relationships with others. Influencing positively will help students achieve more of what they want and build relationships based on openness, trust, understanding and mutual respect. The students have very less opportunity to learn negotiation skills in the class. But they do negotiate with their parents in terms of pocket money, cloths, mobile and automobile. They negotiate with teachers in terms of postponing certain assignments submission deadlines. Such negotiations are not beneficial to both the parties. Hence educators need to foster negotiation skills in terms of decision making, leadership and successfully completing the given task.

Motivation: The millennial's of today need to have self motivation rather than looking around for role models. The aspirations to inspire others should

never expire before they reach their milestones. The cut throat competitions in the job market will always test their self motivation to fight. Success is not a distant reality for students with the highest motivation and resilience.

Aptitude/Attitude: Aptitude is the general tendency of an individual to have a liking and innate interests towards performing something joyfully. This is one of the most primordial factors when fostered constantly become a skill that will ensure a graduate to be successful in all his endeavours. Today's graduates need to discover and align one's own innate and innermost likings with organizational expectations. Educators need to infuse positive attitude towards learning process and life.

Social Graces: It is the ability of an individual to maintain a polite and pleasing facial expression that invites better interaction with the customers. The modern organizations are hunting for graduates with social graces to inject them into customer related jobs as they have the blend of social graces and shrewdness to manage the troublesome customers.

Time management: This is one of the biggest problems among graduates today. One of the reasons why most students have similar complaints is that they never listen in the class. If they put in an effort to listen in the class, they do not have to seriously prepare for their exams and assignments. Students procrastinate the given assignments. Hence they only accumulate tasks which they can't perform in a short duration. This indeed leads to poor work life balance later on. Educators can make the students to prioritize the tasks judiciously in order to overcome such crisis.

Ethical Quotient: It is the ability of an individual to align well with the organization to exhibit moral behavior that enhances organizational images. The compatibility of today's students to absorb the code of conduct, values and norms of the organization, are indeed very essential. Such need should be fostered in the family as well as by the educators.

Relationships building/Networking: This skill is acquired pretty much easily as the students of today are very my upgraded with social media like face book, twitter, orcut, etc. Educators also can use such services to get their assignments done, also share their knowledge. The educators must look at the students as partners in the learning process. Hence they need to create a congenial environment primarily to like the teacher and thereafter like the subject. This indeed makes the learning process very much easy.

When this skill is nurtured in their learning process, it becomes great source of support when they get into the corporate world and foster a healthy relationship with their colleagues and boss.

Solving Problems: The complexities in today's business are very high. The solutions that were right yesterday may not be right today. Even though students get exposed to all the corporate problems and solutions while studying professional courses through case studies, industrial visits and academic-industry interface yet they can be a great failure if they do not continuously nurture problem solving skills.

Kinesics: According to Prof. Ray Birdwhistle, only a small percentage of communication involves actual words: 7%, to be exact. In fact, 55% of communication is visual (body language, eye contact) and 38% is vocal (pitch, speed, volume, tone of voice). The world's best business communicators have strong body language: a commanding presence that reflects confidence, competence, and charisma. Hence developing appropriate body language will give added advantage to the students.

Innovative/Creativity: "Innovate or evaporate" is the old mantra of a success. But today it is 'Innovate, exaggerate or else evaporate'. This generation even though they are creative and innovative yet they need to ensure that their unique skills come handy at the right time and place. Being innovative and creative alone does not make an individual successful. It is how we market those innovation and creativity that decides about the success. Hence teachers need to ensure that students advertise their own innovation and creativity,

Leadership Skills: This skill has not come naturally to the all the students. Hence it has to be nurtured from class one. Students get so many opportunities to showcase their leadership skills both in academic and non-academic arena. But only few students make use of such opportunity. Group assignment, role plan, group discussion are some of the areas that educators need to focus in order to nurture leadership skills.

Listening: The impatience among students is very high today. One of the reasons could be that they can know anything and everything through internet. Hence they never try to listen to the lecturer. They have a superfluous attitude that they know more than the teacher. This attitude which is quite dominant makes them very feeble when they are placed in an organization. They

need to nurture the ability and willingness to listen to one another for better learning and support.

Spiritual Quotient: Today most organizations began to realize that their employees need to have spiritual quotient that paves way for better work life balance. The job deadlines, broken family relationships, incompatible superior-subordinate relations and grievance customer put immense pressure on the employees. Hence job seeker is expected to have a stable and ethical personality.

Conclusion

The educators of today have greater role in transforming education. The focuses of the educators need to be on creating employability skills. Nurturing the above mentioned skills need to be nurtured from primary school and fostered across the academic career of an individual.

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Vocational Skill Training for Empowerment of Women in Rural India

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Introduction

"The promotion of women's rights means the promotion of... freedom, justice and the peaceful resolution of disputes, of social progress & better standards of living; of equality, tolerance, and dignity."

-UN Experts on International Women's Day 2005

The majority of internal and external domestic tasks are being performed by women. Women normally work very long hours in conditions that lead to health issues. Women have always been marginalized and relegated to the status of subjugated class in the Indian society. Women have not actively participated in their emancipation due to lack of economic independence and illiteracy. Women lack access to financial capital and have limited opportunities to gain education, knowledge, and skills that can lead to economic advancement. Generally women are hard-working and can make great contributions towards their quality of life. But the problem persists because they are not the earning party at home, so they are always neglected for their rights and never given the place they deserve. More efforts are needed to raise awareness regarding poor conditions of women particularly in rural areas. Vocational training enables women to earn an income and build crucial life skills. They should be able to stand on their feet and provide for their families. The vocational skills trainings to women should be provided in such a way to polish their existing skills and to gain new skills.

The objectives of the vocational trainings

- Socio-economic empowerment of women to combat violence against them.
- Enhancement of the quality of women's lives by increasing earnings potential

- To empower female beneficiary through acquiring a skill to make them economically independent by acquiring vocational training through dynamic vocational training services.
- To promote skill-based income resources by training women and thereby empower them with the knowledge of themselves and to strengthen their position to make them one of the earning members of their households and communities.
- Overcome the mental pressure on women's minds of male dominance and other social factors.
- Highlight the importance of women education and their participation in economic development.
- Change the general perception that honor of a person lies in seclusion of the women.
- To sensitize the general public and all stakeholders to realize rights of women.
- Greater Access to Resources.
- Positive change in women's social life.

Major Training Programmes

Vocational education and training for rural women are often limited to a narrow range of female-dominated fields like stitching, tailoring, painting, poultry Rearing, food processing, gardening and nursery raising and computer oriented skills that reinforce their traditional roles and responsibilities. While this may improve their income generating opportunities, it will not give them the chance to benefit from newer, non-traditional fields, such as information and communication technologies (ICT) or renewable energy that can provide higher earnings.

Vocational Education and Training (VET) systems are dynamic in nature. They face many challenges in responding to societal, technological and economic changes in the local and global environment. A multi-faceted approach, which includes literacy, hygiene and moral training, and skills training to improve their productivity, masonry, plumbing and electrical wiring along with trauma relief courses gives rural women the tools to help uplift their communities. The incorporation of trauma relief courses along with other trainings will not only provide the technical skills assistance but will allow several opportunities to eradicate women's psycho-social depression and encourage social gatherings in the community to discuss their issues which will help them to look for the solutions to their problems.

Promotion of entrepreneurship among women

Azad India Foundation is making an attempt in the direction to make rural women as entrepreneurs through various skill training programmes. The Foundation has provided two non-formal centers of Bharagariya and Maniram Bhatta with plastic chairs and tables to be rented out in the marriages and village functions to bring out the entrepreneurship among women. These women keep the account and share the money among them. This has led to enhance confidence level among them.

Social Awareness

Apart from the regular training, awareness sessions have to be conducted for women on various social issues. Such sessions will enable them to know their rights and empower them to practice those rights at the time of need. Awareness on dowry, micro insurance, role of family counseling centre, child marriage, domestic violence, disaster management, positive and negative thinking, human rights, role of education etc., have to be incorporated in the sessions. Few of these have already been imparted to the beneficiaries by Navjyoti India Foundation (NIF) through seminars. Navjyoti India Foundation supports and encourages the beneficiaries of their project to be self reliant and engage in self-employment. Such encouragement from the organization in the past has led to many success stories where women beneficiaries are now empowered enough to earn Rs 5,000/- per month on an average.

India recently set a national goal to end open defecation by 2019. To address the lack of toilets in the country, AMMACHI Labs began offering vocational courses in masonry, plumbing and electrical wiring to village women so they can construct, install and maintain toilets in their own communities. The women are learning about the importance of practicing proper hygiene for their personal health, thus empowering them to spread awareness and become ambassadors for change.

The Art of Living Foundation Women Empowerment Programme in Iraq addresses women's emotional and psychological needs and gives them the skills they need to achieve economic stability for themselves and their families. Here the women are provided with trauma relief courses. The women undergo trauma relief workshops to release the build-up of stress and tension accumulated daily from fear of attack, lack of security, trauma

from the loss of friends and family members and the responsibility of often being the sole breadwinner and caregiver to their families. Once a sense of stability and inner peace is established, the women are able to implement the skills learned in the training programmes. They have the confidence and enthusiasm to change their lives and care for their families. They have the tools to achieve an economic status, where self-sustainability

In Bangladesh, where 70 per cent of the population lack electricity, women are most affected as they need energy for cooking and other household tasks. Grameen Shakti microloans financed the installation of over 100,000 solar home systems in rural areas and trained local youth and women as certified technicians and in repair and maintenance. This provided women employment opportunities and improved their daily lives, while solar systems are facilitating business start ups such as mobile phone centres, repair shops and handicrafts (UNEP, 2008).

In partnership with the Barefoot College of India, UN Women supports hands on training of rural illiterate grandmothers in solar technology, so that they can become Barefoot Solar Engineers who will be equipped to electrify their villages through solar energy. This provides them with an opportunity to access jobs in the green energy sector, and enhance poor rural household's living standard.

Some NGO's like Bahai, Seesha... are literally working hard for the empowerment of rural women in India by providing vocational training where it focuses on developing skills related to sewing, tailoring, embroidery, hand and machine knitting, and the preparation of items such as bags, purses and coverlets. In addition, there are lectures and discussions on topics related to social legislation, women's rights, work ethics, budget and accounts maintenance, marketing skills, communication skills, personal health and hygiene, family education, environmental health and labour law. It serves the cause of education for girls indirectly by changing attitudes, challenging social stereotypes, and redefining girls' roles paving the way to the empowerment of women through education.

Importance of Training and Development

Training and development programmes help remove performance deficiencies in employees. This is particularly true when the deficiency is caused by a lack of ability rather than a lack of motivation to perform and the

individual(s) involved have the aptitude and motivation needed to learn to do the job better.

It has to be recommended that programmes offering vocational training and employment opportunities should include the initiatives to match market requirements and opportunities. This approach not only requires designing a quality training process that builds technical and soft skills, but also enlists the commitment of employers to hire participants.

Vocational training can play a key role in helping young women get jobs. Vocational training typically includes development of technical capacity, entrepreneurship, and business skills. Ideally, vocational training is demand-oriented and builds specific skills tailored to prospective employers' needs. Other vocational training programmes help women build a wide set of soft skills, such as conflict resolution, team building, and communication, which they can use in a variety of jobs.

Need for vocational education and training for rural women

Social norms make it harder for rural women to work. Their families, male partners, employers, or even they themselves may think that certain jobs are only for men, not "women's work." To change this attitude training programmes and skill development are needed. Skills development is a key to improving household productivity, employability and income-earning opportunities for women and also for enhancing food security and promoting environmentally sustainable rural development and livelihoods. . Women are capable of empowering themselves while external actors and agencies can create supportive environments.

Need of the hour

Inadequate policy frameworks and inequitable gender norms create barriers to women's economic advancement. There is a need to address the issue by raising the status of women. There is also a need to recognize and emphasize the diverse roles of women. For a sound financial strategy, it is important to link workforce development and employment strategies with market needs and opportunities. Gender inequality created in a workplace environment becomes hostile to women, making them unable to continue their work. It is of the high need to understand the importance of a protective policy framework guaranteeing the rights of women in the

workforce, and the need for vocational training to collaborate with employers to ensure that workplaces are supportive of female employees. Learning about improved production technologies and methods, new products and markets, business skills, as well as life skills such as health management, decision-making, self confidence, or conflict management can make a big difference for many of the rural women. In Tamilnadu, there is scope to provide vocational training in automobile driving, professional cleaning, service and maintenance, electrical and electronic appliances services and in the field of renewable energy.

Conclusion

Women's empowerment is defined in a wide variety of ways some of which include access to material resources such as land, money, credit and income, availability of decent employment opportunities that involve good working conditions, the freedom to make choices in life, enjoyment of basic rights granted in the constitution and international agreements, equal access to quality education and health facilities. Vocational training builds confidence and economic independence. The women will get more employment opportunities and improve their daily lives. They will have the courage, determination and will power to go to achieve their dreams and emerge stronger. Women's' economic empowerment not only depends on availability of jobs, but also on protective policy environments and community-based support for their entry into the workplace. Advocates and policymakers must ensure that laws promote gender equality in the workplace and incentivize employers to create female-friendly work environments.

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Role Open and Distance Learning in Vocational Education and Training in India

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Introduction

Over the past decades, there has been an evidence growth in distance education around the world. This is very much evident from the increasing enrolment in open distance learning institutions (Cavanaugh, 2005 and Fozdar and Kumar, 2006). The Open and Distance Learning institutions are not only imparting education as an alternative to the formal system i.e. education in conventional courses, but also in areas such as vocational and technical, and continuing education, teacher education and even in high technology based education (UNESCO, 2002 and Bourne et al, 2005). The Open Distance Learning has also made some contributions in vocational and technical education (Mehrotra and Sacheti, 2005). The vocational and technical education is one of the important issues of human rights. This is the area where distance education can be used extensively to provide education that can prepare skilled workforce for the world to do productive work. The distance education also has potential to reach to unreached and even marginalized and excluded groups. It can provide vocational and technical education and engage them in income-generating livelihood. In this globalized world, it well known fact that skill training enhances productivity sustains competitiveness in the global economy (Mishra, 1994 and World Bank, 2008). Keeping this in mind Indira Gandhi National Open University is offering many programmes which are in the category of vocational and technical education and continuing education for the improving skills, capacity building of adult learners. One such programme is for preparing work force for the footwear sector. This programme provides effective and efficient services in the footwear sector. This is highly skill oriented programme and involves intensive practical work. This programme would have a bearing on national development via employment generation and by production of word class products. Beside Indira Gandhi National Open University Institute like Footwear Design and Development Institute, Indian Institute of Leather Products, Central Footwear Training Institute and many other governments run institutes and some private institutes supporting this programme.

In this paper we have reviewed the present status of vocational education and training programmes in India. We have also examined the role of Open and Distance Learning system in providing effective and dynamic vocational education and training. Paper is ended with the Indira Gandhi National Open University experience in launching and delivery of a vocational training programme developed for the work force working for footwear sector to improve their skills.

Objectives of the study

- To know the role and functions of distance learning in vocational education and training in India.
- To suggest possible recommendation to improve the quality of distance learning in vocational education and training.

Status of Vocational Education in India

There are two commonly used terms in India for the vocational education system one is vocational education and other vocational training. Vocational education is referred specifically to vocational courses offered in school at the level of class 11th and 12th under a centrally sponsored scheme termed Vocationalization of Secondary Education. Vocational training on the other hand broadly refers to certificate level craft training and is open to students who leave school after completing anywhere from class 8th standard to 12th standard. Programmes offered under the Craftsmen Training Scheme and operated by Industrial Training Institute, Polytechnics and Industrial Training Centres. This scheme falls within the purview of the Director General of Employment and Training, under the Ministry of Labour and Employment.

The Vocational Education Programme was started in 1976-77 under the programme of Vocationalisation of Higher Secondary education in general education institutions. The National Working Group on Vocationalisation of Education (kulandaiswamy committee 1985) reviewed the Vocational Education Programme in the country and developed guidelines for the expansion of the programme. Its recommendations led to the development of the Centrally Sponsored Scheme on Vocationalisation of Secondary Education, which started being implemented from 1988. Its purpose is to "enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education without particular interest or purpose (mehrotra and sacheti

2005). Vocational education falls under the purview of the Ministry of Human Resources Development. The All-India Council for Vocational Education, under Ministry of Human Resources Development is responsible for planning, guiding and coordinating the programme at the national level. State Councils for Vocational Education perform similar functions at the state level. Through this scheme many courses were offered in six major disciplines:

Table-I

S.No	Courses	Examples
1.	Agriculture	Veterinary pharmacist/technician; watershed management
2.	Business and commerce	taxation practices; stenography
3.	Humanities	classical dance; entrepreneurship
4.	Engineering and technology	lineman; cost effective building technology
5.	Home science	textile design; gerontology
6.	Health and Para-medical skills	x-ray technician; health/sanitary inspector

National Policy on Education 1986 and its Programme of Action 1992 aimed at diverting 10 percent of the students at higher secondary level to the vocational stream by 1995 and 25 percent by the year 2000. But at present 5 percent of student choose this option. This below figure narrates mainly of the conceptual problems, managerial problems and resource constraints for more than 25 years. As per the report of the Working Group for the Revision of the Centrally Sponsored Scheme of Vocationalisation of Secondary Education, National Council of Education Research and Training 1998, vocational education also viewed as an inferior option, it suffers from poor infrastructure, obsolete equipments, untrained or under-qualified teachers (often on part-time basis), outdated and inflexible courses, lack of vertical or lateral mobility, absence of linkage with the 'word of work', lack of a credible evaluation, accreditation and apprenticeship system, and finally employability. For building an effective and dynamic programme of vocational education, National Curriculum Framework 2005 has suggested that vocational education programme should be implemented in mission mode, involving establishment of separate Vocational Education Institutions and Centres from the level of village, cluster, and blocks to sub-divisional/districts, towns and metropolitan area. This also talked about providing better infrastructure at Vocational Education Programme centres, there should be the provision of training of teachers and Vocational Education Programme curriculum should be reviewed and updated from time to time to meet the challenges of a globalised economy.

Table-II

Country	Secondary enrollment ratio	Number of students (in thousands)	Vocational Education share
Russia	88	6,277	60
China	52	15,300	55
Indonesia	43	4,109	33
Malaysia	59	533	11
Korea	93	2,060	31
Chile	70	652	40
Mexico	58	-	12
South Africa	77	-	1

Source: <http://info.worldbank.org/>

The Prime Minister of India in his Independence Day address on 2006 indicated of setting up Vocational Education Mission and a Task Force to improve vocational education system in India so that high economic growth through increased productivity can be maintained. For implementing this special provision has been made in both present 10th plan and coming 11th plan of the country.

Unlike vocational education, vocational training programmes in India fall outside the formal schooling cycle. As discussed earlier vocational training is imparted through Industrial Training Institutes and Polytechnics. Vocational training courses are generally institution-based with varying entry requirements as well as course durations. The proportion of practical to theoretical instruction in Vocational Training Programmes is also higher than in vocational education. Under the Constitution of India, the Central Government and the state governments share responsibility for vocational training. At the national level vocational training is managed by the National Council for Vocational Training advises the central government on vocational training. Two tripartite bodies, the Central Apprenticeship Council, a statutory body and the National Council of Vocational Training, a non-statutory body, operate as advisory tripartite institutions. The National Council of Vocational Training is chaired by the Minister of Labor and Employment. Members represent central and state government departments, employers' and workers' organizations, professional bodies, the All India Council for Technical Education, representatives from scheduled castes and scheduled tribes, the All India Women's Organization, etc. Its functions include:

- Establishing and awarding National Trade Certificates;

- Prescribing training standards;
- Arranging trade tests and developing standards for National Trade Certificates; and
- Recognizing training institutions for the purpose of issuing National Trade Certificates and laying down conditions for such recognition.

Administrative responsibility is held by the Directorate General of Employment and Training, located within the Minister of Labour and Employment. Industrial Training Institutes and industrial Training Centres operate under the guidance of Directorate General of Employment and Training, which formulates policies and lays down standards and technical requirements such as developing curricula, instructor training, and skills testing. It governs a number of specialized training-related institutions. At the state level vocational training is managed by State Councils for Vocational Training, as well as Trade Committees, which has been established to assist the national council for vocational training. They advise state governments on training policy and co-ordinate vocational training in each state. State government departments deliver vocational training through:

- ✓ The Industrial Training Institutes that operationally report to and are funded by them, and
- ✓ The Industrial Training Centres that are privately funded and managed (some of these get financial support from the state governments).

Although vocational training students may do relatively better in the labour market than their counterpart vocational education students, but their labour market outcomes are still poor (World Bank 2002). But still there is a mismatch between required training and acquired training. Students are getting from Industrial Training Institutes and Polytechnic. A Karnataka study found that employers were dissatisfied with graduates from Industrial Training Institutes. Employers felt that Industrial Training Institutes produce graduates who are not needed by industry and who lack basic scientific/technical understanding of their trades (World Bank 2002). Major findings of the study are:

- ✓ Rapid developments in technology have made many occupations

and trades - such as turners, machinists and grinders, and draftsmen - obsolete, while others need to be modified.

- ✓ Many trades have lost their relevance in the face of automation. Engineering trades (fitting, electronics, electrical and mechanical, welding, tool and die-making, and turning) are in high demand from students but syllabus is out-dated and trainers are out of touch with changes in technology and work organization.
- ✓ Courses should not be based on narrow specializations. Technicians need to be trained through integrated courses dealing with two or more skills and be capable of managing three or four operations at a time.

In brief those institutions which are providing vocational trainings are not yet geared up to meet the challenges of the fast growing global economy and they are also not aligned to the needs of industry. The poor outcomes arise owing to this vocational training system facing many constraints. These include a lack of accountability and responsiveness to the needs of the labor market, limited involvement of the private sector in managing training, poor coordination among those managing the sector, and limited flexibility for institutions. Many of these problems have been outlined in the Government's own assessment of the system.

To improve vocational Training programme there is an immediate need of reforms. Working Group on Secondary and Vocational Education for 11th plan has suggested some plans along with higher budget allocations like competency based curricula should be reviewed and updated as per the present need of the industry, professional training of all teachers and trainers, a labour market information system should be established to collect necessary information on the skill requirements and skilled manpower needs for different sector of economy.

Role of Open and Distance Learning in Vocational Education

Open and Distance Learning is increasingly becoming popular because of its flexibility and learner friendly approach, particularly to those who could not get access to the formal education system. Distance education is more costs effective and can take place while continuing full-time employment (moran and rumble 2004). People who live in remote areas find that Open and Distance Learning permits them to enroll in programmes, which

otherwise would not be available to them. At present beside Indira Gandhi National Open University there are 13 Open Universities, 150 Distance Mode Institutes under conventional system. Only Indira Gandhi National Open University is imparting higher education to 15 per cent of total population who is joining higher education in the country (Profile, 2008). Workplace learning is also expanding rapidly in organizations, boosted by online learning opportunities. Web-based training or E-training, an innovative approach to distance learning, can be effectively utilized for delivering knowledge to individuals anywhere in the country. If the developing countries want to enhance their international competitiveness for the well being of their people, they must address the concerns for vocational education and training. The path for economic development and prosperity through the skills training and Open and Distance Learning as the modality for vocational education and training allows vast number of people, hitherto unreached to take advantage of education and training opportunities (mishra, 2002). The changing skills demands due to competition and rapid market changes, especially in Small and Medium Enterprises calls for provision of continuous learning and training opportunities through Government, Non-Government and Private Institutions. There is a need for a paradigm shift in the training approaches in the formal and informal sector for developing skills attained to the needs of the society. All this can be not achieved by formal system.

Over 90 percent of employment in India is in the informal sector, with employees working in relatively low productivity jobs. Provision of appropriate skills may thus be an important intervention to increasing the productivity of this workforce. This sector cannot approach the formal system. Here open and distance learning mode institution can play important role by providing flexible and cost effective vocational education. For example, the National Institute of Open Schooling (offering 85 courses through over 700 providers recognized by the National Institute of Open Schooling). Similarly Indira Gandhi National Open University along with some other open universities also offering successfully many programmes of vocational in nature. Presently Indira Gandhi National Open University lays much emphasis on skill, capacity building, training, employability, life-long education and continuing education. Open and Distance Learning system now is recognized and accepted as an important mode for achieving many of these targets. In addition to contributing to social and economic development, Open and Distance Learning plays a decisive role in the creation of a knowledge-based society.

About the Programme

Leather and leather products as a sector has been given considerable alteration by the Government of India at various levels due to the inherent strength and features which are popular to India is not merely an industrial sector as compared to other industries but the implications of what happens in this industry that have very far reaching social and economic ramifications in view of a significant section of deprived segment of population working in the sector due to historical reasons.

There exists a large raw materials base. India ranks first among the major livestock holding countries in the world. Leather industry is the fourth largest foreign exchange earner in the country. Apart from this, leather industry has tremendous potential for employment generation. Its potential for employment generation among weaker sections of the society and women is immense.

However, despite being a traditional industry in India and reasonably good performance on the export front, the Indian leather industry accounts for very small global market, the need for a larger share of the global market exists.

The Indian Leather Industry which for centuries has developed as traditional crafts is at present under the process of transformation into a technology based vibrant export oriented industry. Besides its eminent position in the country's economy as a foreign exchange earner, the leather industries significant contribution is a provider of employment to a larger number of people majority of who are from rural base and weaker sections of the society.

- The Footwear Industry is a significant segment of the Leather Industry in India.
- India ranks second among the footwear producing countries next to China.
- The industry is labour intensive and is concentrated in the small and cottage industry sectors.

- The major production centres in India are Chennai, Ranipet, and Ambur in Tamil Nadu, Mumbai in Maharashtra, Kanpur in UP., Jalandhar in Punjab, Agra and Delhi.
- India in itself has a huge domestic market, which is largely untapped.
- The Indian footwear industry is provided with institutional infrastructure support through premier institutions like Central Leather Research Institute, Chennai, Footwear Design and Development Institute, Noida, National Institute of Fashion Technology, New Delhi, etc. in the areas of technological development, design and product development and human resource development.
- The availability of abundant raw material base, large domestic market and the opportunity to cater to world markets makes India an attractive destination for technology and investments.
- Following leading institutes in India are engaged in imparting training to personnel in the footwear manufacturing as per the requirement of the trade and industry.
- These certificate programmes have been designed to provide the know-how and skills needed to work as a worker/operator, supervisor and engineer in Footwear Industry. It will train you to provide effective and efficient services in the footwear sectors. It is a highly skill oriented programme and involves intensive practical work.

Programme Objectives

- Up gradation Educational Qualification of Learners.
- Opportunities for in-house training in industries for continuing education.
- Promoting the educational well-being of the community.
- Offering need based academic programmes.

- Employment related continuing education programmes arriving at increases sole potential and economic advantages to the learners.

This programme can be taken by those who are already employed (directly or indirectly in the Footwear Industry and State and Central Footwear Organizations) or intend to make a career in Footwear Industry.

Programme Delivery

Like other programmes of Indira Gandhi National Open University, the programme under investigation also follows a multimedia approach in instruction. It comprises: self-learning material, supporting audio/video programmes, teleconferencing, counseling sessions, seminar-based and workshop-based activities and added feature of personal contact programme to meet specific learner needs. Personal contact programme is conducted at five training centres of partner institutions and programme study centres of Indira Gandhi National Open University. Participation of learners in the personal contact programme is compulsory. Teleconferencing is also used to provide greater clarity and understanding to the learners.

Conclusion

It is very clear that for the growing economy like India we need skilled and trained work force. Our formal education system cannot provide desired number of skilled workers. In such a situation alternative Open and Distance Learning model has the tremendous scope to tackle such problems. Open and Distance Learning Institutions effective Vocational Education and Training system can provide the quality learning outcomes at teaching institution cannot be achieved system is now well recognized for effective teaching learning process. Especially in developing countries where there is a need of providing training to large number of workers and with limited resources. In such situation similar Open Distance Learning models could play important and viable role in improving overall skills of workers.

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Demographic dividend – Focusing on Women in India

Poonam Khattar

Introduction

A BILLION PLUS and still counting..... This is how we describe our country...India. This growth in population is being seen as a young dynamic force, and expected to change the demographic, social and economic structure of India. When one looks at the population growth, which is also considered as demographic dividend, there is a debate and a concern whether we are prepared to reap its benefits as a result of this transition. The demographic dividend is the economic growth as a result of changes in the age structure of a given country. Therefore, variables such as health, family planning, education and economic policies must be prioritized to make good use of demographic dividend (Bloom 2003). It is a period spanning, usually 20 to 30 years – when there are relatively fewer children and older generation to take care of; and a greater proportion of population which is young and in the working age-group-including women who enter work-force for the first time. In other words, it is characterized as period of smaller families, rising income, increased life expectancy coupled with social change, increased age at marriage, divorce, single person households (The Economist, 2011). Decline in fertility rates work as a main force behind the decline of population growth and in shifting the balance of age groups in a given population. Given medical and health services, and assured survival rates of children, the couples begin to have fewer children. Expansion of employment opportunities, combined with fewer dependent children and elderly and a growing working-age population increases income per person and spurs the country's total economic growth (Population Action International).

Where are we today?

There exist huge inter-state variations in economic, social, educational and health indicators, which need to be systematically addressed. One of

the important ways of identifying the window of opportunity for the dividend is the shift in age structure that comes with investments in family planning. Just as a global trend, we in India are witnessing longer life expectancy, smaller families, and less number of dependents. The norms related to family size are changing. Families are smaller as there is awareness of high survival rate, thereby opportunity to invest more for health and education of children. India has witnessed a significant decline in Infant Mortality Rate (IMR) from 79 during NFHS-1 to 57 during NFHS -3 per 1000 live births (NFHS-3). It further declined from 58 in 2005 to 40 in 2013 (SRS Bulletin Vol 49 No.1). Trends in Total fertility rates have greatly reduced from 3.4 in NFHS-1 to 2.7 in NFHS-3 and recent estimates report decline from 2.9 in 2005 to 2.4 in 2012 (SRS Bulletin Vol 49 No.1). As per the 2011 Census, the mean age of India was a young 24 years with median age ranging from 19 years in Meghalaya, 20 in Bihar and U.P to 31 in Kerala. About 60% of country's population will be in working age-group by 2020. Age dependency ratio is the ratio of dependents-people younger than 15 or older than 64- to the working age population in the age group of 15-64. The dependency ratio in India as per the World Bank has lowered from 54 in 2010 to 53 & 52 in 2012 & 2013 respectively. With fewer people to support, a country has a window of opportunity for rapid economic growth; provided there are appropriate social, economic policies supported with financial provisions for the young workers entering the work force. With more than one third of country's population below 15, children and youth should become the focal point of national development efforts, if India is to take advantage of the demographic dividend (Vajpeyi), and thus emphasizing the need to take concerted actions at policy levels.

What policy changes could contribute for demographic dividends in India?

Harnessing the Women work force

India ranks the second lowest in the Group of 20 (G20) economies when it comes to women's participation in workforce. As per World Economic Forum, India has scored the rank of 101 as an overall score and 124 of 136 nations in labour participation force. According to the Census data released in 2014, 160 million women in India; that is 88% of who are in the working age (15-59 years) are confined to their homes, rather than gainfully employed in the formal job sector (Gol, 2014). India's labour participation rate for women fell from just over 33.7% in 2004-5 to 29% in 2009-10. Out of 131 countries,

India ranked 11th from the bottom in female labour force participation. Women work force declined drastically in the last decade from 33.7% in 1991 to 27% in 2012 (UN Gender Statistics). Less than a third of working age women have jobs (lowest among the BRICs). Female participation has dropped over the past decade in contrast to other emerging markets. The percentage of female workers to total female population at National level increased from 22.3 % in 1991 to 25.8% in 2001. In the 15-59 age group, 80.7% male was economically active against 40% females during 2001 census (drop-in-article Census of India, 2011). The decreasing participation of women in the workforce contributes approximately 50% of the decline in the country's overall labour participation rate, which fell from 62% in 2000 to only 57% in 2010. According to a survey in rural areas, many women do not engage in paid work because of the low wage (Khera and Nayak, 2009). With large wage differentials the value of non-market goods production at home can be larger than the market production wage. This may have been reflected in the drop of rural women from unpaid or low paid self-employment, as discussed above, as more men found wage jobs. At the same time, the rural employment programme (NREGA) that offers women equal pay and quotas in rural work programmes, has helped raise female participation. Much of decline, especially since 2005, reflects a drop in unpaid female self-employment in agriculture upon a rise in agriculture incomes (Sorsa, 2014). Some of the reasons for low women workforce in India are poor working conditions, insufficient or insecure wages, especially in the unorganized sector coupled with poor economic policies and social dynamics. This implies that the under-representation of women in the workforce is a waste of the demographic dividend that India could reap from its young and quickly growing working age population (Report by Earnest & Young, 2013). In case India has to benefit from demographic dividend, it has to encourage women workforce. No doubt, this will have a multiplier effect in combating illiteracy, meeting key health indicators and also in eradication of poverty.

Empowering girls through Education

Education is the key to gender equality. Investments in the education and health of the girl child are the best investments for poor and the developing states and nations. At the macro economic levels, female education is associated with higher productivity, higher returns to investment, better agricultural yields and a more favourable demographic structure (Goldman Sachs Economic Research, 2008). This research benchmarks the magnitude of the 'growth premium' that a women's education could

generate- if right policies are in place. We also know that women allocate more resources to food and children's health in family than do men, resulting in better educational activities and health of the children. These 'intergenerational benefits' of female education have compounding effects subsequent generations. The potential of the young girls and women in this regard, needs to be garnered.

Workforce and Economic returns of education depend upon structure of job market

The speculations are that because educated women are more likely to work, the gender gap in employment will shrink over the next two decades. This could translate into higher rates of GDP growth and higher income per capita. The female education has impact on our Growth Environment Scores also, which assumes that not only more girls attend school, but also that female education leads to longer life expectancy (for both women and men). Education enhances the success rates of self-employed business by women. Creating more employment opportunities in India for girls, women will significantly affect economic growth.

About 17 Ministries of the Indian Government are currently engaged in undertaking various skill development initiatives, with a combined target of imparting skills to 350 million by 2022. The Ministry of Human Resource Development and Ministry of Labour and employment will play a significant role. To bridge this gap, the Government schemes and programmes need to focus on increasing women participation through grants and soft loans. It is also important to have more women trainers (Report by Earnest & Young, 2013). Primary challenge will be how to mainstream the girls and women to avail of opportunities of vocational trainings and simultaneously provide employment. The Gender auditing of policies such as NREGA should be undertaken and monitoring and evaluation should be an integral part of all social security policies.

Health

As highlighted above, the process of achieving demographic dividend is closely related to lower fertility rates coupled with low infant and child mortality. These transitions are not automatic. Also, the large young population by itself does not necessarily guarantee demographic dividend. To achieve the economic benefits of the demographic dividends, we as a nation must

substantially lower both birth rate and child rates (Population Reference Bureau, 2012). The government, donors and policy makers have to set up focused targets. The population policies of any nation in this regard are the most important components to seize the dividend through policy measures. Researchers in the field suggest interventions in following thrust areas: investments in family planning and reproductive health, increase access to family planning services, adolescent sexual and reproductive health education programmes and delay age at marriage as critical to achieving the desired outcomes. Stronger investments in family planning and reproductive health programmes further accelerate fertility declines, leading to an even greater cumulative income boost and a larger dividend (Bloom, 1998). Current investments in family planning must increase by three to five folds to meet the women's needs for family planning, stabilize births by 2030 in order to establish the conditions to cash on the demographic dividend. Slower progress will delay or we may even miss this window of opportunity for this demographic dividend.

Unwanted pregnancy is an important public health issues because of its association with adverse social, health, economic and demographic outcomes. (Singh & Hussain, 2010). Eliminating unwanted births and deaths leads to substantial reduction in fertility and rate of population growth (Bongaarth, 1997). About one-fourth of the women have reported that their pregnancy was unintended in all three rounds of National Family Health Surveys. The unmet needs for family planning are still large, 13.2% as per NFHS-3, as compared to 16.7% in NFHS-2. India has experienced gain in contraceptive use over the past several years, yet a gap remains and this is large between rural and urban population. Efforts need to focus on adopting client friendly quality of care approach which includes a choice of contraceptive methods, accurate information about the effectiveness, risks and benefits of different methods, counseling which is focused on informed choice. It is only when young women are empowered to choose family planning method and when to become pregnant; that we in India would be able to achieve the target of TFR as 2.1 as set in National Health Mission (2012-2017). For establishing the conditions for a demographic dividend, it is necessary to make investments in child health; education and gender equality as additional steps that contribute to family planning and in turn spur economic growth (Population Reference Bureau). This can reap a rich dividend only with participation of all stakeholders (Taneja 2014).

Challenges in harnessing the Demographic dividend

Improving health through education policies & programmes can significantly pay dividends. Thakur (2012) argues that at present, the future of Indian demographic dividend looks dim. To reap the benefits of a favourable age structure, the states of Bihar, U P and Madhya Pradesh will need to undergo serious reforms to improve the health and education conditions, create meaningful employment much faster and tackle widespread poverty immediately. Even though the gaps in literacy rates have reduced significantly and are being addressed with vibrant schemes, still there is a long way to go. Bihar and Rajasthan have lowest female literacy rates, 46.40% and 47.76 %. We need to give more incentives for school education and higher education, especially for girl's education. As envisaged in the 12 plan, universalization of secondary education by 2017 should be top priority. Initiating academic reforms to achieve excellence in higher education demands need to be exercised thoroughly. Various centrally sponsored schemes by the Government need to be monitored. Further, as suggested in many reports, we need to revisit policies of linking school education with vocational education so that the young are provided with the requisite knowledge and skills necessary to fully participate in the work/employment (Earnest and Young, AIMA).

India's age structure offers a potential demographic dividend for growth, but simultaneously it is a big challenge to provide productive employment for the emerging young population. Cincotta (2003) argues that if job creation is not enough to absorb the bulge in labour supply, the country will be in a position with a large cohort of young unemployed people who have no future prospects and will be prone to violence and crime. This potential will be realized only if the extent and the quality of education and skill development among the new entrants to the workforce are greatly enhanced. The skill building efforts planned during XI five year Plan, and fresh initiatives suggested during XII Five year Plans need to be monitored. The XII Plan Approach Paper has suggested ensuring graduate follow up data from all registered vocational training institutions. This will enable the Government and all stakeholders to see whether the system is responding to the employers' needs and devise policies accordingly. (Gol Approach to the 12th Five Year Plan).

Conclusion

Economic and job creation policies are one side of the coin and investments in young people, access to sexual and reproductive health is other aspect. Thus investments in education and access to family planning services must reach the young and the working age. This is especially important for girls as access to family planning and reproductive health services are critical for their full participation in workforce. In the health sector, there is still scope for reduction of infant mortality rate and to meet the Millennium Development Goals. The maternal mortality ratio and reproductive health of women remains a major concern. Despite improvements in the provision of maternal health care, at the current rate of change at no more than one percentage point a year, women's reproductive health will continue to suffer well into this century (NFHS-3). Unplanned pregnancy that results from a lack of contraceptives can impede a woman's ability to support her, with adolescent mothers half as likely as adult mothers to earn a salary. Providing access to family planning would help spur economic growth and employment to a healthy young population.

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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, zeroxed 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 iaeadelhi@gmail.com

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IIALE is now a Study Centre for IGNOU Programme

International Institute of Adult and Lifelong Education (IIALE) is now recognized as a study centre by Indira Gandhi National Open University (IGNOU) (Centre Code: 29049P) which will function from 17-B, I P Estate, New Delhi – 110 002. The Centre will start function soon and the courses to be offered are:

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2. Post-Graduate Diploma in Adult Education (PGDAE)
3. Post Graduate Certificate in Adult Education (PGCAE)

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Editor's Note

The month of April-May 2016 was not only hot because of mid-summer but also due to the assembly elections in some of the states like Assam, Kerala, Puducherry (UT), Tamil Nadu and West Bengal where political parties have had alignment and re-alignment among themselves to win maximum seats. The electioneering was so vigorous and hectic in which the top leaders of the political parties were criss-crossing the state by using the fastest mode of travel. Tamil Nadu in particular had seen a totally different scene in which two Dravidian parties almost stood alone against each other (of course one Dravidian party had taken a national party and a few slender groups with it and another almost stood alone). The remaining parties joined together as a big group to pose a challenge for the two Dravidian parties. Like other states this state also faced cut throat competition among the parties. One of the major issues was distribution of money to the voters. To counter this allegation Election Commission had to be extra vigil and formed a large number of flying squads to catch all those vehicles which transported liquid cash without proper permission and/or papers to prove the reason for such transfer of amount on road. Whenever such a catch was made the Newspapers started highlighting the achievements of a squad but the readers were surprised as the squad could not establish the person(s) identity who transported such huge amount or the political party for which the person(s) was transporting that amount. As per the press release of the Chief Electoral Officer of Government of Tamil Nadu the total amount recovered by the squad was Rs.105.5 crore. In the meantime, a squad caught three containers near Tirupur carrying a sum of Rs.570 crore which was considered to be one of the biggest catches. This was caught in the mid of night. Subsequently, a nationalized bank claimed the amount as its own which is still countered by the political parties in Tamil Nadu stating that how can the bank transport such a huge amount without any security guards, that too on road and mid of the night.

Whatever may be and wherever it had happened catching of huge amount illegally transported and caught by Election Commission appointed flying squads is a slap on the face of democracy (also mockery of democracy) in which election is an important instrument wherein people choose their government by choice. If money is an important one in the election and

voters exercise their franchise for the amount received by them from the political parties, India cannot boast itself as the biggest democracy and people (literate or illiterate, rich or poor, young or old) choose their own governments by using their common sense based on the policies and programmes announced by the political parties in the election manifesto for the overall welfare of the people and advancement of the state (of course country also).

It is the time for the Government of India and Election Commission to sit together and formulate strictest rules to plug all the loopholes in the election process and stringent punishment including debar for those who do not follow the rules.

Dr.V.Mohankumar

The Place of Ethics and the Ethics of Place in Adult and Lifelong Education

Thomas J. Sork

Introduction

It is indeed an honour to be invited to deliver the 2015 James A. Draper Memorial Lecture. I first became aware of Jim Draper's work as a graduate student in adult education in the 1970s. Although I didn't study at the University of Wisconsin as Jim did, I had the good fortune to learn about adult education from many professors who were graduates of Wisconsin. One of the many values instilled in those who were exposed to the "Wisconsin Idea" was the importance of establishing strong connections between universities and the publics that support them so that university researchers could understand the issues facing the public and the public could understand the role and benefits of universities in society. As articulated by the University of Wisconsin—Madison "...the Wisconsin Idea signifies a general principle: that education should influence people's lives beyond the boundaries of the classroom. Synonymous with Wisconsin for more than a century, this 'Idea' has become the guiding philosophy of university outreach efforts in Wisconsin and throughout the world" (University of Wisconsin website, 2015).

I became familiar with agricultural extension—as one form of university outreach—as a farmer's son in California enrolled in the local 4-H program. Raising livestock and crops in my youth, I quickly learned how important it was to have accurate, research-based knowledge suited to "local" conditions and communicated in a way that I—and other members of the public—could understand and apply. Access to "usable" knowledge by the public was a hallmark of the U.S. cooperative extension system—established in 1913—that was a collaboration between federal, state and county governments and the land-grant university system.

I know that Jim's work in India began in the 1960s and he, along with colleagues in India and other committed adult educators, promoted extension and other forms of adult education throughout the country. Jim left a legacy

*This is James A. Draper Memorial Lecture delivered on November 6, 2015 at
India International Centre, New Delhi*

of not only a fine body of scholarship on international and comparative adult education, but also of leadership in promoting the beliefs that all adults have the capacity to learn, a right to access useful knowledge, and the ability to contribute to the generation of knowledge. His work in India as part of the Colombo Plan project to establish an adult education department at the University of Rajasthan is a fine illustration of his commitment to both encourage university-community engagement but also to better prepare those who work as adult educators. It is this commitment to the preparation of capable adult educators that I wish to focus on today. More specifically, I wish to urge greater attention to the ethical aspects of our work as more and more institutions—and other organizations—identify “community engagement” as a strategic priority and as governments encourage the development of partnerships to address pressing economic and social issues.

Before becoming a professor, I had worked in several university continuing education units. During this time, I was constantly confronted by various moral dilemmas and had not acquired the conceptual tools to adequately analyze or resolve them. I not only felt inadequate to resolve them, but was curious why the literature I had been exposed to in my studies of adult education had been silent on the ethics of practice. I have always suspected that this was, in part, because we adult educators regard ourselves as always taking the high moral ground and thereby avoid finding ourselves in morally-ambiguous or morally-dangerous territory. But if indeed that is what some of us believe, we have been deluding ourselves.

My primary area of work in adult education has been program planning with a related interest in professional ethics. From very early in my career as a professor, I included in my planning courses a “unit” on ethical issues. In the late 1970s, a doctoral student in my course had just completed serving on an ethics committee in his profession—biomedical communications—and was intrigued enough about the issues I raised in the course to suggest we co-author a paper. In preparing that paper, we searched widely for relevant work and found very little. When our paper was published (Singarella & Sork, 1983) we hoped it might provoke others whose work we likely overlooked to come forward and challenge some of our observations—to begin a print-based debate. Of course, young academics are often overly optimistic about the likely impact of their work. Although we received some positive feedback, the paper did not generate the degree of engagement we had hoped. One comment we offered in the paper that we considered at

least mildly provocative was "We doubt that the field of adult education is mature enough to reach agreement on a code of ethics which would apply to all practitioners. Further, we are not convinced that such a code would be desirable. Yet we are convinced that a thorough and ongoing exploration of ethical issues is essential to the continued growth and development of the field" (p. 250). What our article did accomplish was to let colleagues know that we were interested in the ethics of practice and had some provocative ideas...especially about whether a code of ethics for adult education was either desirable or feasible.

The first comprehensive book on the ethics of adult education was published by Teachers College Press, Columbia University (Brockett, 1988). This book contained, for the first time, a set of chapters on ethical issues in various domains of adult education practice including planning, administration, marketing, evaluation, teaching and advising along with chapters on social responsibility, ethical development, and research. Also included was a chapter that explored whether or not a code of ethics was desirable. The author's unambiguous conclusion was...

Instead of trying to institutionalize adult education with a professional code of ethics, practitioners would be better absorbed in developing their own personal values and in gaining an understanding of the historical and philosophical foundations of their work.... What is important for participant and practitioner alike in adult education is to recognize that there are choices to be made. It is experience and sensitivity in making such choices—not politically-inspired, standardized, professional codes of ethics—that will lead to a high standard of moral conduct in the practice of adult education. There is no need to develop a professional code of ethics. (Carlson, 1988, pp. 174-175)

The debate about whether adult education needs a code of ethics resurfaced with the publication of *Confronting Controversies in Challenging Times: A Call for Action* (Galbraith & Sisco, 1992) which included one chapter arguing in the affirmative (Sork & Welock, 1992)—that a code of ethics was needed—and one in the negative (Cunningham, 1992). Concerns about developing or adopting a code of ethics have largely been based on "fears" about professionalizing the field...at least following the pattern of traditional forms of professionalization found in medicine, law, nursing, social work, and so on. Those who hold the view that adult education should be regarded

as a vocation or "calling" rather than a profession fear the rigidity, exclusionary rules and power hierarchies that often characterize traditional professions. There is also the reasonable concern that developing and enforcing a code of ethics freezes in time and place a dominant set of values that may or may not be in the best interests of all adult learners, especially the marginalized and disenfranchised.

I now recount some events that occurred in the 1980s illustrating the need to recognize that the work of adult educators is always immersed in a thick soup of often-conflicting values and power relations. I will then follow the flow of developments since then and make the argument that, although some clear progress has been made in addressing a gap in our preparation programs, there is much work that remains to be done to raise the ethics of practice to the place it deserves in our collective consciousness and in *all* of our preparation programs.

The Wake-Up Call

In 1991, a significant event occurred in the United States that produced the kind of response among adult educators that I naively hoped would have been provoked by the earlier publication of various articles and books on the ethics of practice.

On the front page of the May 26, 1991, New York Times, an article began with the headline "Students in a class on investments say the lessons meant big losses" (Henriques, 1991). This story became known in the field as "The Miami Case" and generated a great deal of anxiety among administrators responsible for adult education programs. In a nutshell, the story was about a class on the basics of investing offered by the Dade County (Florida) School District's adult education program. The instructor for the course was a broker employed by a Wall Street investment firm. The instructor won the confidence of the students to the point where they invested large sums of money with him, but they claimed that he placed those funds in riskier investments than they had agreed to. When their investments dropped substantially in value, they sued the instructor, his firm, and, most notably, the Dade County School District. The students accused the school system "of negligence in failing to supervise what was going on in [the instructor's] classes" and claimed that "...selling investments to students violated both state law and

codes of ethics" (p. 26). This case raised fundamental questions about the obligations of providers concerning "commercial" relationships that develop between students and instructors in adult education courses. The practice of hiring "experts" from business and industry to teach adult education classes is widespread and most often works to the advantage of all concerned. But this case raised questions about the ethics of commercial relationships that develop between adult learners and instructors and the obligations of providers to protect the financial and other interests of students. (Sork, 2009, p. 20)

The fact that adult education was "featured"—and not in a good way—on the front page of a respected national newspaper was a wake-up call to many in the field who engaged in the widespread practice of recruiting course instructors from the firms or professions thought to have subject expertise. The Miami Case became a focus of discussion at conferences and several organizations took up the task of reviewing the case and proposing strategies for reducing the risk—or financial liability—of this and related practices.

Responses to The Miami Case ranged from earnest "hand wringing" to the development of policy guidelines for the hiring and briefing of those who might have "outside interests" that might come into conflict with institutional and student interests (LERN, 1992). A few organizations and individuals went further and proposed "codes of ethics"—or at least a set of principles to guide ethical decision making. Although all of these efforts were no doubt undertaken with good intentions, some ventured into dangerous territory by proposing principles to guide the actions of those they did not represent—like learners—or principles that would ensure continuation of the *status quo*—protecting the interests of those already in positions of power—even when the *status quo* was unjust or badly tilted in favour of the already-privileged.

A Few Potholes on the Road to Salvation

By the mid-1990s, enough of these efforts had been published or made available via websites and other means that I decided to analyze them for a conference paper (Sork, 1996). The point in doing this was twofold: to acknowledge the important work being done to bring the ethics of practice more into the mainstream of adult education and to identify problems with these efforts that would limit their usefulness and their widespread adoption. Although critical of some elements of it, what I found very useful about this

body of work was the careful articulation of principles—and their underlying values—directly linked to common areas of work within the field. Many of these addressed practices that could lead to intellectual, emotional, or financial harm or could in other ways disadvantage the already-marginalized. As those opposed to codes of ethics in adult education point out, codes can indeed be tools to protect the interests of providers of education rather than to protect learners from harm by providers, instructors, and others.

One of the many challenges faced by those who propose a code of ethics is to clearly identify who the code applies to. In established professions, various professional and regulatory bodies issue and enforce codes of ethics for their members...and membership in the organization is often required in order to be permitted to practice. If a code of ethics is violated, the organization can censure a member or, in extreme cases, prevent the member from practicing and doing further harm. In adult education broadly conceived, there are very few if any requirements to join a professional or regulatory body as a prerequisite to practice. So even if a code of ethics is in place, enforcing it would be problematic. And because adult education "practice" occurs in such a wide array of organizational and community settings, the relevance of a code can also be questioned. For example, one of the earliest code of ethics I have found specifically for those in adult education was developed by the Pennsylvania Association for Adult Continuing Education 30 years ago (PAAACE, 1985). However, PAAACE, like most geographically-based adult education organizations, invites membership from practitioners who work in a wide variety of organizational settings with a diverse range of adult learners. Further, membership in PAAACE and similar organizations is not a prerequisite to practice. What is commendable about PAAACE and other organizations that have produced codes of ethics is that they publically acknowledge that ethics is a dimension of our work and that there is a set of underlying values that should guide practice.

A further example of the difficulty that the scope and diversity of the field presents to those interested in the ethics of practice is provided by a project undertaken by the Coalition of Adult Education Organizations (CAEO; now the Coalition of Lifelong Learning Organizations) in 1993. Initially, the goal was to develop and adopt a code of ethics that would apply to CAEO member organizations in the USA. The leader of this effort (Stewart, 1992) explained in conversation that the governing body of the day could not reach agreement on what should be included in a code and therefore did not adopt one. So

that the considerable groundwork done would not be in vain, the CAEO issued a set of "Guidelines" and a long list of ethical principles that member organizations could draw from to develop their own codes of ethics.

This brief analysis of efforts to develop codes of ethics would not be complete without acknowledging several proposals for "universal" codes for adult educators. These efforts were intended to demonstrate that there are at least some overriding principles that should guide our work with adult learners. The first of these was an "Interdisciplinary Code of Ethics for Adult Education" (Connelly & Light, 1991), followed by a proposed "Code of Ethics for All Adult Educators" (Wood, 1996) and, more recently, "Toward Developing a Universal Code of Ethics for Adult Educators" (Siegel, 2000). Each of these efforts was commendable as a bold gesture to propose a set of "universal" principles as a foundation for practice, but each also suffered—as all codes of ethics do—from being developed in a specific temporal and cultural context that privileges the dominant forms of practice and current beliefs and values.

Moral Geographies of Adult Education

It should be clear by now that, at least in North America, there has been concern about the ethics of practice for more than 30 years. A significant body of literature has developed on the ethics of practice in different aspects of adult education work—planning, administration, marketing, teaching, counselling, evaluation and so on—and numerous proposals have been put forward for formal codes of ethics to guide practice. What was absent in the early years of these developments was any empirical data on the type and extent of ethical issues encountered in practice. This void was addressed initially by McDonald and Wood (1993) who conducted a survey of practitioners in the state of Indiana, USA, who worked in several different sectors of adult education. This was followed by a replication study by Gordon and Sork (2001) conducted in British Columbia, Canada. In both cases, the surveys revealed a long list of issues, concerns and dilemmas faced by practitioners. Following is the list, in decreasing order of frequency, based on the more recent study but which roughly parallels the earlier study by McDonald and Wood:

- Confidentiality
- Learner-adult educator relationship

- Finance
- Professionalism and competence
- Conflicts of interest
- Evaluating student performance
- Ownership of instructional materials
- Intra-organizational concerns
- Credentials
- Unsound training design
- Employment practices
- Enrolment and attendance

In addition to confirming that practitioners in several different sectors of adult education—in both the USA and Canada—confront similar ethical issues, each study also asked respondents if they believed a code of ethics for adult educators was needed. In the Indiana study, 52 percent of respondents (n=249) and in the British Columbia study, 73 percent of respondents (n=261) supported the need for a code of ethics.

Two of the messages we can take from these empirical studies are that practitioners working in similar sectors in two different—albeit similar—countries share a common concern with the ethics of practice and the majority surveyed agree that a code of ethics for the field is needed. But what do we know about the experience of practitioners—and the value base—in other countries with distinctly different cultures from the USA and Canada?

Occasionally I encounter a novel concept that provokes a rethinking of earlier understandings and perceptions. One such concept I became aware of about 15 years ago was “moral geographies.” The version of this concept I learned about first was articulated by Smith (2000), a geographer, who argued that the morality people practice varies according to geographical context. This is an idea that seems obvious intuitively, but we live in an era of globalization in which standardization, transportable skills, and interchangeability are promoted. The work on ethics and adult education I’ve referred to so far developed largely within an Anglo-Western cultural context in which certain values related to democracy, aims, rights, and obligations are often taken for granted. The field of adult education generally suffers from a lack of comparative research that helps us understand diverse contexts of practice and how those differences relate to the ethical sensitivities and moral beliefs held by practitioners. The idea of moral geographies applied

to adult education should cause us to critically question anything proposed as “universal” or “global” since these words assume that any differences based on geography, broadly conceived, are either not significant or can be legitimately trumped by the dominant discourse.

About 10 years ago during a study leave (sabbatical), I visited with adult education colleagues in departments in eight countries about what I then labelled a “global core curriculum for adult education.” During my conversations with them I was acutely aware of the dangers of claiming anything as “global,” and yet I wanted to test the idea that some aspects of our work—and some of the values that underpin it—might have a high degree of transnational transferability and acceptance. What I found, predictably, was many different views on this notion ranging from “this is a bad and dangerous idea that you should drop immediately” to “our field needs such a project to gain greater legitimacy and to open more job opportunities globally to our graduates.” The outline of my proposal lacked detail especially about the moral/ethical underpinnings of the field because I assumed there would be differences—possibly substantial—from one country and context to another in the values that guide practice. I was distracted from doing further work on this project, but remain intrigued by the tension between our different moral geographies and the desire for transferable, global qualifications that prepare people to work in transnational spaces. But others have taken up the challenge of developing curricula for the preparation of adult educators who work in diverse cultural contexts.

International Engagement, Sustainable Development, and a New Urgency

As lifelong learning has gained prominence in national and transnational policy discourses, interest has grown in both the professionalization and transferability of skills in adult education. This interest has led to the development of several competency frameworks and curricula intended to have broad transnational application. During the past few years, I have been collaborating with a colleague in Germany, Professor Bernd K apflinger, who shares my interest in program planning. Our initial interest was in *if* and *how* these frameworks and curricula address the capabilities/competencies related to planning programs which we regard as a fundamental aspect of practice (K apflinger & Sork, 2014).

We recently collaborated with others (Käpplinger, Popoviæ, Shah, & Sork, 2015) to look at several of these efforts to determine the degree to which any consensus was emerging on what competencies are required for "good practice." Although there is evidence that each of the projects we reviewed accomplished at least some of its purposes, there is not yet a clear consensus on the range of competencies necessary for practice in a global or transnational context...and maybe that is a good thing! Most of the frameworks/curricula we reviewed avoid directly addressing the moral/ethical dimensions of practice. The closest that most get to taking up these issues is in encouraging *critical reflection* and understanding diversity, power relations and one's own values.

Zarifis and Papadimitriou (2014) make useful observations about the importance of critical reflection in the professionalization process:

Reflection can guide adult educators as they encounter the complexity that is inherent to their practice, potentially influencing the choice of how to act in "difficult or morally ambiguous circumstance." In this vein, the development of reflective practice has been associated with enhancing an individual's character or "virtue," fostering a "habit of mind," "dispositional tendency," or "morality" with which to approach pedagogical reasoning and ethical or values-related dilemmas that may arise. It also helps in developing "phronesis"—adaptive expertise or practical wisdom to guide professionally competent practice. (p. 157)

From what I have seen thus far, I am not convinced that we are giving enough explicit attention to the ethics of practice in our preparation programs. Developing the ability to be critically reflective is undeniably a key aspect of competence but I remain concerned that there is not greater attention devoted to developing and applying the conceptual tools needed to carefully analyze "difficult or morally ambiguous circumstances" and decide on courses of action. Current preparation programs may indeed address these matters in more depth than is suggested by either the competency frameworks or the curricula reviewed, but it remains to be seen how well the current generation of practitioners being prepared will be able to engage with the challenges ahead.

I have come to agree with many who claim that we are in the midst of a global crisis that requires immediate action on many different fronts if we

are to avoid catastrophic consequences. In late September, 2015, an ambitious set of *Sustainable Development Goals* was adopted by the United Nations General Assembly. UNESCO earlier issued the *Roadmap for Implementing the Global Action Programme on Education for Sustainable Development* (UNESCO, 2014) in which they state that “Educators and trainers are powerful agents of change for delivering the educational response to sustainable development. But for them to help usher in the transition to a sustainable society, they must first acquire the necessary knowledge, skills, attitudes and values” (p. 20).

If the urgency to take decisive and sustained action is as compelling as I suspect, then adult educators will face many challenges from the diversity of interests of those who are in the best position to take needed actions and those who are most likely to be negatively affected if action is not taken soon. I hope—but doubt—I am being overly alarmist about the urgency to take action. If I am even partly right, then it suggests an important leadership role for those of us involved in the preparation of adult educators.

What is Needed in the Preparation of Adult Educators

I like to think that Jim Draper is looking in on us as we discuss the ethics of practice in dynamic, challenging India. I expect he would be impressed and dismayed; impressed by the great strides India has made in addressing issues of literacy, equality, population, diversity, health, and the challenges of rapid development. He would be impressed in the *Twelfth Five Year Plan* by the stated desire for a paradigm shift from basic literacy to lifelong learning. But he would be dismayed by the brief and superficial treatment given this important and complex shift by those who drafted the Plan.

We should not expect policy makers to have a good understanding of the work we do in adult education or to even acknowledge the importance of our work to achieving a sustainable world. I believe we have a compelling moral obligation to help those joining the field—and indeed, those who are now in it—to develop a deep and complex moral framework that will guide them in their work and help them engage with the challenges ahead. There can be no overarching ethical framework that will be equally applicable in every cultural context, but there could be some shared fundamental values that we all place at the centre of our work.

It is also possible that, as a field, we suffer from being too timid in our approaches. I suggest that whatever moral frameworks we develop or observe must make space for "transgressive" practices. The challenges we face globally may require that we give ourselves permission—even encouragement—to occasionally deceive, infringe and transgress in order to achieve a more liveable, equitable, peaceful planet. The ends do occasionally justify the means.

The work that has been done in the past 30 years on ethics in adult education can be useful if we decide to increase the attention given to this aspect of practice. But more work is needed, especially of the comparative kind that Jim Draper promoted, because our moral frameworks and the decisions that flow from them need to be relevant and responsive to both the global and local. I remain hopeful that adult educators will continue to play vital roles in helping achieve a better world in which future generations will appreciate our efforts to turn things around rather than heap scorn on us for waiting too long to take needed action.

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Development of Life Skills at the Elementary Stage: A Need of the Time

Saroj Yadav

It is generally argued that all educational efforts particularly those in school education focus on skill related objectives. Development of life skills at very formative stages of life will enable the children to become more confident, socially responsible and more creative.

Importance of Life Skills at the Elementary Stage

Life Skills Development has been an integral part of the process of socialisation. It is a lifelong process that helps individuals grow, mature and learn to have confidence in one's own decisions and discover sources of strength within and outside oneself. These skills enable children to protect themselves from health risks, build competencies to develop positive behaviours and have healthy relationships with others. Life skills thus will enable children and young people not to use tobacco, eat a healthy food, and making safe and informed choices about relationships. For instance, critical thinking and decision-making skills are important for analysing and resisting peer and media influences to use tobacco; interpersonal communication skills are needed to negotiate alternatives to risky sexual behaviour. Skills-based health education is placed in a variety of ways in the school curriculum "(WHO,2014)

Generally these skills are viewed as the basic courtesies of living and working with other human beings. Some of the skills develop naturally, almost automatically and some through environment, whereas some skills are developed through learning and practice. Education, and particularly school education plays a vital role in life skills development among individuals, as it exposes them to varied experiences during their formative years and has abundant potential of providing them relevant simulated situations to learn and practice. The following points merit consideration in respect of the urgent need to provide the needed space to life skills development in the school curriculum at the elementary stage.

- Education in life skills is necessary because skills in relation to everyday life form the foundation for promoting physical, social and mental well-being, healthy interaction and positive behaviour among individuals. These are expected to enable them to translate knowledge, attitude and values into actual abilities, i.e. “ *what* to do and *how* to do”.
- It can influence the way one feels about oneself and others. This helps in developing among them self-identity and self-confidence.
- Knowing *what* needs to be done or knowing *what* needs to be changed does not mean that the learners automatically know *how* to bring about behaviour .Life skills, if properly developed provide the know-how and the tools to actualise behaviour changes.
- As is evident from the analysis of emerging health, hygiene and other growing up issues, children are not adequately equipped with life skills to deal with these issues.
- The rapid social change, consequent upon modernisation, urbanisation, globalisation and the media boom, has made the lives of young children, their expectations, values and outlook very different from those of older generations. This is more so regarding reproductive and sexual health issues, as the young people are not sufficiently equipped with life skills to help them deal with these sensitive issues. The threat of AIDS pandemic and the fast growing risk of substance abuse among children and adolescents demand efforts to be made urgently for life skills development among them.

Life Skills: Definition

Life skill education has been relatively a new concept introduced to the system of education. It is said to have emerged in the context of an educational programme operationalised as a prevention strategy against multiple types of substance abuse (Botvin, 1980-84). Since then the term life skills has been popularly used particularly in the context of health and reproductive health and HIV and AIDS (WHO, 1997 & UNICEF, 1998).

Moreover, the concepts like *life skills education* or *life skills based education* sound misnomer. These are also being promoted in response to the need to reform traditional education systems for bringing them closer to the realities of modern social and economic life, establishing an interactive relationship between schools and the outside world. But for doing so a much broader approach framework, based on various theories like, social learning theory (Bandura, 1977), problem behaviour theory (Jessor, Donovan and

Costa, 1991), and constructivist theory (Piaget, 1972; Vygotsky, 1978) are being tried out. Furthermore, the use of life skills education as a synonym of or a euphemism for HIV and AIDS education or even sex/sexuality education is simply the result of programme-driven compulsions. These are perhaps done to enhance the acceptability of these areas.

Life skills as defined by WHO are "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life." As a psychological competence life skills are different from other significant skills that individuals may have, such as literacy, numeracy, technical and livelihood skills. *In fact life skills are abilities that translate knowledge, attitudes and values into healthy behaviour.*

The WHO has identified five basic areas of life skills that are relevant across cultures: (i) Decision-making and Problem solving; (ii) Creative Thinking and Critical thinking; (iii) Communication and Interpersonal skills; (iv) Self-awareness and Empathy; (v) Coping with emotions and Coping with stress. Subsequently, two more areas were added: (i) Teamwork and cooperation and (ii) Advocacy. (WHO, 1993)

Another attempt (PAHO, 2001) has been to identify three basic categories of life skills as follows:

- Social or interpersonal skills:
communication, negotiation/refusal skills, assertiveness, cooperation, empathy;
- Cognitive Skills:
problem solving, understanding consequences, decision-making, critical thinking, self-evaluation;
- Emotional coping skills:
managing stress, managing feelings, self-management self monitoring.

Life skills identified and operationalised under the present approach framework are for two distinct target groups: **students** and **teachers**.

LIFE SKILLS FOR STUDENTS

The main objective of educational intervention for life skills development among students is to enhance their coping resources and personal and social competencies to manage health issues and concerns. What they

need most is a critical understanding of these issues and concerns, an ability to communicate with others and the resourcefulness to negotiate with persons and situations.

The life skills that may be considered crucial for students, therefore, are *Critical thinking, Interpersonal communication and Negotiation skills*. It does not mean that other life skills are not important. In fact these three are being focused particularly to enhance their ability for making decisions, solving problems, expressing their feelings, needs and ideas to others and handling their emotions and stress. The following three life skills being identified are two-dimensional: critical thinking about *self* and *others* (including the issues and concerns), communication with *self* and interpersonal communication with *others* and negotiation with *self* and with *others*.

LIFE SKILLS FOR TEACHERS

Since the conventional teaching methods may not be effective in this context, the teachers need to develop certain specific skills to be able to contribute to the process of life skills development among students. In order to ensure effective curriculum transaction for skill development in adolescence education, the teacher has to be equipped with the following three core skills:

Communication Skills

Communication is used in a number of ways - to inform, educate, persuade, motivate, help, reinforce or advocate. It is the ability as well as a process to express and convey information, ideas and experiences, both verbally and non-verbally. Interpersonal communication is a "person-to-person, two way, verbal and nonverbal communication. As such, it can be one-to-one or group communication. It may be very effective in communicating technical or non-technical information and also the emotional or sensitive component, so important in interpersonal interaction. The *communication skills for teachers have certain important sub-skills, such as rapport building, active listening, attending, speaking and questioning.*

Skills for being Non-judgemental

While teaching any value-laden area, it is essential for the teacher to be non-judgemental. He/she is not expected to impose his/her own values and

beliefs. This is more so in respect of growing up concerns. It is possible only when the teacher avoid conveying personal values, especially while discussing value laden issues. He/she has to respect the diversity of background of the learners, their values and beliefs. He/she has to convince students that no idea or opinion is absurd or unwarranted. The teacher need not be prescriptive, as experiences prove abundantly that preaching is counter-productive.

Skills for Empathy

Being empathetic may not be considered as a skill or a set of skills in itself, but skills are required to understand the situation of a particular student with whom the teacher is interacting. Empathy is the ability to feel and appreciate the situation in which another person is placed, even though one is not familiar with that situation. It is the ability to understand how others perceive situations and to see things for value and belief systems of others. It is necessary that the teacher understands how a particular student feels in a specific situation and what is her/his point of view.

Key policy interventions for imparting life skills for young Children Integration of life skills education in National Curriculum Framework (NCF 2005)

The National Curriculum Framework (NCF) 2005 that guides the school curriculum across the country, provide children opportunities to construct knowledge and acquire life skills, so that they cope with concerns related to the process of growing up. Development of life skills such as critical thinking skills, interpersonal communication skills, negotiation/ refusal skills, decision making/ problem-solving skills, and coping and self-management skills is also very critical for dealing with the demands and challenges of everyday life (NCF 2005, p40).

Age appropriate context-specific interventions focused on adolescent reproductive and sexual health concerns, including HIV/AIDS and drug/substance abuse, therefore, are needed to provide children opportunities to construct knowledge and acquire life skills, so that they cope with concerns related to the process of growing up (NCF 2005, p57). The curriculum must expose children to practical life skills and work experiences of varied kinds. A variety of activities at this stage of schooling should be made available, including participating in cultural programmes, organising events, travelling

to places outside the school, providing experiences to develop socially and emotionally into creative and confident individuals sensitive to others, and capable of taking initiative and responsibility (NCF 2005. p 68.)

Integration of life skills in Syllabus and Text Books of EVS, Science and Social Science

The syllabus for Environmental Studies (EVS) up to Class V has been perceived as an integrated curricular area for the entire primary stage. The syllabus is woven around six common themes close to the child's life such as family and friends, food, shelter, water, travel, and things we make and do. The matrix of each theme contains leading concepts and also suggested resources and activities. However, in Classes I and II, EVS components are integrated with language and Mathematics.

Sciences for upper primary stage have been built around seven core themes food, material, the world of the living, moving things people and ideas, how things work, natural phenomena, and natural resources. While integrating assessment into learning process, it emphasises on a learner friendly approach in the development of instructional materials.

In the social sciences, the syllabi focus on activities and projects, which would help learners to understand society and its institutions, change and development. The social sciences components are reflected in the environmental studies at primary stage. At the upper primary level subjects like History and Geography provide inputs to the child's growing grasp of socio-economic and political institutions and impart to children the ability to probe and explore and covering specific skills. The new textbooks based on these syllabi have equipped children with the cognitive means to study evidence and data so that they can make sense of issues and debates facing society.

Integration of life skills related to health in the syllabus of Health and Physical Education

Health is a critical input for the overall development of the child since it influences significantly enrolment, retention and completion of school. This subject area adopts a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental aspects of a child's development.

Theme	Key Concepts	Activities / Processes
Class I Eating habits Use of Toilets	Hygiene and cleanliness Proper use of toilet Cleanliness after toileting	Demonstration and practices Sharing of experiences, Discussion and demonstration
Class II Use of Toilets	Proper use of toilet Cleanliness after toileting	Sharing of experiences, discussion and demonstration
Cleaning up after meals	Cleanliness (self and environment) Healthy habits	Sharing of experiences, Discussion and demonstration
Class III Healthy Habits: Hygiene	Maintaining cleanliness of our body (hair, eyes, nose, teeth, ears, nails, skin) Proper toilet habits Importance of proper clothing and footwear Proper play and rest	Demonstration and discussion Action songs
Cleanliness of Surroundings	Maintaining cleanliness of classrooms, playground, toilets and bathrooms, home, room, utensils Proper management of garbage	Demonstration for using various equipment like broom and dust pan; disposal of waste Discussion
Class IV Food hygiene and Storage	Basics of food storage and hygiene	Demonstration, Discussion
Class V Personal Hygiene	Cleanliness Different types of toilets	Demonstration and discussion on all aspects of personal hygiene and Cleanliness Experience sharing on habits of personal hygiene
Class VI Growth and Development	Physical characteristics - Concepts of Body image	Group-discussion and experience-sharing
Class VII Process of Growing-up Menstruation	Difference between boys and girls during growing-up Puberty Menstruation Common menstrual Problems Emotional changes Sexual Health, Hygiene and Genital Hygiene Need for cleanliness during Menstruation	Interaction Discussion Life skills focused activities - Question Box
Class VIII Water and hygiene sanitation	Water hygiene and sanitation, water management, kitchen garden, using grey water	Harvesting structure in the school Raise and maintain the kitchen garden Demonstration of water management in home and school

Implementation of Programmes and Projects

Projects like National Population Education Project, Adolescence Education Programme, Yuva School Life skill programme 2009 and many other organisations are conducting activities related to life skills development in schools Education. Some of them are given below:

National Population Education Project (NPEP)

National Population Education Programme (NPEP) launched in 1980s being implemented in 30 States and Union Territories. Till 2006, MHRD was the executing agency and NCERT was the coordinating and implementing agency. In pursuance of the decision of Cabinet Committee on Economic Affairs (CCEA), Government of India, the Ministry of Human Resource Development (MHRD) transferred four components of the Scheme on Quality Improvement in Schools (QIS) to National Council of Educational Research and Training (NCERT). The *National Population Education Project* (NPEP) is one of the components of QIS being implemented by NCERT. The overarching objective of this project are: the institutionalization of population education in the school education system, to develop awareness and positive attitude towards population and development issues leading to responsible behaviour among students and teachers and, indirectly among parents and the community at large, to impart authentic knowledge to learners about adolescent reproductive and sexual health (ARSH) concerns, inculcate positive and responsible behaviour.

Adolescence Education Programme (AEP)

Adolescence Education Programme (AEP) funded by UNFPA is also the component of NPEP. It aims to develop awareness and positive attitude toward population and development issues leading to responsible behavior among students and teachers and, indirectly, among parents and the community at large. At the national level, the Adolescence Education Programme (AEP) is coordinated by the National Council of Educational Research and Training (NCERT) in partnership with the Ministry of Human Resource and Development (MHRD) and United Nations Population Fund (UNFPA). This programme is a major initiative within the larger Quality improvement in Schools scheme of MHRD. NCERT is also the coordinating agency of Adolescence Education Programme (AEP) supported by UNFPA and the same is being implemented by national agencies: National Council

of Educational Research and Training (NCERT), Council of Boards of School Education (COBSE till 2013), National Institute of Open Schooling (NIOS), Central Board of Secondary Education (CBSE till 2013), Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS). It aims to provide opportunities for the reinforcement of existing positive behaviour and strengthening of life skills that enable young people to protect them from and to cope with risky situations they encounter in their lives.

Yuva School Life skill programme 2009

In order to promote holistic development of children the Department of Education, Govt of NCT, Delhi along with SCERT, Delhi started the development of the YUVA School Life Skills Programme (SLP) which utilizes a combination of "Life Skills" that will address the important and emerging issues that have an impact on the society and nation, help build student's thinking, social and negotiating skills, learning capacities, personality, effective relationships and promote their health. Life Skills Education developed as part of a whole school initiative to support the healthy psychosocial development of children and adolescents, for example, through the promotion of child-friendly practices in schools. Thus the involvement of ALL Teachers, Principals, and other staff members was ensured for a successful and complete roll out of Life Skills Education in the system. The YUVA School Life skills Programme (SLP) was a response to the voices of concern from parents, teachers, the media, and all arms of civil society. It was a specific and coherent plan of action to help children become happy, healthy, responsible, and productive citizens and covers a very large spectrum of themes such as promoting positive values, civic and social awareness, nutrition, health and hygiene and a separate module for teachers and parents.

NGO initiatives on Life skills education

Several NGOs added comprehensive life-skills curriculum into the educational initiatives for schoolchildren in India.

Yoga: A healthy way of living for Upper primary and secondary stage

Yoga is one of the most powerful drugless systems of treatment. Yoga helps to develop healthy habits and lifestyle in children and develop humane values in children. Yoga also develops physical, emotional and mental health through yogic activities.

NCERT has developed a series of two textual materials title "Yoga: A Healthy Way of Living" for Upper Primary and Secondary Stage.

Right to Education 2009

The RTE Act confers on children the right to elementary education on the basis of equality of opportunity and without discrimination on any grounds. It provides every child the right to quality education that enables him or her to fulfil his or her potential, realize opportunities for employment, develop life skills, as also the right to respect for her or his inherent dignity. It also emphasises the incorporation of Work education, Life skills and vocational skills.

Peer Facilitators club under AEP

Importance of peer based education has been emphasised in many policy and research documents. Youth derived an important measure of support from their peer networks on personal matters. (IIPS, 2006-07). Responsible handling of issues like independence, intimacy, and peer group dependence are concerns that need to be recognised and appropriate support be given to cope with them. Research studies have also revealed that the learning from peer group has its own advantages as children get an opportunity to interact with their friends in an open mind to discuss any issues in a school setting. Peer facilitators club were introduced in KVs and JNVs to discuss many issues and concerns among young adolescents including life skills component.

Development of Module on Life skill for Upper primary level under AEP 2015

NCERT is in the process of developing a module on Life skill for Upper primary level with the following objectives.

Objectives	Content Outline
<p>Primary To enable children to identify situations which make them uncomfortable and express to a trusted adult</p>	<ul style="list-style-type: none"> • Body parts. Hygiene and genital hygiene, Healthy eating habits • Awareness about touch, cajole, remarks Student activities to identify feelings of discomfort e.g. smoking • Expression of feelings without fear and shame

<p>Upper Primary To understand and accept the various physical and psycho-social changes and development during adolescence</p>	<ul style="list-style-type: none"> • Physical changes in girls and boys during adolescence • Hormonal changes and development of secondary sexual characteristics • Menstruation among girls, nocturnal emission among boys, genital hygiene. • Individual variations in reaching developmental milestones • Nutritional needs, mal-nutrition, anaemia, healthy eating practices, gender, nutritional discrimination • Psycho-social changes (infatuation, attraction, sexual advances) • Myths and misconceptions related to menstruation, masturbation, wet dreams
<p>To enable young people to understand relationships with peers, family and society and make informed choices with respect to different relationships</p>	<ul style="list-style-type: none"> • Nature of relationship between family and neighborhood. • Student activities on developing skills to distinguish between good and bad influences • Varied experiences of dealing with good and bad influences of classmates • Different ways of expressing one's feelings of friendship. • Importance of expressing one's feelings boldly and with confidence in the family and in the school. • Awareness about exploitation of children
<p>To understand basic concepts, stereotypes and inequalities related to gender and sexuality</p>	<ul style="list-style-type: none"> • Concepts of gender and sexuality • Irrationality of roles, and stereotypes related to gender and sexuality • Myths related to gender and sexuality
<p>To build awareness of various kinds of violations</p>	<ul style="list-style-type: none"> • Nature and forms of discrimination- disability, gender and sexuality • Awareness about sexual harassment, exploitation and violence • Student activities to help share feelings/ experience of discrimination with peers, teachers and parents • Students activities to build confidence to overcome fear, shame, self-blame and hesitation

Major research studies undertaken on life skill and its implications for the Central Government, States and UTs

AEP Concurrent Evaluation, 2011

Concurrent Evaluation of Adolescence Education and Life Skills Programme is a national-level study conducted by NCERT and UNFPA in 2011. It assessed knowledge and attitudes and life skills of adolescents and teachers towards issues related to their health and well-being. The study tried to find out the influence of AEP on school environment, and identified gaps in programme design and implementation. The findings suggested modest programme effects was observed in developing students' life skills,

for instance in the areas of Self-esteem, decision-making and assertiveness, Trust, openness, handling emotions and friendship, handling disagreements, including issues with parents and family, trying out persuasive communication strategies to convince peers and parents of their viewpoint dealing with problems in school, including stress related with studies. The modes of transacting AEP was participatory and activity -based. This had helped to generate a better atmosphere in class. Students asked more questions; teachers were focused more friendly and open. Student-teacher relations were found positively affected. There was a spill-over effect, with AEP teachers using such methods in other classes too. AEP was helping teachers to begin appreciating children and the peer group as positive resources. The nodal teacher training has helped improve teachers' knowledge, attitudes and ability to transact through participatory teaching methods.

High/Scope Perry Pre-school Enrichment study (1962–1967) on African-American children, aged 3–4 years, and living in deprived areas of Michigan in the United States had daily, morning classroom sessions with children and teachers promoting skills including decision-making, language development, problem-solving, empathizing and dealing with conflict. The research study found that participants showed significantly lower violent crime. Chicago Child-Parent Center (CPC) study programme showed significantly lower levels of arrest for violent offences. Participation in the preschool programme was also associated with lower levels of child maltreatment.

Promoting Alternative Thinking Strategies

PATHS is a social development programme that targets children from kindergarten to grade 6 (ages 4–12 years) had studied the children at high-risk of antisocial behaviour. Evaluations of the universal programme (excluding high-risk children) found lower levels of peer-rated aggression and hyperactive disruptive behaviour and a more positive atmosphere in participating classrooms. High-quality programme implementation and strong support from school principals are thought to be critical to its success.

Child Abuse Study - Ministry of Women and Child development (MWCD), Government of India (2007) Study on Child Abuse: India 2007, New Delhi.

The study highlighted Child sexual abuse exists all over the world, in different cultures and communities. Child sexual abuse includes any exploitative sexual activity by a person who, by virtue of their power over a child, due to age, strength, position or relationship uses the child to meet their sexual or emotional needs. In a recent nationwide survey in India in which 12,447 children across 13 states participated; 50% children reported some form of sexual abuse. Fifty three percent victims were boys. (*Study on Child Abuse, Ministry of Women and Child Development, 2007*).

Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents (Yadav, Iqbal, 2009)

This study was done to see the impact of life skill training on self-esteem, adjustment and empathy among adolescents. The result showed that subjects improved significantly in post condition on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. Overall training was very effective as subjects improved in the post condition on all measures, thus showing that Life skill training do show positive results in bringing change in adolescent's attitude, thought and behavior by providing supportive environment to them. (Srikala and Kishor, 2010) researched on empowering adolescents with life skills education in schools – School mental health program: Does it work? The research on implementation and impact of the NIMHANS model of life skills education program was studied on 605 adolescents from two secondary schools. The study perceived positive changes in the students in the program in class room behavior and interaction. LSE integrated into the school mental health program using available resources of schools and teachers was seen as an effective way of empowering adolescents.

Khera and Khosla 2010)

In their research found core life skills play an essential part of adolescents. The study investigated the relationship between self concept and core life skills selected randomly on 500 adolescents studying in secondary classes of sarvodaya schools situated in south Delhi under gone for YUVA (SLP). The Major findings of the study was that there is a positive co-relation between Core Affective Life Skill and Self Concept of adolescents which means those who posses these essential skills were having better confidence in all aspects.

UNICEF (2012)

Global Evaluation of Life Skills Education Programmes evaluation has found positive impact of LSE on individual students and on students' interactions in groups. There is evidence, including first-hand evidence from children, teachers and parents, that LSE has had a positive impact on children's self-esteem, self-awareness and self-confidence.

A Study of Life Skills of Pupil Teachers (Sandhu, 2014)

This study found that majority of the students has just average level of life skills which were not adequate. There was a need to train the teachers and consequently develop life skills among the students. There was no significant difference in life skills between male and female pupil teachers as well pupil teachers belonging to urban and rural area. However, a significant difference was found between science and arts pupil teachers. Science pupil teachers were found to possess higher level of life skills as compared to arts pupil teachers.

Another study (*PUJAR, 2014*) concluded that the intervention on life skill education was helpful for the rural adolescent girls to take positive actions and improving their coping skills of stress and problem solving ability. Life skills are the building blocks of one's behavior and need to be learnt well to lead a healthy, meaningful and productive life. Attempts should be made to understand the adolescents' problems and guide them in acquisition of life skills. The intervention on life skill development is a good support system for adolescents at the community level. Impact of Life Skills Education on Adolescents in Rural School found significant impact of Life Skills Education training on adolescents.

Yuva School Life Skills Programme

Its Role in Promoting Physical and Mental Well-Being of Students (Himani, 2014) research showed that the ideas presented in the YUVA-SLP modules are for ideal conditions. The study concludes that the teachers did not have proper understanding of overall well-being of students. As well as students did not trust their teachers about discussing matters of physical changes they were experiencing. It recommends that YUVA-SLP's content should be reviewed and made suitable for current needs. Teachers should be given

proper training and adolescents' well-being need to be the major focus while giving training to teachers.

In another study on Life Skills Development: Empowering the Youth Volunteers of Nehru Yuva Kendra Sangathan Volunteers (Aggarwal, Kumar, Capila, 2015) studied on Nehru Yuva Kendra Sangathan (NYKS) volunteers' was undertaken to provide in-depth insights into the participation of youth volunteers in the activities of NYKS and the impact of those activities on the lives of youth volunteers. The scores of youth volunteers on Life Skills Assessment Scale indicated that more than three-fourth of youth sampled were having average life skill or more.

The study on Impact of School Related Factors on Life Skills among School Going Adolescents (Meenakshi, Kaur 2015)

This study aimed to assess the impact of school factors i.e. stream of study, type of school and academic achievement on life skills among school going adolescents. It was found that adolescents from private schools have better life skills than government school adolescents. Science stream school going adolescents possess more life skills than commerce and arts stream school going adolescents. Commerce stream adolescents possess significantly more life skills than arts stream school going adolescents. High achieving school going adolescents possess significantly more life skills than low achieving counterparts.

Recommended Future Course of Action

Young people today are facing immense challenges. The study shows them need to be reflective, thinking and discussing many issues relating to their changing selves, and changing society. They have a range of aspirations as well as diverse issues to deal with. They require knowledge on many fronts and understanding, support and guidance from adults.

Universalization of the Programme

Schools are being recognized as places where children can be helped to understand and negotiate some of the difficult areas of life. Students have unmet needs for information and guidance, which parents are not able to provide, and schools should shoulder the responsibility. Clearly, it is advisable

that life skill education should continue within the school system, and in fact be expanded to lower level of school education.

Integration in Curriculum and other Teaching Learning

Adolescence education can be effectively transacted only when its elements are integrated in the school curriculum. With a view to facilitating effective integration of adolescence education in the content and process of school education, it is necessary that the framework of adolescence education reflects basics health concerns relevant to various cultural settings comprehensively. School syllabi and textbooks of all the subjects have to be reviewed to identify the scope of integration of elements of adolescence education and also the relevant entry points in each subject. Needed materials for facilitating effective integration may have to be prepared. Intensive orientation of curriculum framers, textbook writers, teacher educators and other concerned educational functionaries will make great contribution; Life skills materials may be improved with more data, activities and case studies, CDs and power point presentations, and addition of context-specific material may be considered. Some teachers suggested glossary of terms, and translation of manual into regional languages. Views and experiences of participants could be included in the manual. Emphasis should be given to areas like Health and Physical Education Arts Education to be a compulsory subject from the primary, to the secondary stages. However, it needs to be given equal status with other subjects, a status that is not being given at present.

Curricular Activities

However, the integration of elements of adolescence education in syllabi and textbooks may have to wait till they are revised in due course of time. But in view of its urgency, the imparting of adolescence education should not be postponed until its elements are integrated in syllabi and textbooks. The teaching learning process may be initiated forthwith by adopting the co-curricular approach. Co-curricular activities, especially designed for adolescence education, may be organized in schools as early as possible. Students' activities like Question-Box, Group Discussion, Value Clarification, Role Play, Case Study, Painting/Poster Competition, Essay Competition and Quiz Contest may prove very effective in not only providing accurate and adequate information to students but also inculcating in them positive attitude and more importantly developing the needed life skills.

Strengthen Teacher Training

Strengthen teacher training on life skills, by ensuring quality of nodal teacher trainings, and holding refresher trainings. Different nodal teachers may require different levels of individual attention to answer their doubts, and also for learning (both content and innovative pedagogical methods). This may require longer training time. The trainings should help teachers become comfortable with difficult subject areas including life skills. Orientation/ training of principals should receive much more attention. This aspect needs to be strengthened, so that all principals are aware of life skills are about and develop the required motivation.

Strengthen quality of life skills transaction

Transaction of life skills transaction is affected by teachers' motivation and comfort levels, teaching methods as well as the enabling atmosphere provided in terms of principals' support, teachers' workload and time/ classes allotted for life skills sessions. The participatory methods used for life skills sessions will be beneficial for learning levels, teacher-student relationships and classroom atmosphere. Life skills may be made a part of curricular mode but within a vastly improved school teaching-learning system. Certain life skill sessions may be held separately for girls and boys. This includes some sessions on physical changes. Separate sessions would help students to ask questions more openly, with less of inhibitions. The knowledge components should be the same for all students, while the transaction may be sex-segregated.

Assessment of Students

As regards assessment of students, it is advisable that life skills be kept outside the framework of examinations. Yet, some method of assessing students' understanding needs to be worked out, as the programme becomes a regular part of the school system. The methods of assessment may be similar to those used for CCE. Here again, the programme may be a forerunner in coming up with innovative modes of assessment.

Online Support and Guidance

Online support and guidance should be provided to teachers who are transacting life skills, since they often require more information than is

provided in materials. Scope of interactive online forum which can answer students and teachers' queries and Electronic discussion forum as initiated by NCERT need to be on a firm and sustained footing. Other methods of providing ongoing support and information supplementation to teachers may also be explored. The online forum could also be a space for sharing experiences, and providing feedback.

Innovative campaigns should be launched to prevent substance abuse, and challenge gender stereotypes and discrimination.

Orientation/ sensitization sessions

Orientation/sensitization sessions for parents and community members and media persons on life skills in the school, and orientation sessions for parents, need to be held systematically.

Conclusion

To conclude for effective life skills development, it is felt that the conventional pedagogical methods may not be effective for life skills development among the learners. Only those methods are expected to be effective that are primarily interactive and participatory and are focused simultaneously on providing knowledge and developing positive attitudes and skills. It is very important to lay special emphasis on *experiential learning*. Learners are to be engaged in a dynamic teaching learning process, so that the learning leads to an active acquisition, processing and structuring of experiences. In a passive learning the teacher passes on knowledge mostly through a didactic teaching method and the learner is the recipient of information. But education for life skills development requires the teaching learning process to be both *active* and *experiential*.

Efforts for life skills development requires along with generic life skills also need more focused life skills approach that is not *programme-driven* but *based on pedagogical principles*. In the context of health concerns specifically adolescent reproductive and sexual, it is very important to plan and conduct activities for the development of life skills in respect of definite content areas like *process of growing up, HIV AIDS and substance abuse*.

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A Study on Challenges and Opportunities of Mainstreaming Transgender Students in Higher Education Institutions in India

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Introduction

The term transgender is applied in gender studies to refer to any person whose own sense of gender does not match with the gender assigned to them at birth and who may express gender in non-traditional ways (Bilodeau, 2005; Burdge, 2007; Sausa, 2002). Transgender is an umbrella term used to refer to any person who does not affirm to the gender stereotype (National Center for Transgender Equality, 2014).

In India transgender people especially Hijras have been visible on auspicious occasions such as marriage and birth of a child in the family. They are considered to bring fortune and luck and their blessings are sought during significant celebrations in Indian Families. Despite this belief, this is the most traumatized and discriminated community.

India has achieved significant growth and development and has improved on crucial human development indices such as levels of literacy, education and health. There are indications however, that not all disadvantaged groups have equally shared the benefits of the growth process. Among these, the transgender community, one of the marginalized and vulnerable communities in the country is seriously lagging behind on human development indices including education. An appalling fact is that despite affirmative action (reservation policies, Right to Education, etc.) the disparities remain substantial among the transgender community in India. Majority of the population is uneducated or undereducated thereby excluding them from participation in social, cultural, political and economic activities. Along with teachers' apathy towards transgender community, exclusion from society, poverty, continued discrimination and violence are a few contributing factors which can be attributed to the poor participation of transgender community in educational activities.

Some of the chilling facts related to education status of Transgender community observed in India are listed below:

- Transgender community faces high level of stigma and physical, sexual and emotional violence in educational institutions leading to most of them dropping out of their studies at school level itself.
- Exclusion from society and family is one of the main hindrances to education opportunities.
- The insensitive teachers and staff contribute to the discrimination and exclusion of transgender people in educational institutes.
- The low level of education forces the transgender community to other occupations like sex work making them vulnerable to HIV and other sexually transmitted diseases or forces them to begging.

However it is in contemporary India that efforts are made to consider the identity of transgender beyond gender binaries.

In its move to foster academic benefits to transgender students, UGC also issued a notification in January 2015 directing all the higher education institutions and varsities to provide transgender friendly resources such as separate washrooms, scholarships and create a trans-inclusive academic environment. UGC also encouraged academicians, committee experts and researchers to carry meaningful and ethnographic research to understand the challenges faced by the transgender students. Over the years there has been an increase in the number of students who identify themselves as transgender but they are ignored and are battling with their identity issues (Beemyn, 2003; Carter, 2000; Lees, 1998).

In the light of the landmark judgment dated 15.4.2014 passed by the Supreme Court of India to consider transgender as third gender, a few Higher Education Institutions also invited applications from the transgender students by incorporating third gender as an option in their application forms for the admission to Undergraduate courses in academic session of 2015-2016.

In the light of the increase in number of transgender students and the initial measures taken by the Universities, this study aims to explore the preparedness of Higher Education Institutions in Delhi towards mainstreaming transgender students and aims to suggest suitable measures for embracing them in Higher Education Institutions.

In the recent census in the country the count of third gender came to 4,90,000 (Times of India, 2014), although the transgender activists believe the number to be six or seven times higher. Gopalan from Naz Foundation commented that this count was on the lower side since it was difficult to get an accurate figure of people identifying themselves as transgender. In this count, 55000 were in the age bracket of 0-6 years. The census also revealed the literacy level which was reported to be 46% in transgender population as compared to 74% in the general population. The low literacy rate can be accounted to the dropout of transgender population from school due to discrimination and harassment. Following table gives the number of third gender persons in different states.

State-wise number of third gender persons

State	No. of Third Gender persons in (' 000s)
Uttar Pradesh	137
Andhra Pradesh	44
Maharashtra	42
Bihar	41
West Bengal	30
Madhya Pradesh	30
Tamil Nadu	22
Odisha	20
Karnataka	20
Rajasthan	17
India	488

Source: Times of India, May 2014

Literature Review

Family, Faith and Education has always occupied a central role in shaping the growth of children as citizens during their teenage years. However, Lesbian, Gay, Bisexual and Transgender (LGBT) group experiences isolation from all these prime institutions. They face non-cooperation and rejection from their families, fellow students and religious communities. Further the educational institutions also remain unforthcoming and add to the marginalization of LGBT students. Hence the three most

significant institutions in the tenure of a transgender youth obstruct the path for their development and active participation (Russell, 2002).

Also college is often the place where transgender students question their gender identity especially when they are away from their parents and friends for the first time (Lees, 1998). Many transgender students hesitate to disclose their identity on account of fear of exclusion and discrimination and reveal their identity only when it is necessary (Beemyn 2003). Therefore Higher Education Institutions are an appropriate source for giving relevant insights into their unique challenges and experiences.

Review of relevant literature brings to light that many college campuses and higher education institutions have failed to address the requirement of transgender students in the area of education, healthcare, bathrooms, locker rooms, residential facilities on the campus and support services. Such trans-exclusive practices not only create an environment of discomfort for transgender students in colleges but also spread a message that the college authorities are ignorant about this population and do not care about their academic success and program completion (Beemyn, 2005). The transgender students also lacked support from staff and faculty on the college campuses. Moreover the faculty members and staff on the college campuses were not adequately aware and trained to address the needs of transgender students (Beemyn, 2005).

It was also brought to light that although most of the student affairs professionals on campuses were acquainted with the sexual identity struggle and dilemmas of the GLB students, they were less aware of the gender identity struggle of the transgender students (McKinney 2005). Many college campuses and higher education institutions had failed to address the requirement of transgender students in the area of education, healthcare, bathrooms, locker rooms, residential facilities on the campus and support services. Such trans-exclusive practices not only create an environment of discomfort for transgender students in colleges but also spread a message that the college authorities were ignorant about this population and did not care about their academic success and program completion (Beemyn, 2005).

Rankin (2006) in his study suggested that future research is much needed to understand the campus climate and the issues and apprehensions of LGBTQA students for providing a pool of relevant information to policy makers and planners. He suggested that the major challenge in colleges was not

just formulation of policies and programs but its successful implementation and execution.

Just the formulation of trans-inclusive policies at the institutional level would not suffice, colleges need to educate and make the entire campus aware of the gender identity and wipe out the prejudice and fear against this group as "Gender identity is not just a "trans issue," but rather, everyone's issue" (Negrete, 2007,p.29) as gender norms are formulated by the society at large.

According to Schneider (2010), there are very few studies on the experience of transgender college students and the literature which is available reflects a lack of resources and support for these students across the country. Most higher education institutions provided little trans-specific resources and services. With the increase in the number of transgender students and activism regarding this population, the diversity would continue to grow in the years to come and there is an acute need for facilitation of gender identity and expression in higher education.

The strength of transgender students in colleges is constantly increasing and the colleges and Universities are not prepared enough to handle the distinctive challenges faced by these students. Scott et al (2011). This calls for efforts on the part of educators and practitioners to undertake empirical research to uncover the issues faced by this community so that steps can be taken to improve their quality of life.

Singh, Meng, & Hansen (2013) also conducted a qualitative research with a sample of 18 transgender students to examine the resilience strategies used by the trans* youth in an academic setting. Four themes emerged from the semi-structured interviews conducted by them which are listed below: Firstly trans* affirming language whereby the trans* youth approached the faculties and staff for the correct usage of pronouns. Secondly training regarding trans* and gender identity issues. Participants believed that educators played a vital role in the career advancement of students and hence should be aware of trans* concerns. Similarly gender confirming students should also be sensitized to make the campus trans* friendly. Thirdly there should be trans* inclusive policy and arrangements such as gender neutral washrooms, dorms , athletic space and legal assistance. The policies should specifically mention trans* inclusion. Fourthly trans* specific health care facilities and lastly a community of trans* allies on campus.

Sathya & Thasian (2015) in their study on educational discrimination faced by transgender students in Chennai quoted that 64% of young trans* men and 44% of young trans* women faced bullying during their schools from their classmates as well as teachers. The counselors at school were also not adequately aware of handling and solving the problems of transgender students as a result of which the drop out at school level was high in non-gender confirming students. Some initiatives were also been taken by the Tamil Nadu government in issuing orders for admitting Trans* students in government colleges and allocating an amount of INR 50 Lacks towards transgender welfare board. In the focused group discussion with 24 transgender people from Chennai, the author found that trans* students faced severe discrimination from teachers, school authorities and classmates. Teachers showed a lack of interest in them. This led to a fear in continuing with higher education. Due to lack of education, very few employment opportunities were left with them and they were involved in begging, sex work, dancing at festive occasions. Due to social exclusion and abandoning by family, they were forced to join their community and indulge in begging and sex work. Authors recommend that policies should be formulated at primary education level to include them in the mainstream and providing a safe environment. Scholarship should be provided to broaden equality in education, vocational centers should be opened to enhance their skills, gender education should be made compulsory in curriculum. It was also suggested that every school and college should have a trained counselor and also non-discrimination policies should be implemented in true spirits.

Objective of the Study

In the light of the above, the objectives of the study are listed below:

- To understand the preparedness of the academic institutions/colleges in Delhi to enroll and accommodate transgender students.
- To suggest suitable measures for mainstreaming transgender community in Higher Education Institutions.

Research Methodology

Semi-structured interviews were conducted with the key resource persons such as academic staff, faculties and gender sensitization committees in the Universities and Higher Education Institutions in Delhi. Key resource persons were interviewed on questions pertaining to the

applications received from transgender students, the awareness amongst faculties, infrastructural support by colleges, directives from higher authorities, orientation program and the suggestions to give the transgender students a congenial environment while their stay on campus.

Findings of the study

The interview conducted in women's colleges in Delhi reported that although Universities has started having the option of other gender in their application forms for undergraduate courses after the Supreme Court's directive of recognizing transgender community as third gender; girl's colleges do not have this option. According to a faculty in one of the premier girl's college in north Delhi, the college is quite progressive in its approach but certain things need to be taken care by the University since it is a government funded college. The transgender students are excluded from joining the girl's colleges as the "other" gender option is missing in application forms. She reflected that the college is quite progressive in its approach towards gender inclusion but certain decisions need to be taken by Higher Authorities.

The faculty interviewed also reported that they were not aware of any directive or guideline from the UGC or University on the transgender issues. The College has a Women Development cell; however in a progressive move they have renamed it as a Gender Development Cell using it as a platform for gender Forum and discussing upcoming issues related to gender. It also has a well designated counselor who is specially designated to counsel the students and to attend to gender related issues. The college also runs a certificate course on women laws which have aspects of sexual orientation to sensitize the students about laws related to prevention of women in cases of sexual harassment and discrimination based on gender.

When asked about the preparedness of the college related to trans* students, she reflected that there was no formal orientation program organized by college authorities for sensitization on trans* issues. According to the faculties there needs to be more awareness amongst teachers and students as many teachers on the campus would not be aware of such issues and may not know how to be adaptive to a trans* student in the class. Also they suggested that there needs to be clear directives from the Universities as to the basic norms for transgender students since colleges cannot voluntarily incorporate any policy or practices. The Universities need to think of

innovative ways to integrate them by giving them some exclusive space in the beginning and then mainstreaming them with other students. There is no separate anti-discrimination policy which includes protection of transgender students. The policy is not modified in the light of inclusion of trans* students. According to the faculties the acceptance of trans* people in North India is very low and people are quite conservative as compared to states like Tamil Nadu, West Bengal and Orissa. Trans people are more assimilated in Orissa and other states and they have family support while in the north India, they are on the fringes.

They said that there is a need for creating a space for these students by at-least having a separate washroom and a separate hostel room since a transgender student may be uncomfortable in using a categorized washroom. They also suggested that toilet is a place where the chances of harassment may be high and hence such facilities should be provided to incorporate them.

In yet another women's college, the staff and faculty members interviewed commented that they see the problem of inclusion of trans* students from the entry level since merit in colleges is very high. They believe that a separate quota should be there to admit the transgender students in the main stream. Also the faculty members see a lack of positive attitude towards transgender students in cisgender students and some faculties. A faculty remarked that she has seen and experienced marginalization of students from economically weaker sections by class mates and therefore including trans* student in a classroom can be a big challenge for students and few faculties. She also said that there is no Transgender student in any college of the University and hence there is no need of any policy or documentation required related to them. The colleges will work on transgender inclusive policies once there is any transgender student admitted in any college of the University and it faces any problem related to the same.

The staff and faculty members in coeducational institutions did not seem to be much receptive about transgender students. They were not willing to speak on transgender students and reported that there is no transgender student in their college and also they did not receive any directive from the higher authorities or Vice-Chancellor to have a separate anti-discrimination policy.

Few faculties and staff of other Higher Education Institutions interviewed reflected that transgender students drop out of school in early age so the %age applying for higher education is quite meager. Also the students who get through colleges are irregular owing to bullying by class mates. Teachers also don't actively participate to sensitize other students or to help students in coming out due to lack of interaction. Few faculty members felt that female students and teachers are more sensitive towards transgender issues as compared to their male counterparts. Education has become so competitive that even very bright students are not able to secure admission in the school of their choice or to choose the stream of their choice. Some measures need to be taken to include transgender students in the main stream through increased scholarship, separate quota and sensitizing their committee to make them aware about the education opportunities in schools and colleges which are being opened for them.

Faculty members and staff of the colleges interviewed also shared that the mind set of teachers, students, college authorities and higher education institutions has been changing since the Supreme Court verdict. They also said that now there is more acceptability of transgender students. Although there is a need for encouraging the parents of trans* students to send their wards to colleges. They believed that the stereotype has been recast now.

Key Findings

The key findings which are the outcome of the interviews conducted in different colleges are as follows:

- None of the college interviewed both on-campus and off campus reported to have a transgender student in their college. They also shared that they are not aware of any transgender student in any of the colleges of the University.
- The Higher Education Institutions had a grievance committee where all complaints related to sexual harassment were heard. However there was no separate committee to address issues related to transgender.
- There was an Anti-Discrimination policy in all colleges and institutions. However the same was not refined or revised in the light of admitting transgender students or to prevent any form of harassment against them.

- The faculty members and staff shared that no orientation program was organized to sensitize the staff members or teachers related to transgender issues.
- Except one women's college in the North Delhi, no other college reported to have a separate counselor to counsel students when they faced any sexual harassment or gender related issue.
- Few Faculty members and staff members in coeducation colleges were not comfortable in discussing transgender issues and withdrew from the conversation when interviewed.
- The colleges did not have any separate resources or infrastructural support for transgender students.

Suggestions

The suggestions given by the key stakeholders who have been interviewed for bringing transgender students in the mainstream are as follows:

- The tolerance to different life-style has to be cultivated in the academic fraternity through change in curriculum.
- More opportunities should be created for them through reservation and quota system.
- The harsh vocabulary such as ashinjra, chhaka should be replaced with more politically correct words.
- Parents should be encouraged to send their wards to the college and teachers should also be sensitized.
- Infrastructure such as separate washroom and rest rooms should be made to prevent sexual harassment in such places.
- Anti-Discrimination policy should be revised in the light of the changes required for transgender students.
- There should be clear directives from the higher authorities such as UGC or the Vice-Chancellor for more trans-inclusive policies and resources.

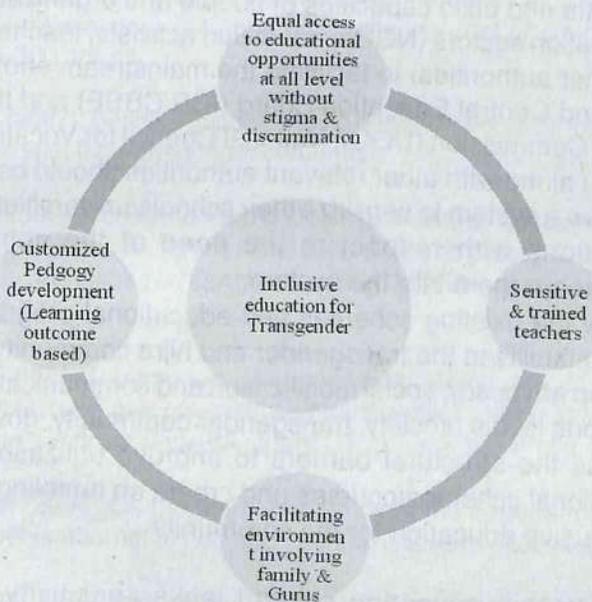
Discussion and Conclusion

In the midst of many achievements in education sector, there lies a severe flaw in the approach of education institutes in dealing with the issue of inequality and inclusive education for the transgender community. There is no contrary belief that addressing stigma and discrimination at early stage

has been a huge problem in bringing transgender children to school and retaining them to the higher level.

The transgender community experts also argue that there is an urgent need of addressing the concerns of the community in education sector in a holistic way-that implies giving attention to four core areas of: access, Equity, enabling environment and employment.

Figure-1 for Mainstreaming Transgender Students in Higher Education



The Model above is to infuse equality in our education sector (primary, secondary and higher level).

The following steps may help in improving the access to education:

- Free and compulsory education up to the age of 14 is the responsibility of the State. The fulfilment of this obligation is critical for the improvements in the educational status of transgender community. Proper instructions should be issued at state and district level to include the transgender community under Economically

Weaker Section (EWS) category to provide them necessary benefits as per the Right to Education Act.

- Sensitization towards Transgender/Hijra should be included in student counselling at schools. It is essential in creating an opportunity for students to interact with trained counsellors as they experience gender dilemmas.
- A chapter on TG/Hijra can be included in the adolescent education curriculum in the school to sensitize the larger society on Transgender. This can be an effective step to address stigma/discrimination at school level.
- Advocate and build capacities of people and organizations working in education sectors (NGOs, education activists, teachers, principals and other authorities) to facilitate the mainstream efforts.
- State and Central Education Board (ICS/CBSE) and the University Grants Commission (UGC), National Council for Vocational Training (NCVT) along with other relevant authorities should be encouraged to evolve a system to sensitize their schools/universities/educational institutions with respect to the need of the community and mainstream them into the system.
- Review the existing schemes and educational program to assess their suitability to the transgender and hijra community.
- Develop advocacy, social mobilization and communication strategies at various levels (society, transgender community, governments) to address the structural barriers to improve utilization of existing educational schemes/courses and create an enabling environment for inclusive education for the community.

The mainstream education system lacks sensitivity towards the community and there is a huge gap in understanding the culture, gender, and sexuality of transgender community. The social deprivation and harassment of the community has never received attention by academicians and policy makers. The better understanding of the socio-cultural and human rights aspects of discrimination against the transgender and Hijra community would help in attitudinal shift towards the community. The mainstreaming efforts would require a review and reform of structural constraints, legal procedures and policies that impede access to mainstream education. Affirmative actions are needed to reduce stigma and discrimination associated with the community and to improve the access to educational opportunities at all level. Schools and colleges need to play a supportive

role in such instances, stepping in to ensure that education and/or vocational training is made available to the community.

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A Need Based Psychological Approach to Effective Learning

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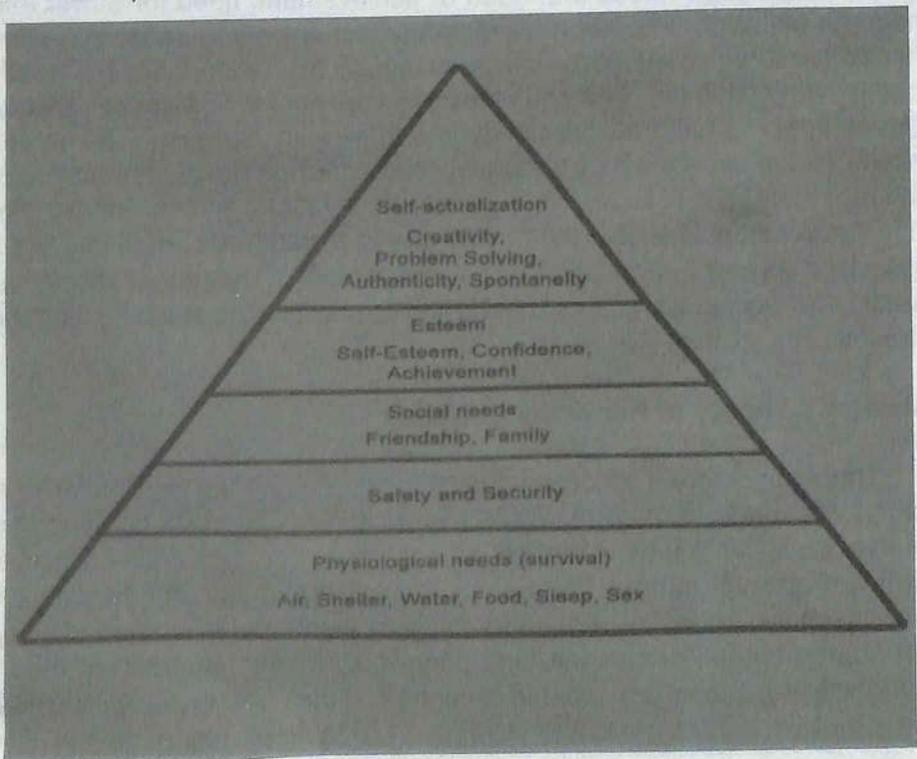
Introduction

The motivational theorists and psychologists like Abraham Maslow, David McClelland, Clayton Alderfer and Frederick Herzberg have explained that individuals are motivated by the needs. For them, needs are the sources of motivation. While Maslow has formed hierarchy of needs theory and identified five needs, McClelland has developed acquired needs theory and identified three needs. Maslow's five needs include physical needs, safety and security needs, social needs, esteem needs and self-actualization needs. McClelland's three needs are: need for achievement, need for power and need for affiliation. Another motivation theorist namely, Alderfer classified needs into three categories – existence needs (E), relatedness (R) needs and growth needs (G). The ERG theory is very similar to Maslow's theory. But Alderfer restructured five needs into three with little emphasis on sex needs. Need-based theories of motivation also include Herzberg's two factor theory. He identified two sets of factors-hygiene factors and motivators- that affect motivation. Maslow's theory has gained a worldwide popularity and it is widely applied in education and management. This paper discusses Maslow's theory of hierarchy of needs and its relevance to teaching-learning process.

Maslow's Theory of Hierarchy of Needs

There are different schools or forces in psychology like psychoanalysis, behaviorism and humanism. While psychoanalytic theorists contend that human behavior is determined by unconscious mind, behavioral theorists argue that environment determines human behavior. But humanistic psychologists, known as a 'third force', took a different route and focused on human potential, free will, and conscious choice. Humanistic theory suggests that people are capable of controlling their own lives, making their own choices, setting goals and working towards achieving them. Abraham

Maslow (1943), like Carl Rogers, did a pioneering work in humanistic psychology and developed a popular theory called hierarchy of needs to explain human behavior. He stated that these needs produce a drive and a desire and motivate people to initiate action for accomplishment of needs. Initially, he identified five main needs in order of importance namely physiological needs, safety and security needs, social needs, esteem needs and self actualization needs. These needs are further divided into basic needs or deficiency needs (D-needs) and growth needs or being needs (B-needs). The deficiency needs, when unmet, motivate people to act for their fulfillment. The theory suggests that people fulfill the basic needs first before moving on to other advanced needs. Usually, people would focus more on fulfilling his basic needs like thirst, hunger, sleep etc. Then, the safety and security needs will take the lead. Once these are satisfied, other needs like love, affection, friendship will bother the individual. Soon after, people will crave for respect, fame and recognition in the society. Therefore, it is necessary for teachers/instructors to have an understanding of these needs to ensure its effective application in teaching learning process. Hence, a brief description hierarchy of needs is given below:



1. Physiological needs

Physiological needs include food, water, body comforts, sleep, sex etc. These are basic needs for human survival. If these are not met, human body cannot function properly and they cannot concentrate on learning. For example, hungry people are motivated to eat and not to make friends or gain knowledge. However, these needs tend to be satisfied for most of the people.

2. Safety and security needs

When people have satisfied their physiological needs, they become motivated by safety and security needs like protection and freedom from threatening forces. These needs include personal security, financial security, health and well-being, safety against accidents, illness and their adverse impacts etc. Further, emotional security i.e. an environment free from fear, anxiety, stress etc. is also a part of security needs. In a study by Yamamoto et al (1966), more than 1700 school students reported that the most stressful events in their lives were those that threatened their security and those that threatened to embarrass them.

3. Social needs

After the fulfillment of physical and safety needs, people are motivated by love and belonging needs such as the desire for friendship, family, love, affection, group activities etc. People want to love and be loved by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety and depression. In the case of love and affection, there are three groups of people. The first group refers to those who are satisfied by their love needs adequately in early years. They do not panic when they are denied love. These people have confidence that they are accepted by those who are significant to them. Second group of people consists of those who have never experienced love and belongingness and therefore they are incapable of giving love. Maslow believed that these people will eventually learn to devalue love and to take its absence for granted. The third category includes those people who have received love and belongingness in small doses. People who have had a taste of love and received little amount of love have stronger needs for affection and acceptance than do people who received either adequate amount of love or no love at all (Fiest-Fiest, 2009).

4. Esteem needs

Once the individuals have satisfied their needs for love and belonging, they begin to develop positive feelings about themselves and begin to satisfy their needs for self-worth and self-esteem. Maslow (1970) identified two levels of esteem needs – reputation and self-esteem. Reputation includes prestige, recognition, and fame a person has achieved in the eyes of others. Self-esteem refers to person's own feelings of worth and confidence. Self-esteem is based on more than reputation and prestige. It reflects a desire for 'strength, achievement, adequacy, mastery, competence, confidence and independence'. In other words, self-esteem is based on real competence and not merely on others' opinions. These two levels can also be categorized as 'lower' version and 'higher' version. The lower version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige and attention. The higher version refers to the need for self-respect. For example, a person may have a need for strength, competence, mastery and self-confidence. This higher version takes precedence over the lower version because it relies on an inner competence established through experiences. Esteem needs can also be classified as internal and external. While internal needs are related to self-respect and achievement, external needs include social status and recognition. Deprivation of these needs may lead to an inferiority complex, weakness and helplessness.

5. Self-actualization

Maslow described the need for self-actualization as "the desire to become more and more of what one is, to become everything that one is capable of becoming". In other words, 'what a man can be, he must be'. Self-actualizing needs include self-fulfillment and the realization of one's full potential. Self-actualizing people maintain their feelings of self-esteem even when they are rejected or scorned by other people. In other words, self-actualizers are not dependent on the satisfaction of either love or esteem needs and they become independent from the lower level needs. According to Maslow, only a small percentage (1%) of the population reaches the level of self-actualization.

Aesthetic and Cognitive needs

Maslow later refined his model to include a level between esteem needs and self-actualization. He identified two other categories of needs – aesthetic

and cognitive. People are also motivated by the need for beauty and aesthetically pleasing experiences (Maslow, 1967). People with aesthetic needs desire beautiful and orderly surroundings. When these needs are not met and when they are in disorderly environments, they become physically and spiritually ill (Maslow, 1970). Similarly, cognitive needs refer to a desire to know, to understand and to explore. When cognitive needs are blocked, all needs on Maslow's hierarchy are threatened. Knowledge is necessary to satisfy each of the above needs. For example, people can gratify their physiological needs by knowing how to secure food, safety needs by knowing how to build a shelter, love needs by knowing how to relate to people, esteem needs by knowing how to acquire self-confidence and self-actualization by fully using their cognitive potential.

Information Needs Model

Norwood (1999) proposed information needs pyramid model, similar to the Maslow's hierarchy of needs, to explain the kinds of information the individuals seek during their daily life and at different levels of development. Following are the different levels of information needs.

- Edifying information needs (Growth needs – spiritual or transcendence)
- Empowering information needs (Self-worth and awareness)
- Enlightening information needs (Social/relationship needs)
- Helping information needs (Safety and security needs)
- Coping information needs (Basic and lowest level – immediately useful needs)

At the basic and lowest level, individuals seek information in order to meet their immediate needs or to cope with situations. This is called coping information. This information is primarily about satisfying immediate needs such as booking train tickets or about satisfying physiological needs. The next level of information addresses safety and security needs. Norwood defined it as helping information. Individuals at this level need information that helps them in having a safe and secured life. Enlightening information is sought by individuals seeking to satisfy their love and belongingness needs or social needs. For example, they seek information relating to social networking. Empowering information is sought by people at the esteem level. They look for information on how their self-esteem can be developed. Finally, people in the growth levels of cognitive, aesthetic and self-actualization seek

edifying information. Individuals at this stage would seek information on how others could be edified.

Why do adult learners become demotivated?

Adult learners join adult education centers as they are motivated to learn. However, some of them may drop out from the centers. One needs to understand the reasons for dropping out. Why they got de-motivated? Many studies have identified the reasons. Some of the reasons are:

- Lack of recognition
- Boredom
- Lack of involvement
- Not being listened to
- Lack of encouragement
- Criticism, ridicule
- Too much occupational and domestic work
- Lack of respect from instructors

Similarly, some of the students in schools and colleges discontinue their studies or fail in their examinations or exhibit poor performance. There could be several reasons for dropping out phenomenon or poor performance. One major reason could be the non-fulfillment of their psychological needs.

Educational Implications of Maslow's Theory & Teachers' Role

Knowledge of Maslow's hierarchy of needs helps both teachers and students in structuring the lesson plan, managing the classroom activities and learning the content. Students or adult learners come to schools, colleges or centers with different needs. For example, one may come to center/school to meet people (gregarious need) and another may come for knowledge acquisition (cognitive need). In other words, what motivates one person does not necessarily motivate another. Further, needs constantly change. As one need is met, we desire other needs. This means that the teachers must adapt to learners' changing needs to sustain their motivation. Conducive environment at the place of learning, both physical and psychological, facilitates active participation of learners and ensures higher levels of learning. Hence, the classroom should meet as many psychological needs as possible, especially the security, belonging and esteem needs including physiological needs like food and water. If these needs are not met

in the classroom, it is likely that the students may not focus on teaching learning process. Students are happiest and work best if their needs are met. Satisfying the needs is healthy and blocking gratification makes people sick. Further, ways of fulfilling our needs are different though we have the same set of needs. For example, one may meet his/her need to belong or friendship by going to a party, whereas another person might go for a walk with a friend. Hence, it is vital for teachers to know what these needs are and how to go about meeting them. Keeping these factors in view, following opportunities (a few examples) may be provided by the teachers at the places of learning to help students/learners satisfy their needs.

1. **Fulfillment of Physiological needs**

The first and most basic need of people is the need for survival which includes food, water, shelter etc. The Government schools have introduced the scheme of mid-day meal scheme to satisfy the 'need for food' of students. But there is no such provision in adult and non-formal education programs. However, the teachers of the centers should ensure, before initiating teaching and learning process, that the students or learners are free from hunger needs. Other facilities like comfortable seating and lighting, good ventilation need to be provided. Further, many a time, training classes were conducted or continued beyond scheduled hours ignoring the feelings of hunger or fatigue. This affects the concentration of participants on learning. Hungry people cannot focus on learning activity. Hence, it is better to avoid extending the classroom teaching beyond 1.00 PM. Lunch and tea breaks should be given at the appropriate time.

2. **Meeting the safety and security needs**

Human beings need safe environment. It is observed that some of the centers or schools were functioning at inconvenient places in terms of distance and locality. Interactions with learners, particularly women, revealed that long distance between residence and centers, fear of ridicule, unsafe locality like presence of arrack shops near centers were some of the reasons for their inability to go to centers/schools. Similarly, bullying and ragging are also the threatening factors in schools and colleges. Hence, non-threatening environment should be ensured in and outside the classroom. Further, the attitude of the teachers should be accepting and non-judgmental, pleasant and nonthreatening. Provide praise for correct responses/actions instead of punishment/criticism for incorrect responses.

3. **Fulfillment of social needs/love and belonging needs**

These needs are met through satisfactory relationships with family members, friends, peers, classmates, teachers and other people with whom individuals interact. Adults or students have a desire to learn in an environment where they are accepted unconditionally with good interpersonal relations. They like to talk to others, share ideas, express love and concern for others. Opportunities may be created for learners to exchange their ideas, share their knowledge, skills and experiences and to cooperate with each other. Group activities like brainstorming, discussions, meetings, cultural activities etc. may be arranged to satisfy social needs. However, instructors/teachers need to know that introverts may not show interest in social activities and they may like to be alone. Further, instructors need to have a free communication with learners and make them feel that they are at home. In case of failure to meet these needs, people may feel lonely, rejected and dislike other groups. They may even withdraw from the scene. In contrast, if these needs are met, individuals love themselves and others, trust friends and loved ones.

Other ways of satisfying the needs

- Teacher-student relationships: Teachers need to understand likes, dislikes and concerns of students, be available for students in need, listen to students, be friendly with students, and be supportive, value student thoughts, opinions & judgments.
- Student-student relationships: encourage class meetings and discussions, use of group work and collaborative learning, participation in extra-curricular activities etc.

4. **Fulfillment of esteem needs**

Human beings have a desire to be recognized for personal accomplishments. Most people want to be respected and appreciated by others. Teachers can address the esteem needs of students by recognizing their accomplishments. For example, a simple act of applause for a good response might be appropriate to meet this need. Awards and rewards may be provided for outstanding performance. In sum, organize activities that bring achievement, success and recognition. Further, instructors should seek the opinion and suggestions of learners/students on various issues to make them feel important, besides involving them in decision making

process. If the esteem need is not satisfied, persons may feel inferior, weak, envy, helpless and frustrated. They may be afraid of failure, criticism and new situations like learning activities. They would also be angry with those who denied recognition and respect. In contrast, if these needs are satisfied, they would be self-confident, content, cooperative, generous, kindly and be prepared to take risks and try something new (e.g. learning).

Other ways of satisfying the esteem needs:

- Regular praise from teachers (praise is better than prize),
- Focusing on what pupils have done well in their work,
- Display of students' work in classrooms,
- Involvement of students in decision making,
- Celebration of students' success in newsletters, meetings and local media,
- Focusing on strengths and assets of students,
- Adoption of multiple modes of teaching – learning strategies,
- Appreciation of students in public and critical remarks, if any, privately,
- Consideration of individual needs and abilities while planning lessons,
- Addressing student difficulties immediately,
- Provide positions of status to students,
- Involvement of students in activities of importance.

5. Self-actualization needs/Realizing full potential

At the top of the pyramid is the need for self-actualization, which is a person's desire to become everything he or she is capable of becoming i.e. using one's capacities and talents fully. People with these needs constantly strive for betterment. They see problems as personal challenges and they rely on their own experiences and judgment. Organizers of adult education program or NFE need to provide opportunities for further education and provide support to complete new tasks. If this need is met, people will have a strong desire for growth in their chosen areas. They will be creative, energetic and positive. If it is not met, persons would feel restless and bored. They think that life is meaningless and avoid developmental activities.

Knowledge and Understanding

According to Maslow's theory, the motivation for knowledge cannot occur until the deficiency needs have been met satisfactorily. It is the primary area

of focus on education. To satisfy these needs: allow students to explore areas of curiosity, provide lessons that are intellectually challenging and also provide continuing education facilities.

Aesthetic needs

Aesthetics refers to the quality of being creative, beautiful or artistically pleasing. To fulfill these needs in schools, colleges or adult education centers, the following measures may be undertaken.

- organizing classroom materials in a neat & appealing way,
- displaying student art work in an appealing manner,
- putting up interesting & colorful wall hangings,
- replacing overly worn classroom materials periodically,
- having the rooms painted in pleasing colors with large window areas,
- proper maintenance of physical surroundings

Summary

Motivation theorists like Abraham Maslow, Clayton Alderfer and Frederick Hergberg argued that human behavior is influenced by the presence of needs. According to Humanistic psychologist, Abraham Maslow (1943), people are motivated to achieve certain needs. He developed a theory of hierarchy of needs to explain human behavior and identified a set of five needs that motivate people. These needs, in order of priority, are: physiological needs, safety and security needs, love and belonging needs, esteem needs and self-actualization needs. Later, he extended the theory to include cognitive needs and aesthetic needs in between fourth and fifth layer of needs. His theory suggests that people fulfill lower order needs first before moving on to the higher order needs. The lowest four levels represent deficiency needs and the upper three levels represent growth needs. Maslow's theory has great impact on education and made a significant contribution to teaching and learning. It would be difficult for adult learners or students to focus on learning activity if the physiological and psychological needs are not satisfied. For example, students with low self-esteem will not progress academically at an optimum level until their self-esteem is strengthened. They look for ways to satisfy these needs in classroom. Hence, it is the responsibility of teachers to know what the students' needs are, to understand the concept of Maslow's hierarchy of needs and to develop classroom activities accordingly (Jones & Jones, 1990). Similarly, Ray (1992) stated that "in the

educational scene the teacher has the primary responsibility to develop, encourage, enhance and maintain motivation in the student". Hence, teachers have a greater role to play in designing suitable teaching learning activities to ensure effective learning.

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Importance of Traditional Practices and Knowledge in Modern Aspects

Digar Singh Farswan

Introduction

An understanding of traditional knowledge and how it differs from non-indigenous knowledge is an important basis for determining how to use it. Knowing what it contains and how it is acquired and held is fundamental to being able to make good use of the knowledge and to encourage all parties to be aware of the added value its use will bring. Most indigenous people have traditional songs, stories, legends, dreams, methods and practices as means of transmitting specific human elements of traditional knowledge. Sometimes it is preserved in artifacts handed from father to son or mother to daughter. In indigenous knowledge systems, there is usually no real separation between secular and sacred knowledge and practice they are one and the same. In virtually all of these systems, knowledge is transmitted directly from individual to individual. The Director General of United Nations Educational, Scientific and Cultural Organization defines traditional knowledge: The indigenous people of the world possess an immense knowledge of their environments, based on centuries of living close to nature. Living in and from the richness and variety of complex ecosystems, they have an understanding of the properties of plants and animals, the functioning of ecosystems and the techniques for using and managing them that is particular and often detailed. In rural communities in developing countries, locally occurring species are relied on for many- sometimes all foods, medicines, fuel, building materials and other products. Equally, people's knowledge and perceptions of the environment, and their relationships with it, are often important elements of cultural identity. Traditional knowledge, on the other hand, may be perceived very differently by indigenous and local communities themselves. The knowledge of indigenous and local communities is often embedded in a cosmology, and the distinction between "intangible" knowledge and physical things is often blurred. Indigenous peoples often say that "our knowledge is holistic, and cannot be separated from our lands and resources". Traditional knowledge in these cosmologies is inextricably bound to ancestors, and ancestral

lands. Traditional knowledge has been defined as "a cumulative body of knowledge, know-how, practices and representations maintained and developed by peoples with extended histories of interaction with the natural environment".

Role and Value of Traditional Knowledge

There is today a growing appreciation of the value of traditional knowledge. This knowledge is valuable not only to those who depend on it in their daily lives, but to modern industry and agriculture as well. Many widely used products, such as plant-based medicines, health products and cosmetics, are derived from traditional knowledge. Other valuable products based on traditional knowledge include agricultural and non-wood forest products as well as handicraft. Traditional knowledge can make a significant contribution to sustainable development. Most indigenous and local communities are situated in areas where the vast majority of the world's genetic resources are found. Many of them have cultivated and used biological diversity in a sustainable way for thousands of years. Some of their practices have been proven to enhance and promote biodiversity at the local level and aid in maintaining healthy ecosystems. However, the contribution of indigenous and local communities to the conservation and sustainable use of biological diversity goes far beyond their role as natural resource managers. Their skills and techniques provide valuable information to the global community and a useful model for biodiversity policies. Furthermore, as on-site communities with extensive knowledge of local environments, indigenous and local communities are most directly involved with conservation and sustainable use.

Traditional and Non-traditional Knowledge

Many Natives hold traditional knowledge handed down to them from previous generations through oral tradition. This traditional knowledge is the cornerstone of Native cultural identity and survival as a people. Some aspects of traditional knowledge are common and shared throughout the Arctic. Other aspects are more localized and specific to certain communities, families and even individuals. However, Native knowledge is not just traditional. Natives also possess knowledge that does not have its origin in traditional lifestyles, spirituality, philosophy, social relations, customs, cultural values, etc. In other words, Natives have obtained an extensive body of nontraditional knowledge through direct exposure (e.g. cultural

interaction and formal schooling) and indirect exposure (e.g. television and other media) to non-Native values, attitudes, ways of thinking, philosophies, institutions. Together, these two sources of knowledge, traditional and nontraditional, articulate to produce a frame of understanding and validation that give meaning to the world around them. In fact, it can be argued that all Native knowledge, traditional and otherwise, is contemporary. It has given meaning from a frame of reference that is continually being updated and revised. Viewing native knowledge as traditional and static invites denial of the relevance and efficacy of the application of Native knowledge to contemporary issues and problems. In other words, Native sometimes feel that the use of traditional knowledge to denote all that they know imposes a way of life on them that is shackled to the past and does not allow them to change.

The Convention, Indigenous and Local Communities

The international community has recognized the close and traditional dependence of many indigenous and local communities on biological resources, notably in the preamble to the convention on biological diversity. There is also a broad recognition of the contribution that traditional knowledge can make to both the conservation and the sustainable use of biological diversity. The Conference of the Parties has established a working group specifically to address the implementation of Article 8 (j) and related provisions of the Convention. This working group is open to all Parties and, indigenous and local communities' representatives play a full and active role in its work. Traditional knowledge is considered a "cross-cutting" issue that affects many aspects of biological diversity, so it will continue to be addressed by the Conference of the Parties and by other working groups as well. In particular, in decision VII/19 ,D the Conference of the Parties requested the Ad Hoc Working group on Access and Benefit-sharing with the collaboration of the Ad Hoc Working Group on Article 8(j) and Related provisions to elaborate an international regime on access to genetic resources and benefit sharing with the aim of adopting an instruments to effectively implement the provisions in Article 15 and Article 8 (j) of the Convention and the three objectives of the Convention. This is an ongoing priority of the Convention.

Role of Women and Children in Traditional Knowledge

Traditional knowledge that is held by women needs special consideration

for a number of reasons. Native women, as the primary harvesters of medicinal plants, seed stocks and small game, are keepers of the knowledge about significant spheres of biodiversity in their own right, and as such, are the only ones able to identify the environmental indicators of ecological health in those spheres. Perhaps even more central in importance is the fact that women share with men the responsibility for stewardship of values in their societies. They feel a keen responsibility to future generations for action undertaken today that affect the world in which we all live and for their descendants. It is women, for the most part, who transmit to the next generation these values as part of their stewardship role. Their multi-generational perspective must be taken into account. Many Natives view the extraction of their traditional knowledge from its broader cultural context as a form of theft and, understandably, have been reluctant to share the depth and breadth of what they know with outside interests. They also fear that, because many wildlife managers and decision-makers do not understand their culture, customs or values, their traditional knowledge will somehow be used against them (e.g. setting quotas and other hunting regulations). At best, piecemeal extraction of traditional knowledge from its larger cultural context invites misrepresentation and misinterpretation. At worst, it represents a form of misappropriation and cultural exploitation.

Traditional Knowledge in Himalayan Region Communities

Traditional knowledge is being exploited at an alarming rate by the modern herbal medicine, pharmaceutical, food, perfume, and cosmetics industries. Indigenous and local people are increasingly becoming victims of piracy. The concern is that patents are being granted for non-original inventions that are directly or indirectly based on traditional knowledge and therefore do not meet the fundamental requirements for patentability. The wound healing properties of turmeric and the pesticide properties of neem were both patented in two of the most notorious patent cases in which the legal patent system failed to recognize, or search for, prior rights over such 'inventions'. These patents were based on the biological resources and associated traditional knowledge and practices of indigenous communities in the Indian subcontinent and the Amazon, which were obtained without respect for indigenous peoples' rights over their resources, intellectual efforts, and developments. The holders of traditional knowledge need to establish their rights over such knowledge to ensure that they reap the benefits of their cultural discoveries and products and receive compensation for their investment in generating, holding, and promoting this knowledge for the

conservation and sustainable use of biodiversity. Unfortunately, modern intellectual property rights (IPR) law is based on the notion of individual property ownership, which is an alien concept to many indigenous and local communities in the Himalayan region. Such laws favour corporate agencies and individual creators of innovations or products. Traditional knowledge is dynamic and is usually the combined effort of many community members and evolves over time; hence, it is not easy to identify the creator. Global IPR regimes as well as national IPR laws need to be amended to ensure the protection of traditional knowledge holders and to recognize and reward indigenous and local communities for their intellect and creativity. This would encourage further invention and maintain biodiversity in situ.

Traditional Healing System

In India, folk medicine is highly conditioned by the impact of folk deities and, sometimes it is so deep rooted that medicine and folk deities become an integrated whole. Ayurveda has evolved as the natural way of healing or naturopathy and for centuries, it was the only system of medicine in the country. At the same time, the concept of 'Yin Yang' developed in China. With the passage of time, these systems progressed into independent branches of learning. These age-old systems, based on herbs and diet, offer an effective and mild ways of restoring health, with the minimal risk or side effects. Naturopathy based on an ancient and traditional system takes human beings back to the fundamental of nature. Natural cures cleanse the body and enhance the body's system to treat itself and protect itself from germs. Local health tradition is a vague term mostly used to set apart ancient and culture bound health care practices, which existed before the evolution of modern scientific medicine. Some frequently used synonyms for local health tradition are indigenous, un-orthodox, alternative, folk, ethno, fringe and unofficial medicine or healing. While discussing the legal aspects, Stephan interpreted the term 'traditional medicine' in a broad sense as:

- a. Formalized traditional systems of medicine such as Ayurveda, Unani, and traditional Chinese medicine.
- b. The traditional healers as defined by an African expert group in 1976 is: A person who is recognized by the community in which he lives as competent to provide health care by using vegetable, animal and mineral substances and certain other methods based on the social, cultural, and religious background as well as on the knowledge attitudes, and beliefs that are prevalent in the community regarding

physical, mental and social well-being and the causation of disease and disability.

- c. The practice of chiropractic, naturopathy, osteopathy, homoeopathy and even Christian Science.

The definition of Jan Stephan encompasses all aspects of health care systems other than the modern medicine. Forest area and human population data of states in the Himalayan region indicate an increasing trend of population growth and decreasing trend of forest area. However, there seems no statistically significant relationship between the two parameters. Nagaland, a state where the rate of population increase is observed to be the highest, shows the lowest extent of deforestation. Manipur, Meghalaya and Tripura exhibit more or less similar rates of population growth but differ considerably with respect to the loss of forest cover during the same period. Data on forest cover and population merely at two points of time are indeed inadequate for drawing any precise trends or relationships. Further, demands on forest by the increasing population may not necessarily get expressed as deforestation in a true sense.

Traditional Knowledge for Sustainability

To avert the threats, natural and social sciences have helped by acquiring and applying knowledge about ecosystem conservation and restoration and by strengthening the policy and practice of sustainable development. The concept recognizes that the well-being of human society is closely related to the well-being of natural ecosystem. The intellectual resources on which the sustainability science is building the need is to take into account the knowledge of local people as well. We need therefore, to foster a sustainability science that draws on the collective intellectual resources of both formal sciences, and local knowledge system of knowledge. Management of natural resources cannot afford to be the subject of just any single body knowledge such as the Western science, but it has to take into consideration the plurality of knowledge systems. There is a more fundamental reason for the integration of knowledge systems. Application of scientific research and local knowledge contributes both to the equity, opportunity, security and empowerment of local communities, as well as to the sustainability of the natural resources. Local knowledge helps in scenario analysis, data collection, management planning, designing of the adaptive strategies to learn and get feedback, and institutional support to put policies in to practice. Local knowledge systems have been found to contribute to sustainability in

diverse fields such as biodiversity conservation and maintenance of ecosystems services, tropical ecological and bio-cultural restoration, sustainable water management, genetic resource conservation and management of other natural resources. Local knowledge has also been found useful for ecosystems restoration and often has ingredients of adaptive management.

Folk Medicine

Folk medicine incorporates healing practices and ideas on health care which are confined to a particular group in a culture, and are usually transmitted orally or word of mouth. It may also be known as Traditional, Alternative, Indigenous or Complementary medicine. These terms are often comparable however, only Indigenous and Traditional medicine are well harmonizing with folk medicine, while others can be considered in contemporary context. A few folk preparations are of incredibly high therapeutic value. Folk medicine has been promoted by various folk communities. Unlike Ayurveda, this stream of health has no codified speculative foundations. Customs or traditional rituals rooted in the beliefs of communities formed its basis. Thus, folk medicine is a folk epistemology that brings together the diversity hidden in folklore. However, folk medicine can further be categorized as tribal or rural medicine. Many folk therapies are practiced by Indian tribes and rural people for curing diseases. For instance, oil massage therapy, which traces its roots back to 3000 years, can cure a variety of physical and mental diseases, strains and tensions, arthritis, spondylitis, paralysis, obesity, sinusitis, migraine and rheumatism; magnetic therapy, involves the use of positive forces of a magnet to treat diseases; mud therapy, which is regarded as 1000 years old therapy, involves the use of mud paste on body to protect against diseases such as migraine, insomnia, mental disorders, sinusitis, asthma, indigestion, arthritis, viral infection, general ill health. A range of traditional therapies have been described for incurable diseases including *talam* 12 for treating insomnia, improving eyesight, curing skin disorders and headache; *Chakra Basti*, 13 for curing dyspepsia and alleviating constipation; *Greeva Basti* 14 for curing the cervical spondylosis and chronic pain in the neck region and *Netra Dhara* 15 for treating cataract and improving eyesight. In addition, there are numerous folk traditions linked with curing of snake and insect bite, birthing, bone setting, curing of jaundice, herpes, etc. which are carried out by specialized healers. Apart from herbal drugs, communities have been making use of animal products in various medical preparations. The animal body parts are

not only used for healing purpose but also in magico-religious purpose, both by aboriginal and western societies across the globe. In India, almost 15–20 % of Ayurvedic preparations are derived from animals and different ethnic groups use animal-derived substances for healing human ailments. Thus, though various developmental processes have led to the homogenization of cultures, contemporary societies are fighting against diseases and sufferings using their traditional therapeutic procedures. Traditional and complementary or alternative medicine provides an important health care service to persons both with and without geographic or financial access to allopathic medicine. It has confirmed efficacy in areas such as mental health, disease prevention, treatment of non-communicable diseases and enhancement of quality of life for people with chronic diseases as well as for the ageing population. The World Health Organization has encouraged and supported its member states in incorporating traditional and complementary or alternative medicine in national health care systems so as to ensure its genuine use.

Maintaining Ownership and Control of Traditional Knowledge

Natives own the intellectual property rights to their traditional knowledge, even if much of it has yet to be written down. No one has the right to document or use traditional knowledge without permission. And, when their knowledge is recorded by others, Natives have the right to insist that it not be taken out of context or misrepresented. When traditional knowledge is cited by others, Natives also have the right to insist that the source of this knowledge be properly acknowledged. In other words, Native have the rights to own and control access to their traditional knowledge. Native possess both collective and individual traditional knowledge. Most traditional knowledge is shared among community members. But some traditional knowledge may be specific to an individual. For example, some elders and resource-users will, because of different life experiences, be the only source of certain types of traditional knowledge.

It remains up to the individual to decide whether s/he wishes to share his/her knowledge with outside parties. However, we recognize that there is an urgent need to assume and maintain control over how local and traditional knowledge is collected, interpreted and used by non-local interests. Thus, we are in the process of formally taking responsibility for, and control of, any traditional knowledge studies to be carried out in Native communities. This is not to suggest that biologists and other researchers

are not welcomed to participate in traditional knowledge research. Rather, by having this type of research controlled locally, it will ensure that:

- Community needs and interests will be served first, and
- The real contributions of local and traditional knowledge will have the potential to be realized.

Conclusion

The effort to realize and uphold an optimum state of health has always drilled the minds of men and as a result, a number of healing systems have evolved around the world. Communities have devised systems to alleviate the tiresome arising out of illnesses using their own technique, which vary from one community to another. The history of the relationship between plants and healing medications takes us back to the evolution of medicine itself. The Himalayan region is rich in biological resources and traditional knowledge. In former times, and still today, traditional knowledge and practices provided the basis for the wellbeing and livelihoods of the indigenous mountain communities, maintaining their health and replenishing the environment. In modern times, traditional knowledge and biological resources have been used by the food industry, the pharmaceutical industry, and the cosmetic industry, and there is a long history of traditional knowledge in the evolution of modern food crops. In the Central Himalayan region, a magical therapy, called jagar is practiced against diseases. According to people, this is the greatest cure for many non-curable diseases, especially the psychiatric disorders. Jagar is generally organized at night and takes one night or twenty-two nights depending upon the severity of the wrath of the local God. In India, folk medicine is highly conditioned by the impact of folk deities and, sometimes it is so deep rooted that medicine and folk deities become an integrated whole.

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University in Society: An Evolving Strategy

Sujit Kumar Paul

India is facing problems of population, poverty, illiteracy, corruption, and unemployment. In order to solve these problems, we need a mobilized and participatory society. This can only be possible through an effective programme of continuous learning. Promoting education for life must get priority in our national agenda. Presently, extension education, distance education and continuing education are the main modes of providing life-long education in our country. Life-long education should enable people to develop awareness of themselves and their environment and encourage them to play their social role at work, in the government of the country and in the community. Life-long education should provide wide access to information and empowerment of masses and make efforts for an achieving and aspiring society. Learning is the process of acquiring knowledge. It is the acquired behaviour which is part and parcel of life - 'a process of living'. If there exists a genuine learning society, then its entire citizen must engage themselves in education right from birth to death.

Education is one of the essential necessities of human kind. It is because of his education, a human being is able to discriminate between right and wrong, between good and bad and between useful and harmful. Education from the very beginning has been considered to be of vital importance both for development of individual as well as effective functioning of society. Education awakens knowledge and develops analytical capacity to understand the different situations that people come across and to adjust according to their requirements. Education is indeed a good skill to have. The main value which education has promoted is ambition, a desire to go ahead of others, to outshine others. Connecting people to jobs is not the only function of education; education is mainly that which connects people to higher values, which transcend people, liberates them, which turns people into candles where the flame is forever trying to rise, spread light. The significance of the role of education in the development had been part of the development discourse from its very inception. More recently, 'basic education' for children, youth and adults has come to be central to the efforts

dedicated to sustainable development. It has come to be well understood that 'Education for all' is a necessary concomitant of participative democratic politics, for participation in the economy, for adoption and use of technology in the process of modernization, and for renewing and enjoying cultures. Education for sustainable development will have to be generously resourced to be able to serve the need of children and youth by formal schooling, and the needs of adult men and women offering them non-formal education in out-of-school setting. Education is truly peoples' education without which it is impossible to talk about building peoples' republics. Education is needed both for modernization and democratization. The process of education goes on throughout life.

Education, according to the great Indian poet and philosopher Gurudev Rabindranath Tagore, is the all-round growth and development of the individual in harmony with the universal, the Supreme person who has in himself the various levels or planes of consciousness and experience corresponding to man's physical self, life, mind and soul. Tagore had brought out a unique institution that aimed at connecting hearts to each other, whether between the teacher and the taught or among the learners themselves. Tagore started his own movement for self-reliance through his Visva-Bharati. His understanding of nature and dissemination of the knowledge process through the elements that control the body, mind and soul of human beings has made Visva-Bharati a unique global village. Visva-Bharati located in the twin campus of Santiniketan and Sriniketan, was founded by Gurudev Rabindranath Tagore with a motto - "Where the world makes its home in a single nest". Establishing a link with the world was one aspect of the Visva-Bharati ideal of totality from its very inception. On the other hand was its ideal of total activity, the attempt to make education relate to life in all its aspects. Sriniketan was deliberately made into a laboratory for this endeavour although the spirit of it was always there in the Santiniketan education. Visiting the villages and getting acquainted with them had, for instance, been part of the curriculum for the students and teachers of Santiniketan.

Tagore was convinced that education cannot be imparted fruitfully and meaningfully unless the teachers are close to the students and hence developed the *tapovan* (hermitage) model of education. In this system, teachers and pupils lived together and education was imparted in the freedom of nature without unhealthy competition and routine examination. It was obligatory for the teachers and students of the school to visit the neighbouring villages to probe and understand the problems of the villagers. He explains

the significance of Visva-Bharati - "If schools in a true sense are established in India, then its sciences of economics, agriculture, hygiene and in fact all its operative sciences, should be spread out to the surrounding rural areas, centering around the original institution. This institution will then occupy the central place of Indian life style. This institution will arrange tilling the best way, look after the cattle and weaving in ideal manner and by adopting cooperative method will achieve financial self-sufficiency. They will have to associate with neighbouring residents intimately; I have proposed to name this kind of institution as Visva-Bharati".

The aim of education for Tagore is to realize the 'complete man', the 'eternal man', and the 'universal man' in one's being. Tagore was unsatisfied with the popular method of education which according to him is not useful for practical purpose and which cannot properly educate man to be a "universal man". Tagore emphasises that man is essentially a social being and hence his ideal of education should be, how to be a useful member of society, to be a good citizen of the country. He believes that man is at the same time social, political, and spiritual, and hence his education aims at development of all aspects of man's personality. The basic element of his educational system is to unfold the faculties of mind in an atmosphere of freedom, - the school creates that environment. For proper education he gives much stress on the surrounding atmosphere. He believes that an educational centre should aim at providing children with opportunities for realizing that they live in a neighbourly world with diverse kinds of people.

It is well known that Gurudev Tagore was not happy with the then educational system introduced by the British Colonists in India and his lack of faith in the formal education system of the British soon prompted him to formulate his own concept of education. In fact, Tagore was the pioneer of non-formal education movement in India both in concept and action.

He says that education should not only be informative, but it should make our life in harmony with all existence. According to him that ideal can best be realized, in "*Tapovans*" of ancient India. In Santiniketan, he founded his school in natural surroundings - a modern form of ancient '*ashramas*' of India. The education which students acquire from only books cannot help them in their social life, but when they come in contact with living persons and nature, they can get best education. He says, "Where mind is developed, there should be open space around it. In nature one's mind can get that open air variously and beautifully." He believes that in '*tapovanas*' one's

consciousness gets united with the surrounding nature. One can learn from sky, trees, air and animals and that give him the best education. All students and teachers should live in close contact of one another so that they can be bound by mutual relationship of love and understanding. It helps a student to be a good member of the society. According to Tagore the aim of education is to strengthen our sense of values as well as to provide us training to apply them.

Tagore's philosophy and his principles of education were not the outcome of any training he had received at a pedagogical institute or a University, for he had attended neither. His philosophy was the philosophy of an artist and of a poetic genius.

Tagore viewed that the soul of India lies in her villages and only when the villages are awakened and realize its full potentialities, will India be truly independent and usher in a new era of social and economic order with justice. It has been widely recognized that education shapes the life of a person and exposes the lifestyle and occupation depending upon the level of education. Values are the outcome of education one receives from the family, social environment and the educational institutions. Tagore believed that the education of the people would change their attitudes and behaviours to a great extent, which will empower them to think positively and contribute meaningfully to self and the society at large. Tagore felt that the care of semi-starved, malaria-stricken people, who live in poverty and despair, had to be included in the scheme of education.

For the purpose of comprehensive development of quality of life, Tagore thought of education as the most important tool, and thus introduced, in Visva-Bharati a system of education in which the constructive as well as the creative potentiality of man be meaningfully appreciated and universalized. The system of education was not to simply impart encapsulated information to the students but to favourably nourish their natural freedom and love for self-expression. The students were made aware of their cultural heritage and specifically oriented to learn and work with pleasure in close and intimate association with the surrounding nature, man and society. His system of education was also intended to reinforce the moral bonds among man, nature and super nature.

Tagore once mentioned in one of his writings "... education should be a part of the daily life, and should be conducted in the same tune as the pace

of life, and must not be treated as an item to be put in a cage called the class. And, the environment that regularly and directly or indirectly educates us should also be linked with the process. One side of this natural school should concern observations and the other side should involve experimentations, and above all, the school should promote happiness in the minds of its pupils". The appeal of spreading happiness in the minds of pupils through the process of education is now kind of stumped under the literal pressure of text and exercise books. The horizon of knowledge is ever-expanding, but there has been no change of the fact that a day remains restricted to only twenty-four hours! The primary victims of this phenomenon have been sports and games, which are so very essential for physical and mental development of children. Unfortunately, children have no time for sports and games any more. Everyday commuting long distances and private coaching etc. also take their toll on the children's time. This is a very unhealthy situation. The poet could foresee this when he said, "I refuse to call it a happy situation when one gets pressurized by the process of education". The objective of education is to ensure the development of the energy that is latent in the students and to believe that rural development depended primarily on the spread of education in villages, and the comprehensive development of a country like India, which is primarily comprised of villages, is possible through rural development only. He engaged himself in developing a sense of self-confidence amongst the villagers through a process of education. Simultaneously, he also emphasized on skill building amongst them in agriculture and other vocations. He also believed that Art and Music has role to perform in such a venture.

Any institution that exists in society continues to command social recognition as long as it remains useful for society. In fact, the very existence as also the continuance of all social institutions depends upon their functional utility, especially in the area of their operation for the social system in which they exist. A University as the highest-level educational institution concerned with generation and dissemination of knowledge in contemporary society has to be socially relevant and useful for which it is necessary that it must direct all its pursuits in such a manner that its end product may promote the multi-faceted but integrated development of society in which it exists to enable its members to live a healthy and happy life. Traditionally, universities in India were concerned with teaching and research only. The widely accepted function of the university is communication of existing knowledge and extension of the frontiers of knowledge through research and creative activity. Universities have to reach out to the community and hence new models

and varying alternatives have to be evolved with stress on flexibility, diversification, evolving newer techniques and widening of horizons.

The concept of university as an institution intended to provide higher education in all possible subjects is an illustration of how an inaccurate idea, once formed can gain such wide currency that, after a time, the true and original concept is obscured and even forgotten. The inaccuracy is traceable to the confusion in the popular mind between the Latin word *universitas* and the English word "universe". The word "university is an English translation of the Latin word *universitas* which originally meant any community or corporation in its collective aspects. It denoted a corporate group of persons, organized for teaching or for advancing scholarship. The word *universitas* had thus no bearing whatsoever on the range of studies. In course of time, the word came to mean an academic corporation with a juristic character which enjoyed certain powers and privileges connected with the higher learning and were recognized as such by Church or a civil authority.

University education all over the world, and especially in England and America, has undergone changes, and it is very necessary that our University should keep abreast of modern ideas and tendencies. A modern university should provide for a multilevel training system which will be able to meet the country's needs more effectively and enable a greater number of people to continue to use and develop their skills at different periods of their lives. Being an active agent of social change, the universities have continuously to satisfy the needs of modern society, find out whether the education system is capable of meeting these needs and then accordingly plan the future strategy. When asked "what will be the ideals of Indian Education once the country become independent?" Gandhiji responded by saying "character formation should be the basic ideals of education. Once the country became independent, we would think of an education system that would inculcate a sense of courage and strength and many other desirable qualities, so that people are motivated to dump pettiness under the force of their search for high ideals". Reflecting on Tagore's thoughts, he had further said 'comprehensive development of the various desirable qualities latent in human minds should be basic aim of education. The human society should be treated as the class room, no book should be considered to be better equipped to teach". Tagore was led by such thoughts while dedicating himself in raising the standards of living in the villages adjacent to Sriniketan and

even today, Visva-Bharati has been doing its best to keep his thoughts alive. He firmly expected to engage the products of the education system.

One widely accepted function of the university is communication of existing knowledge through research and creative activity. If university succeeds in achieving its basic obligations, communication and extension of knowledge, it brings into its wake the evidence of its success. The University Grants Commission (UGC) in their policy frame on Higher Education recognized Extension as the third dimension of the Institutions of Higher Education in addition to the earlier two-fold dimensions of teaching and research. As per the UGC policy frame, if the University system has to discharge adequately its responsibility to the entire education system and to the society as a whole, it must assume extension as the third important 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. The acceptance of Extension as the third dimension equal in importance to teaching and research was in the context of a growing realization that universities and colleges having institutional resources such as knowledge, manpower and physical, have an obligation to develop the spirit of community services with particular reference to overall and diverse learning needs of all the segments of the community. This third dimension aims to promote a meaningful and sustained rapport between the Universities and the community. It aims to extend knowledge and other institutional resources to the community and secondly to gain insights from contacts between knowledge resources and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research. It is a two way process between the experts and the people, an intellectual intervention in the community burning problems which need to be overcome by education. Guidelines of 1988 of UGC accepted the philosophy of lifelong learning and continuing education as a part of the total education programme to get teachers and students of the university involved in extension education. With the formulation of the UGC policy frame of 1977, a process of involving the university system to participate in extension programmes through the Centres for Adult Education. In 1983, the UGC converted the Centres for Adult Education into full-fledged university departments for adult, continuing education and extension. All the extension programmes in each university were to be brought under the umbrella of this department. The objectives of the University through this department are:

- a. To enable the universities to establish the necessary linkage with the community, with a view to fostering social change through meaningful relationship which are mutually beneficial by offering need based and relevant educational programmes that may ultimately facilitate self-reliance;
- b. To Provide opportunities for disseminating knowledge in all walks of life in different segments of population to enable individuals and groups to fill-up the gaps in their intellectual growth, professional and technical competence and understanding of contemporary issues;
- c. To cater the felt needs of all sections of society but specially to the needs of the less privileged and underprivileged sections in order to secure their effective participation in development;
- d. To enrich higher education by integrating the education and extension work in the system and thus provide opportunities to remove its isolation;
- e. To provide an opportunity to the faculty and the students to an exposition of field experiences and to sensitize themselves with the problems and realities;
- f. To enable the participation of faculty and students in extension, research and action research in selected areas in relation to major problems of development.

It is well known that the impact of globalization has placed new demands on the education system. Transformation with rapid change is taking place everywhere. The student and youth have to be prepared by the university to adopt change and learn new skills in accordance with the new demands of the world of work. In other words, the university system has to prepare the student to be a lifelong learner. Then only will the student be able to sustain his knowledge and skills at an international bench mark level. While universities have to enhance student employability skill through a formal system, on the other hand, the non-formal stream of education is being developed by the Ministry of Human Resource Development for reaching education to the unreached. There is a rapid growth of the National Institute of Open Schooling and State Open Schools and improvisation of quality teaching through the development of a momentum in Sarva Shiksha Abhiyan (SSA) under the Education for All Programme and also under RTE. Universities also have to integrate formal and non-formal education by opening their doors to adult learners for lifelong learning programmes by making the university an adult learner friendly institution. Under the Tenth

and Eleventh Five Year Plan Guidelines on Adult and Lifelong Learning and Extension of UGC, the departments have to play a more dynamic role.

The universities that have decided to participate in the programme recognize the priorities in the programme, like helping the weaker sections of the society. Several universities are inclined to consider the question of linking the social welfare work with the curriculum. They realize that the extension activity should be considered at least as important as teaching and research and that the teachers who do good work in the community service for the society should get recognition in terms of promotions, appointments to higher positions, and for other lucrative assignments. Similarly, students who do good work should be given academic credit and preference in the employment market. Higher education is assuming an increasingly important role in the educational system of our country. It is expected to respond to the new demands and challenges arising out of a rapid transformation of the society. In addition to the traditional functions of higher education, teaching, training and research, as a means for the transmission and advancement of knowledge and for the provision of qualified manpower, new emphasis is now being laid on the obligation to adopt the higher education system to the many needs of the society in which it operates. A balance is to be struck between the new and the traditional functions. On the one hand there is need to study and experience the problems of the community so that the institutions of higher education would be able to fulfill their responsibilities towards society while at the same time remaining true to their own mission. In other words, it needs to be considered how the universities are to reconcile their traditional role with their new role and mission of serving the community.

In the early years of independence in India, there was a deep controversy among social workers in rural areas about the relative importance of education and economic development. Some held that education would solve all problems and once they were educated, they would devise ways and means to improve their style of living. Others held that it is no use of teaching hungry masses and education would take care of itself when the people's standard of living improved. However, this controversy proved to be futile, as the realization dawned that both these processes were complementary and could go on side by side.

In the history of rural development programmes in India, Rabindranath Tagore is known as a pioneer for his Sriniketan Experiment on Rural

Reconstruction initiated in 1922, with the ideal "to bring back life in its completeness into the villages making them self-reliant and self-respectful, acquainted with the cultural tradition of their own country and competent to make an efficient use of modern resources for the improvement of their physical, intellectual and economic conditions". For the purpose of comprehensive development of quality of life, Tagore thought of education as the most important tool, and thus introduced, in Visva-Bharati a system of education in which the constructive as well a creative potentiality of man be meaningfully appreciated and universalized. The system of education was not to simply impart encapsulated information to the students but to favourably nourish their natural freedom and love for self-expression. The students were made aware of their cultural heritage and specifically oriented to learn and work with pleasure in close and intimate association with the surrounding nature, man and society. The Institute of Rural Reconstruction was established at Sriniketan primarily as an extension of his education system initiated at Santiniketan to the surrounding villages and be viewed as a center for experiments in rural reconstruction. This long-standing tradition of extension work at Sriniketan has enabled us to fit new programme of rural education and extension into its existing frame of work more easily.

In the modern context of emerging institutions and thrust in development, rural India is witnessing existing changes in terms of peoples' articulation of new demands, gender assertiveness, environment consciousness and grass root movements. Simultaneously, dimension of rural development and its problems are assuming greater complexities due the emerging socio-political scenario in India. Considering the emerging situation the extension department of Visva-Bharati has reorganized its activities and adopted an integrated approach to work in three vital areas viz. Research, Extension and Training. This department has been actively engaged in improving the condition of the villagers since its inception. Over the years the department has been giving emphasis on extension work. The idea is to encourage the villagers to become self-reliant through formation of village development societies, self-help groups, youth organizations, women societies etc. Visva-Bharati, however, is concerned on the one hand with its researches for the improved agricultural technologies, hybrid variety of seeds, better fertilizer and pesticides; combination of traditional and foreign arts and artifacts for small scale and cottage industries, better techniques for agro-based industries; on the other hand, through its extension activities the knowledge and experiences are transmitted to the village people. It helps to bridge gap

between their traditional knowledge with the modern one and make a new avenue for a better and improved quality of life.

Our universities, as integral parts of our national life, owe it to themselves and the nation to contribute to the preservation and extension of our cultural traditions in the context of the modern world, which through its many international organizations affords increasing opportunities for the cross-fertilization of the various national cultures. This is the time for our universities to reshape their courses of study by placing a greater emphasis on our indigenous languages, our literatures, our history and our ancient culture by making the study of these subjects obligatory on those who wish to qualify for their degrees. Emphasis should be given to participate both the students and teachers in the extension work and apply their learning for the betterment of the society.

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Out of Pocket Expenditure on Hospitalisation and Households Coping Strategies in Tamil Nadu

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Introduction

Out of pocket expenditure (OOPE) on health care refers to money spent by households and individuals for health and treatment related costs, from “out-of-their pockets”. Thus OOP payments are non-reimbursable fees which the household or family is responsible for paying directly to the health care provider or for purchase of related goods and services without the involvement of a third party. A recent World Health Statistics report for the year 2012 shows that about 60% of total health expenditure in India was paid out-of-pocket. According to World Health Organisation, OOPE in health that exceeds 40% of total household consumption expenditure may be considered “catastrophic” for the household, in that they are likely to cause serious economic distress and even push the household into poverty. Studies have used varying threshold levels of between 10-40% for the share of OOPE in total household consumption expenditure.

A national level study carried out in India by National Sample Survey Organisation (NSSO) in the year 2004 reported that the average total out of pocket annual expenditure spent by households for inpatient care was Rs 6225/-. Another study from Vadodara, Gujarat by Michel Kent Ranson et al (2011) found the median OOP expenditure per day reported for hospitalisation in rural areas were Rs 390/- and Rs.1530/- respectively at public and private facilities, and as high as Rs 678 and Rs 4330 in public and private facilities in urban areas. Other studies also show that households which used private hospitals for inpatient care spent an exorbitantly high percentage of their ability to pay. Institute of Health Management Research (IHMR) indicated that seventy one percent of private hospital users compared to 15 percent of public users in the poorest households faced catastrophic at 40%

Study was part of National level survey conducted in seven states of India on Out-of-pocket expenditure on health care supported by PRAYAS – Chittorgarh and Oxfam India.

threshold level in West Bengal in the year 2008. A more recent study from Tamil Nadu by Vaishnavi SD and Umakant Das (2011) also found that about three fifths of households which sought treatment in private hospitals incurred catastrophic payments at the 10% threshold levels.

Numerous studies have indicated that the poor become utterly vulnerable when they seek medical care for major ailments (Michel Kent Ranson and etal 2011, Krishna A 2006). Studies examining source of health care financing show borrowings and selling of assets was the main source reported by poor households for in-patient care (IHMR 2008, Vaishnavi SD and Umakant Das 2011 and Michel Kent Ranson etal 2011). Every year, about one quarter of those hospitalised in India are estimated to slip into poverty due to catastrophic payment for availing health care. Krishna A (2006) study from rural Andhra Pradesh reported that health care expenses, high-interest private debt, social and customary expenses are the three main factors that result in many families' descent into poverty. A recent research by Gupta I (2009) on national level estimates on OOPE and poverty has clearly shown that health expenditures account for an average increase in poverty by as much as 3.6 % and 2.9% for rural and urban areas.

Tamil Nadu is one of the southern states of India which has made significant progress towards universal access to maternal health care services. In 2010-11, nearly all births (99.8%) were institutional and the public sector was predominantly used for maternal health care (Government of India, Family Welfare Statistics 2011). The state has a good network of public health facilities as compared to other states of India. In spite of these developments people in Tamil Nadu heavily depend on the private sector for their other health care needs and more importantly, for in-patient care. Consequently they face heavy out of pocket payments and catastrophic economic shocks. The present study attempted to document the burden of out-of-pocket expenditure on hospitalisation to rural households and trace their coping mechanisms/ strategies.

The specific objectives were:

- To document the out of pocket expenditure on hospitalisation at public and private health care facilities.
- To assess the proportion of households incurring catastrophic payment on hospitalisation at public and private facilities, and how this varies by household economic status.

- To explore and compare different coping strategies adopted by rural households for financing in-patient health care.

Data and Methodology

The data for the study was drawn from a household health expenditure survey carried out by Rural Women's Social Education Centre (RUWSEC), a NGO working for women's health and rights issues in Tamil Nadu. This survey was as a part of national study conducted in seven states of India by PRAYAS Rajasthan and supported by Oxfam India.

A stratified multistage sampling design was adopted for selection of households for the study. Using probability proportion to size, 30 sample villages (first sample units) were selected from three districts; Coimbatore, Virudhunagar and Vellore in Tamil Nadu. Complete house-listing was done in small villages and large villages having an approximate population of 1200 or more were divided in to a suitable number of hamlet groups and from them, two hamlets groups were selected for complete house listing. The purpose of house listing was to identify household with one or more hospitalised persons in the 365 days preceding the date of survey.

For the purposes of this study, hospitalisation was defined as admission of person to avail medical services as an indoor patient in any medial institution that has provisions for admitting sick persons as in-patients. Women admitted for abortion, delivery care and contraceptive services were not included.

There were 9121 households in the 30 villages and of them, 2184 reported having one or more hospitalised persons during the reference period. It implies that nearly one out of every four households in the sample (23.9%) had an instance of hospitalisation.

From the list of hospitalised households, eight households per village were selected randomly for the detailed household-based survey. Thus, 240 households were chosen for the interview, of which 237 were finally covered by the survey. We used the NSSO 60th round survey schedule for the study. The tool was translated in the local languages and administered.

Standard ethical procedures were adopted in the research, the objectives and methods of the study were clearly explained to the participants. Written

consent from participants was obtained before collection of data. Field data collection was carried out during April - June 2011.

The study defined out-of-pocket expenditure as including two major components: 1) Medical expenses which include doctor or surgeon's fee, medicines, diagnostic tests, bed charges, attendant charges, physiotherapy, personal medical appliances, food and other materials, blood, oxygen cylinder, ambulance services etc and expenditure not elsewhere reported. 2) Non medical expenses, which include transportation (other than ambulance), food expenses and lodging charges of escorts, informal expenses like telephone charges, soap, tooth paste etc. Thus, the total OOP expenditure here refers to the sum of medical and non medical expenditures, incurred by households for one or more inpatient care services during the recall period of 365 days.

In order to estimate the cost burden associated with health payments at household level, annual OOP expenditures were scaled down to one month, in order to be able to compare with household consumption expenditure data which is available at the monthly level. In the present paper the OOP payments equal to 40% of household consumption expenditure or more is considered as catastrophic.

Variables used

Independent variables

- *Caste*: There are two major caste categories; a) Scheduled Caste b) 'Others' which includes backward, most backward castes and forward caste households
- *House Type*: On the basis of structure of the house in which household resides, it is classified in to three types a) Kucha (Huts) b) Semi Pucca (Brick wall with tiled roof) c) Pucca houses (Concrete houses)
- *Land owing status*: Based on the possession of agricultural land, households classified a) Land owned and b) Landless households
- *Monthly Per capita Consumption Expenditure (MPCE)*. Using monthly household consumption expenditure and number of persons residing in the household, MPCE is calculated. Then they are classified into four quartiles.

Dependent variables

- *Place of Hospitalisation*: Proportion of households which sought treatment in private hospitals.
- *Cost of Health care* : Median out of pocket expenditure incurred for hospitalisation to the households
- *Extent of Catastrophic health expenditure*: Proportion of households who spent 40 or more percent of their monthly household consumption expenditure for treatment
- *Source of health financing*: Proportion of households borrowed and or sold their assets to finance health care expenses.

Findings from the study

Profile of the sample households

Almost all the households (94 %) except 14 were Hindus. Only one third of them were scheduled caste households, a large majority of them belonged to 'other' caste group (56% other backward castes and 11% forward caste). Every second households in the sample (50%) resided in pucca houses (Concrete roof with well furnished floor and walls) another forty four percent lived in semi pucca houses (Tiles with cement floor). Only six percent of the families (6%) lived in kuccha houses (Huts). Though it is a rural sample, majority of households (67.5%) did not own any agricultural land.

On looking into household consumption expenditures pattern we found that exactly half of the families spent Rs. 4,100/- or less per month and another 27 percent fall between Rs.4,100/- 6,000/-. The other 23 percent incurred over Rs.6,000/-. The mean and median household consumption expenditures reported in the study were Rs.4,896/- and Rs.4,100/- respectively.

A large majority of the households (67%) had four or more persons and the remaining one third had three or less members. The average household size was four. The average monthly per capita consumption expenditure calculated in the sample was Rs.1,390 which is very close to NSSO 2009-2010 survey results of rural Tamil Nadu (Rs.1,160/-). Here, it must also be noted that the survey was done two years after the NSSO survey.

In a majority of the households (82.7%) only one person had been hospitalised. Thirty six households (15.2%) had single person with multiple

episodes of hospitalisation and/ or place of treatment. Five households had more than one person hospitalised during the reference period.

Type of provider/institution

This study indicates that private hospitals are predominantly used for inpatient care services in rural Tamil Nadu. Two-thirds of the households in the study (68.4%) sought treatment at private hospitals and another five percent used both public and private institutions. Only one out of four of the households (26%) exclusively accessed government health facilities. Similar findings are reported in earlier studies done in Tamil Nadu by different researchers (Duraisamy, 1998 Peters et al, 2002 Vashinavi and U Dash, 2009).

In the following analysis, households which used both public and private sectors are considered as 'ever users' of private hospitals and households exclusively used public sector services are treated as 'never users' of private facilities for the reference period of one year proceeding the date of survey. It is seen from the **Table-1** that nearly three fourth of the households (73.8%) in the study sought treatment at private hospitals. Although the proportion who sought treatment in private sector was slightly more in households of better -socio economic status as compared poorer households, the association between place of treatment and households' background characteristics were not statistically significant. In other words, irrespective of households' socio-economic status, there is heavy dependence of private hospitals for in- patient care.

Table- 1
Source of hospitalisation by household characteristics (in%)

Background characteristics	Never users of private hospitals	Ever users of private hospitals	Total N
Caste			
SC	30.38	69.62	79
Others	24.10	75.90	158
House Type			
Kuccha	28.57	71.43	14
Semi-pucca	27.88	72.12	104
Pucca	24.37	75.63	119
Landowning status			
Land less	27.50	72.50	160
Land Owned	23.38	76.62	77
MPCE Quartiles			
First (<= Rs. 750)	25.00	75.00	64
Second (Rs.751-1000)	32.73	67.27	55
Third (Rs.1001-1500)	27.69	72.31	65
Fourth (Rs. 1501 and above)	18.87	81.13	53
Total	26.16	73.84	237

Out of Pocket Expenditure

The total annual out of pocket payments to households on hospitalisation was varied widely and ranged between Rs. 50/- to Rs 3,060,00/-. Since the mean is affected by extreme values, we have considered median OOP.

It is seen from the **Table-2** that households which depend on private providers spent a much higher amount for in-patient care. The median annual OOP payments of ever users of private facilities was Rs.19,583/- which was about 14.5 times high as compared to OOP of households which utilised government sector health facilities (Rs.1,350/-). Among never users of private institutions, the median OOP payment did not vary much by social and economic characteristics of the household. But among ever users of private health facilities, OOP varied significantly. Non schedules caste, land owning and households residing in pucca houses spent a significantly higher amount than the others. Importantly, the median annual expenditures by households at private facilities increased significantly by MPCE level. In the bottom MPCE group it was Rs.13325/- and increased to Rs. 15000 for the second MPCE, then reached its maximum of Rs.33,400 for the top MPCE group. Thus, households in the highest MPCE quartile spent 2.5 times more for inpatient care at private sector as compared to those in the lowest MPCE quartile. This may be because of differences in selection of hospitals. Poor families may use small hospitals and rich could opt for big or multi specialty hospitals.

Table -2
Annual hospitalisation expenses to households (in Rupees)

Table -2 Annual hospitalisation expenses to households (in Rupees)						
Variables	Ever Users of Private Hospitals			Never Users of Private Hospitals		
	Mean Rs	Median Rs	N	Mean Rs	Median Rs	N
Caste						
SC	23704	18050	55	2475	1475	24
Others	41309	19833	120	5362	1262	38
House type						
Kaccha	22990	20275	10	4443	1100	4
Semi-pucca	32014	11500	75	6052	1300	29
Pucca	40332	22475	90	2410	1450	29
Land owning						
Land less	32369	19025	116	5006	1475	44
Land Owned	42476	21300	59	2383	1165	18
MPCE Quartiles						
First (<=Rs.750)	24635	13325	48	2630	1250	16
Second (751-1000)	36449	15000	37	9107	1715	18
Third (1001-1500)	26283	18700	47	2412	1300	18
Fourth (Rs.1501 and above)	58032	33400	43	1375	975	10
Total	35776	19583	175	4245	1350	62

When we scaled down the annual OOP expenditures to monthly OOP expenditures, we observed that the overall median monthly OOP expenditure to the households for inpatient care was Rs. 796/- which accounted for 19.4 per cent of the household monthly consumption expenditure. Thus, even the median is above the threshold for catastrophic expenditure of 10% or 20% used by many studies.

Table-3
Catastrophic Payments at 40 % Threshold Level

Caste	Percentage	Total
SC	27.8	79
Others	38.0	158
Land owning		
Land less	33.8	160
Land Owned	36.4	77
House Type		
Kuccha	35.7	14
Semi-pucca	31.7	104
Pucca	37.0	119
MPCE Quartiles		
First (<=750)	39.1	64
Second (751-1000)	34.5	55
Third (1001-1500)	24.6	65
Fourth (1501 and above)	41.5	53
Use of Private Hospitals *		
Never users	3.2	62
Ever users	45.7	175
Total	34.6	237

Around 35 percent of the study households faced catastrophic payments at 40 percent threshold level. We found that the proportion of households facing catastrophic financial shocks did not vary significantly by caste, house type and land owing status of the families, or by MPCE quartile. The incidence of catastrophic payment was noticeably high among MPCE quartile. Importantly, there was a significant difference by type of provider/institution. Forty six percent of the households who ever-used private health care services faced catastrophic financial shocks but among those who only used government facility it was only three percent **Table-3**. In other words 15 times as many ever-users of private providers/facilities faced catastrophic health expenditure as compared to exclusively public- facility users. The findings suggests that almost every second household which sought

treatment in a private hospital experienced catastrophic financial shocks. The association between the type of provider and catastrophic is highly significant.

Table - 4
Incidence of catastrophic payments at different threshold levels by provider (in percentage)

Catastrophic payments Threshold levels	Never Users of Private hospitals	Ever Users of private hospitals	Total
	N= 62	N=175	N=237
10%	13	78	61
25%	7	61	45
40%	3	46	35
75%	2	23	18
100%	2	19	14

It is clear from **Table - 4** above that the incidence of catastrophic payments at different threshold levels by type of provider. The proportion of households which incurred catastrophic payments declined with increased threshold levels at 75 and 100 percent. However, even at the 100 percent threshold level, 14 percent of the rural families experienced catastrophic payments. This means that 14% of households in this study spent more than their average monthly per capita household consumption expenditure for inpatient health care, indicating financial ruin of such households.

Source of financing for inpatient care expenditure

Overall, only 11 out of 237 households (5%) in the study received some financial assistance from the state government or insurance payments toward meeting their in-patient care expenses. Five households received support for surgeries under Chief Minister's Health Insurance Scheme (ranged from Rs.10000 – Rs.120000/-). Four households received assistance from employers of a member of the household (Rs.5000 – Rs.2.6 lakhs). The remaining two households received payment from medical insurance companies (Rs.2800 and Rs. 80000/-).

As the OOP payment burden to households for inpatient care was very high, families adopted different coping mechanisms/strategies to manage it. There are four major sources of health care financing reported and they are - household income/savings, borrowings, contributions from friends and relatives and selling of physical assets or mortgage. The common pattern that we observed was first the households manage the expenditure with

their direct entitlements or their income and/ or savings. If the mobilised resources are not sufficient, then they go for borrowings and selling of physical assets as a part of coping strategy.

Overall, when we take into account of multiple responses, about 80 percent of the households used their direct entitlements (current income and savings) to pay for inpatient care expenses and 58 percent borrowed money for the OOP payments. Contributions from friends and relatives were the third main source reported. It is very important to note that one out of five households (21%) in the sample sold their physical assets to finance health care. Likewise, one out of five households (48/237) in the sample were/was not able to spend a single rupee from their income or savings, their entire OOP payments were exclusively financed through borrowings and selling of assets.

Only 29 percent of the households managed their out-of-pocket expenses from a single source. Nearly half of the households (47 %) drew money from two sources, and another 24.5 percent had to depend on three or four sources. **Table – 5** shows that the incidence of borrowings was significantly higher among landless and poor households. The proportion of households using borrowings is lower in the top two MPCE quartiles as compared to the lower quartiles. Similarly, the proportion of households borrowings money for health financing was significantly higher among landless group as compared with those who owned land. Thus, borrowings was the most important source of coping among poor families.

Table – 5
Coping Strategies for health care financing (in percentages)

	Income/ Savings	Borrowings	Contributions	Selling of Assets	Total N
Caste	*				
SC	87.3	64.6	34.2	17.7	79
Others	75.9	55.1	41.8	22.8	158
Landowning status		*		**	
Land owned	80.5	49.4	42.9	31.2	77
Landless	79.4	62.5	37.5	16.3	160

House type			**		
Kuccha	92.9	71.4	35.7	14.3	14
Semi-pucca	76	64.4	32.7	12.5	104
Pucca	81.5	51.3	45.4	29.4	119
MPCE Quartiles	*		**		
First	78.1	65.6	25	18.8	64
Second	80	69.1	34.5	12.7	55
Third	78.5	50.8	41.5	21.5	65
Fourth	83	47.2	58.5	32.1	53
Users of Private Hospitals				**	
Never users	74.2	48.4	27.4	3.2	62
Ever Users	81.7	61.7	43.4	27.4	175
Total	79.7	58.2	39.2	21.1	237
Row percentage total exceeds 100 due to multiple responses					
* P < 0.005 and ** P < 0.001					

On the other hand, selling of physical assets was more in the land owning and top MPCE households. Landowning families and those residing in better houses were more likely to manage the OOPE through selling of assets as they had the means to do so. It is worth noting that the proportion of households who sold their assets was many times higher among private hospital users (27.4%) as compared to government facility users (3.2%).

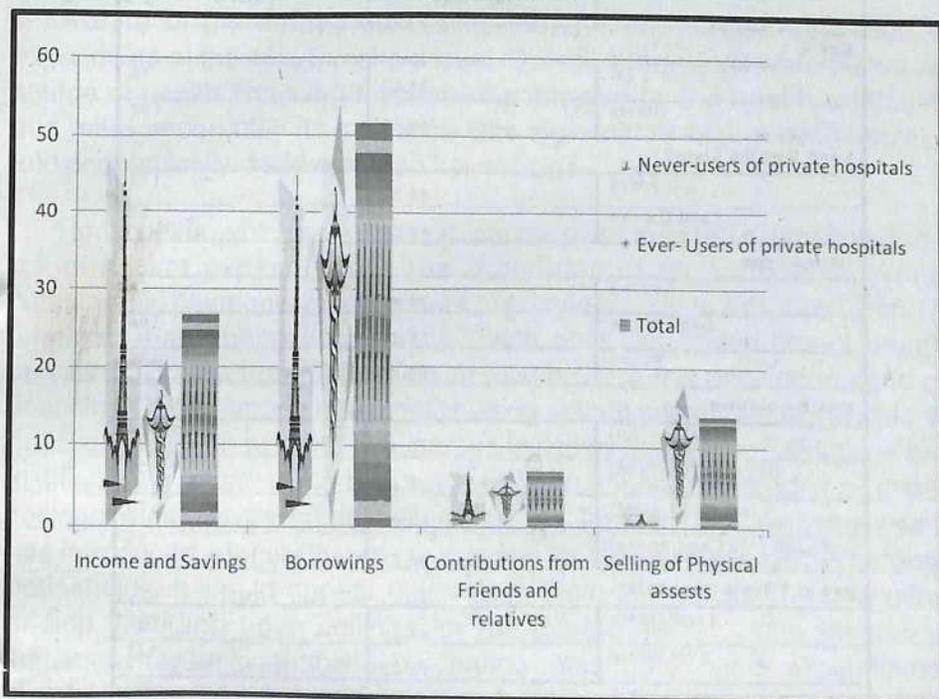
The proportion of households which received funds from friends and relatives for treatment increased significantly with MPCE level. This suggests that some part of health payment burden of better-off households was shouldered by relatives and friends.

Primary Source of Coping Mechanisms

Even though 80 percent of the households tried to manage the expenses from their income and savings (direct entitlements), in many cases its share to the total OOPE was small and other sources predominate. So, in order to find out the major source of health financing we have done an analysis of locating primary source (Primary source refers to single major source in which major part of the payment was financed) based on the amount drawn from each source. It is seen from **Chart - 1** below that when we consider primary source of financing, borrowings emerged as a single most important source of inpatient care; in total a little more than half of the households mainly depended on borrowings. For 14 percent of households, the predominant source of OOPE was money from sale of physical assets. Only 27 percent of the households were able to cover a major part of OOP payments from their income and savings. The other six percent of the households were fortunate

to manage the expenses predominantly from contributions received from friends and relatives.

Chart -1
Primary Source of Coping mechanism by source of hospitalisation



The **Table - 6** below shows that the proportion of households reporting that borrowings and sale of assets as their primary source of health financing to be slightly higher among scheduled caste, landless and those residing in kachha houses. However, these associations were not statistically significant.

The primary coping strategy differs significantly by type of provider. For hospitalisation at a government health about 47 percent were able pay out of their income and savings, whereas among private hospital users 54 percent borrowed and another 18 per cent sold their assets. These results point to two important inferences; one is that even for accessing public facilities significant proportion of households (28/62) borrowed money to meet OPE. The incidence of borrowings and selling assets was very high among households which depended on private hospitals (72.5%). The

incidence of borrowings and selling of assets was significantly higher in the households who incurred catastrophic payments than the others.

Table-6
Primary Source of Coping: Proportion of households spent from extended entitlements for health care (Borrowings and selling of assets)

	Percentage	Total N
Caste		
SC	70.90	79
Others	63.30	158
Land Owning status		
Land less	66.25	160
Land Owned	64.94	77
House Type		
Kuccha	71.43	14
Semi-pucca	65.38	104
Pucca	65.55	119
MPCE quartiles		
First (<=750)	73.44	64
Second (751-1000)	65.45	55
Third (1001-1500)	64.62	65
Fourth (1501 and above)	58.49	53
Use of Private Hospitals**		
Never Users	46.77	62
Ever Users	72.57	175
Catastrophic at 40% *		
No	61.30	155
Yes	74.40	82
Total	65.82	237

As the type of provider and incidence of catastrophic health expenditure was highly correlated, we took only type of provider as independent variable and did a regression analysis. The result indicates that as compared with public sector users households which ever used private hospitals were 3.7 times more likely to use borrowings and/ or selling of their physical assets as the primary source of health care financing.

Conclusions

Despite the fact that Tamil Nadu has good net work of rural public health

facilities and services are provided at free of cost, the utilisation of private hospital was found by this study to be predominant for in-patient care services. Similar findings are observed in earlier studies. (Vaishnavi 2009 and Peters et al 2002).

A third of the study households experienced catastrophic health expenditure at the 40% threshold level. Overall, borrowings were the major source of health financing mechanisms adopted by the rural households and more importantly its incidence was significantly high among socially and economically disadvantaged households.

Households, which accessed private hospitals incurred exorbitantly high out-of-pocket expenditures. The proportion of households incurring catastrophic payments among users of private hospitals was more than 15 times as that among households which only used government health services. Borrowings and selling of assets were the principal means of financing OOPe among households using private sector health facilities. A question arises on whether the charges levied by the private institutions are justified, and whether there is not a need to impose some kind of price-ceilings by nature of treatment. Currently, the Tamil Nadu State government has introduced a family insurance scheme for life saving surgeries for poor households. It would appear that unless there are regulations governing pricing including price ceilings for the private sector, State Insurance schemes may be incapable of preventing catastrophic health expenditures and the further immiserisation of already vulnerable population groups. The incidence of selling assets was emerged as the primary source of coping among better off households. So, these heavy out of pocket expenditure on hospitalisation would definitely have longer effect on households consumption expenditures and lead to severe poverty.

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Major Issues and Challenges in Teaching Learning Practices of Primary Teachers in Maharashtra

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"I hear and I forget, I see and I remember, I do and I understand."

- Confucius, 450 BC

"Tell me and I forget, teach me and I remember, involve me and I will learn."

- Benjamin Franklin, 1750

Introduction

Experience is a great way of learning. A great deal of teaching involves providing a secondary experience through which the learners acquire cognitive knowledge consciously and perhaps, emotions pre-consciously. The situation of the learning in the class-room is actually something far away from the reality of practice and daily living. Consequently, there has been an increasing emphasis on having a primary experience – entering a practice situation and learning through the senses – and so experiential learning is becoming more popular (Jarvis, 2010). In teaching practices more experience-based learning should be provided, so that students might actually learn like a real-life situation in the school itself. In addition, role play and simulation are being devised so that learners can experience something at least of what it is actually like to be in a 'real' situation. In this research, the focus is given on teaching – learning issues of primary schools and hence improving teaching practices of primary teachers.

Literature Review .

Kolb's experiential learning theory defines learning as the process

whereby knowledge is created through the transformation of experiences, knowledge results from the combination of grasping and transforming experience (Kolb D. , 1984).

Learning is the holistic process. Experience is the major source of learning. Learning is the process of creating knowledge. Experiential proposes (constructivist) theory of learning, whereby social knowledge is created & recreated in the personal knowledge of the learner. (Kolb, 2005).

The term “teaching practice” has been accepted almost universally and uncritically by all concerned with the preparation of teachers and its use has embraced all the learning experiences of student teachers in schools. This concept has been handed down from the earliest days of the development of training colleges. After carefully assessing teaching practice, one can observe that the underlying principles of the current practice of student teaching are probably of extremely ancient lineage (E.E & Okoye, 1994).

McGee and Fraser (2001) emphasized that it is in teaching practice that student teachers are baptized with the experience to gain knowledge of how teachers go about the many and complex task involved in actual classroom practice (McGee, 2001).

Roberstson and others pointed out that some students will require additional support, including adjustments to teaching and learning activities and/or assessment (Roberstson, E.; Zreika, S.; Albans, C; & Smith,S., 2006).

V. Manjula and other(2016) regarding importance of training and development stated that ideally, vocational training is demand-oriented and builds specific skills tailored to prospective employers' needs. Other vocational training programmes help women build a wide set of soft skills, such as conflict resolution, team building, and communication, which they can use in a variety of jobs(Manjula, 2016).

It is obvious that teachers are the backbone of the education system and are central to the reform effort. But for too long in India, teachers have been blamed for poor performance of students and the low levels of learning. The quality of an education system is limited by the quality of its teachers; the only way to improve learning outcomes is to improve classroom transactions.

Sampling and Method

From all the Secondary School Certificate Board (SSC Board) English medium Schools of Pune city 10 schools were selected with the help of random sampling. Ten teachers from each sample school were selected for the purpose of study and questionnaire was administered among the total of 100 teachers. **Survey method** was employed to identify teaching practices' issues of primary teachers.

General Information of the teachers

In the present research study the data was collected from the primary teachers of English medium private schools (SSC Board). About 99% teachers were females who are mostly married. Majority of them were taking classes from IV to VIII standard. The medium of instruction while delivering the lecture in the classroom was English; except Hindi and Marathi subjects. The subjects taken by the teachers are English, Hindi, Mathematics, Science, Social Science, Value Education, General Knowledge, etc.

The years of teaching experience also play a major role in effective teaching practices. Effective practices are based on reflective process. It was observed that 36% of teachers have the teaching experience of more than 12 years. Around 28% have an experience between 2-7 years and 25 % between 7-12 years. Only 11% of them have teaching experience between 0 – 2 years. The data also shows that the maximum teachers who have responded the questionnaire were experienced.

Learning Style of Primary Teachers

The questions were designed to find out the preferred learning style(s) of the teachers. Over the years teachers must have probably developed learning 'habits' that help them benefit more from their experience. The questions helped to pinpoint learning preferences so that they can do better in teaching practices by selecting learning experiences that suits their style. The different type of learners in Kolb learning cycle is – activists, reflectors, theorists and pragmatists. In this study learning style inventory administered on Primary teachers for the purpose of testing their learning styles.

Table - 1.1
Different Types of learners

S.No.	Different types of Learners	Responses Recorded	%	Level of Significance	X^2
1	Pragmatists	23	23%	0.01 0.05	2
2	Activists	22	22%		
3	Reflectors	31	31%		
4	Theorists	24	24%		
	Total	100	100		

The Table - 1.1 shows that the calculated chi square (X^2) value is 2; which is less than the table value (7.82) at the level of 0.05 as well as less than the table value 11.34 at the level of 0.01. It means there is no significant difference in distribution of learning styles among primary teachers. There is no learning style which is dominated among primary teachers. Therefore, the null hypothesis is accepted. This research reported that 31% teachers are reflectors in learning styles and 24% are theorists. Teachers having learning styles as activists are 22% only. But the frequency of the teachers is equally distributed among learning style preferred. It means teachers are keen on trying on ideas, theories and techniques to see if they work in practice. They like to ponder everyday experiences in the school and classroom and observe them from many different perspectives. They respond to problems and opportunities 'as a challenge' and try hard to overcome it smoothly. The respondents believe in the philosophy that: 'There is always a better way' and 'if it works its good'.

Effective factors in teaching practices

Teacher knowledge and thinking is a key to effective teaching. Understanding teacher knowledge, teacher thinking and teacher beliefs can help to understand teacher behavior in classroom (Kalra, 2010).

Table - 1.2
Effective Factors in Teaching Practices

Effective factors in teaching practices	Frequency	%	Valid %
Values & beliefs	29	29.0	29.0
Competence	17	17.0	17.0
Subject knowledge	46	46.0	46.0
Attitudes	8	8.0	8.0
Total	100	100.0	100.0

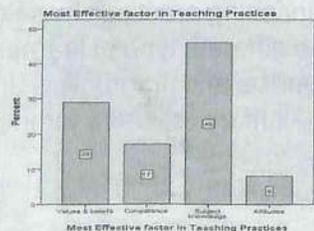


Table – 1.2 reveals that majority of the teachers (46%) believed that subject knowledge is the most important factor for effective teaching practices. The second important factor which is required for effective teaching is values and beliefs (29%). As Richard and Lockhart (1996:29) state, “what teachers do is a reflection of what they know and believe”. Teacher’s beliefs system plays decisive role in teaching/learning at primary level (Shinde, 2010). Relatively small number of teachers feels that competence (17%) in teaching and attitudes (8%) also makes teaching effective. The other responses of the teachers were focused on the objectives of teaching a particular unit, passion for teaching etc. Few of them also revealed that all these things are needed in effective teaching practices but in correct order.

Reasons for gap between Teacher teaches and Students learn

Reasons for gap between teacher teaches and Students learn	Frequency	%	Valid %
Teachers struggled to keep pace with children	13	13.0	13.0
Rate of change of students learning is changing rapidly	51	51.0	51.0
Technology driven education	18	18.0	18.0
Traditional way of teaching	18	18.0	18.0
Total	100	100.0	100.0

Table- 1.3 shows that 51% teachers believe that the rate of change of students learning is rapidly changing in education system, so the gap between the teacher teaches and students’ learning is also becoming wider. About 18% teachers believed that technology driven education and traditional way of teaching can also be reason for the same. Only 13% teachers agreed that they have struggled to keep the pace with children. The data also put light on the fact that both the teachers and students are ready to run with the rapid change in the education system. So, the research recommends that the modification in the curriculum and teaching methods is required in education system also, according to the need of the current situation.

A warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child- centered and activity- based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction (Baglari, 2014).

Table – 1.4

Skills	Teachers Priorities of skills					N = 100		
	Ranking of Problem					Weighted Mean Score	Rating (%)	Rank
1 st	2 nd	3 rd	4 th	5 th				
Scaffolding	8	11	10	12	57	220	14.3	5
Self-awareness	49	15	17	15	6	392	25.5	1
Problem Solving	3	23	37	33	4	288	18.8	3
Creative Thinking	33	32	15	10	10	378	24.6	2
Decision making	7	19	21	30	23	257	16.8	4
Total	100	100	100	100	100	1535	100	

There are many skills which are required in teaching practices. The skills make the day-to-day teaching more effective and hence it improves students' learning. Table – 1.4 shows that the first and foremost skill which is required in teaching practices is self-awareness. It was ranked first and rated 25.5%. Self-awareness means knowing our own capabilities. It sometimes helps in managing weak and strong points in the classroom. Conscious awareness can also be a part of it. Creative thinking was ranked second and rated 24.6%. Creative thinking is very important in teaching as with this teachers understand how to deliver the content properly in the class. Creative and innovative ideas are required in teaching-learning process. The skill of problem solving is rated 18.8% and ranked third. Problem solving technique has two aspects - to know students and to know about ones-self. This helps in finding the way out of many problems of students and teachers both. The right decision in the difficult situation is also an important part of teaching. The decision making skill is ranked fourth and rated 16.8% by the teachers. Scaffolding is giving support to students to come out of fear to any teaching- learning situation. This skill is rated 14.3% and ranked fifth. Teachers need to have all these skills to improve instructions and practices to their students that are suitable for the students' learning styles.

Suggestions

- Teachers are to be ready for the rigor and demands of teaching in classroom that are more challenging and diverse than ever before. Particularly due to the growing number of children with special needs, improvement in teaching cannot happen without the development of

effective teaching practices.

- Innovation should be added in the teaching-learning process. Introduction or promotions of new ideas and methods that are devised in education and school practices have substantial effect on changing the existing pattern of learning. The innovation in practices will bring fundamental and pervasive transformation in motivations, attitudes, habits and modes of thoughts and work.
- Role of ICT is emerging as new trends in education and also enhances the students' learning to a great extent. But till now in Indian scenario, teachers are teaching with the traditional methods in the classroom. It is important that teachers can learn not only to use today's technologies but should be able to handle it systematically and analytically. Today's technologies need to be integrated from the tomorrow's technology to achieve the best synergy in quality pedagogy and learning.
- Due to teacher absenteeism, mostly in the rural areas, education as well as proper learning and development at the elementary level is missing. Moreover, it creates negative impact on students' learning. A teacher creates the classroom environment and in his/her absence, the learning environment in the class diminishes.
- Development of life skills among the students is also very important and they are – thinking, self-awareness, problem solving, creative thinking, decision-making and critical thinking.

Conclusion

In recent years, the problems of teacher stress and related issues have already drawn the public attention and frequently the headlines of Newspapers. The findings of this research could also serve as a useful reference for teacher education to help the teachers relieve and cope with their work-related problems. Quality in teaching has a positive effect on students' learning and development through the combination of content mastery, command over pedagogic and communication/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment and are reflective upon their teaching practice. Main issue is that all teaching – learning processes is memory based i.e. there is no active involvement of students, so they are lacking in the development of life skills, which are important for their all-round development.

Primary teachers are overloaded with work. The phenomenon of stress

problem of teachers is widespread and is not restricted to a particular country. Teachers' stress, anger or depression, lack of motivation all gives negative effect on students' learning. The upshot of this stress directly impact students' behavior and learning. Understanding and knowledge of teaching strategies and techniques that will improve students' learning and helps to create an environment in which teachers and students can enjoy joyful learning.

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Announcement

All India Adult Education Conference to be held at Lucknow

We are glad to inform you that the Indian Adult Education Association is organizing **Sixty Second All India Adult Education Conference** at Lucknow, Uttar Pradesh on December 4-6, 2016 with the joint collaboration of India Literacy Board, Literacy House, Lucknow which is 60 years old and celebrating Diamond Jubilee.

The theme of the conference is "**Lifelong Learning for Sustainable Development**".

The sub-themes are:

1. Role of India Literacy Board (Literacy House, Lucknow) in Adult Education Movement
2. Role of Voluntary Agencies in Lifelong Learning
3. Lifelong Learning for Professional Development
4. Skill Upgradation through Lifelong Learning
5. International Cooperation and Lifelong Learning
6. Open Learning System - A Gateway to Lifelong Learning
7. Importance of Lifelong Learning for Vertical Mobility of Adult Learners
8. Role Played by Institutions in Lifelong Learning
9. Importance of Training in Adult and Lifelong Learning

Registration fee for out station participants (subsidized boarding & lodging and conference kit) - **Rs.1000/-** (for early birds upto October 15, 2016) and **Rs.1500/-** (for those who register from October 16, 2016)

Registration fee for local participants (for working lunch only & conference kit) - **Rs.500/-** (for early birds upto October 15, 2016) and **Rs.750/-** (for those who register from October 16, 2016)

Mode of Payment: Through Demand Draft drawn in favour of "Indian Adult Education Association" payable at New Delhi.

Thematic papers for Presentation:

- Submission of **Abstract** through e-mail directorიაea@gmail.com not exceeding 500 words **on or before September 30, 2016**.
- Submission of **Full paper** through e-mail directorიაea@gmail.com (MS Word, Font - New Times Roman, Font Size – 12, Spacing – one and half) **on or before October 15, 2016**.

All are cordially invited to attend the conference and confirm your participation by e-mail: iaeadelhi@gmail.com and send your registration form (**format published in this Newsletter**) by post to General Secretary, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi – 110 002 alongwith the Demand Draft.

(Dr. Madan Singh)
General Secretary

62nd All India Adult Education Conference at Lucknow (December 4-6, 2016 at Lucknow)

Delegates Registration Form

Name				
Age and Date of Birth				
Complete Postal Address including pin code	<u>Official</u>			
	<u>Residence</u>			
Whether you require accommodation (Please tick the relevant one)	Yes / No			
Telephone Numbers	Mobile			
	e-mail			
	Telephone (including STD code)	Office	Residence	
Proposed date and time of arrival at Lucknow				
Proposed date and time of departure from Lucknow				
Date	Signature			

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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, 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 iaedelhi@gmail.com

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Editor's Note

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IIALE is Study Centre for IGNOU Programme

International Institute of Adult and Lifelong Education (IIALE) is study centre for Indira Gandhi National Open University (IGNOU) (Centre Code: 29049P) which will function from 17-B, I P Estate, New Delhi – 110 002. The Centre will start function soon and the courses to be offered are:

1. Master of Arts in Adult Education (MAAE)
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The birthday of Mahatma Gandhi (October 2nd) and Pt. Jawaharlal Nehru (November 14th) are celebrated in this quarter (October-December). One gave this country to us by following peaceful means and another laid a strong foundation for modern India with his foresightedness. Fortunately, the constitution makers had strong belief in democracy to rule the country with the elected Prime Minister and Council of Ministers answerable to parliament under the watchful eyes of the President. In the same way the states have elected assemblies with the Chief Ministers at the helm of affairs under the watchful eyes of the Governors. The parliamentary democracy facilitates elected representatives to bring issues and needs of the common folk to the notice of the government for rectification and improvement. Both the parliament and state assemblies are the places for discussion and debate to arrive proper conclusion which will lead to the betterment of the citizens and country as a whole. Hence, for conduct of quality discussions and debates on the floor is the responsibility of both the ruling party and opposition. A strong ruling party gives stability to the government and a strong opposition enables the government to take proper decisions. Hence, it is not a thumbs-up for ruling party or opposition but supplementary and complimentary to each other.

Unfortunately, in the recent past one can see a lot of friction between the ruling party and opposition, particularly in the state assemblies. Neither the ruling party is ready to hear the genuine arguments and issues brought to the notice of the government in the assembly nor do the opposition parties cooperate with the government to approve urgent legislative business with the result personal acquisitions, acrimony, hooliganism take place ending with walkout or suspension. In many state assemblies disturbance has become a-day-today affair and mostly legislative business is done by the government with empty opposition benches. The worst thing happens is boycotting or disturbing the address of the Governors which is an annual affair that details the achievements and policies of the government concerned.

Parliament also has become a victim of disturbance, fortunately not to the extent of the state assemblies. But both the ruling party and opposition have shown maturity of give and take in passing the GST Bill which was

pending in the parliament for long because of the difference of opinion between the government and the opposition. Many suggestions given by the opposition parties have been accommodated and the country had the benefit of uniform taxation in which single tax to replace multiple levies of centre and states, mitigation of cascading of taxes, uniformity of tax rates and structures, easy and reduced cost of compliance for taxpayers, seamless transfer of input tax credit and improved competitiveness and greater transparency in tax administration.

The Hon'ble President of India who is a veteran parliamentarian and administrator expressed his concern a few times about the disturbance happening in parliament and appealed to both ruling and opposition to iron out their differences by useful and productive debates. He must be the happiest person when the parliament passed GST bill which one can notice in his address to the nation on the eve of India's 70th Independence Day, 2016. He said that, "in the just concluded session of parliament, the passage of the Constitution Amendment Bill for the introduction GST amidst non-partisan and quality parliamentary deliberations is reason enough to celebrate our democratic maturity". Really, a celebration time and all appreciation should go to both the ruling and opposition parties. The country expects such cooperation in other matters of national importance and welfare of the people in the months and years to come.

Dr.V.Mohankumar

Developing Alternative Methodological Framework for Facilitating Adult Learning: the Outcome of an Experiment

OJOKHETA, K.O.

Oladeji, S.B.

Omokhabi, Abiola Adiat

Introduction

Adult learners are peculiar set of learners. They encounter many difficulties in their learning as a result of diverse responsibilities associated with adult life. Thorpe (1987) submitted that "studying in adult life is always a difficult process with pains and disappointment". She also argued that:

"the task of reading often raises the humdrum problem of becoming bored very quickly and inspires the intensely felt attraction towards making a cup of tea, tidying the shelves, watching a television programme or whatever after only a couple of paragraphs of reading. Hence, a lot may be at stake for adult students whose studies in effect set them apart from the interest and aspirations of friends or withdraw from their family".

In his explanation of the problems faced by adult learners in their study, Parker (2003) contended that:

"Isolation, anxiety, and a failure to control the pace of work successfully are particular problems with adult learners (who may not have undertaken a substantial piece of learning for some limes). They tend to have lost (or sometimes never have acquired) the skills of studying. They may, therefore, spend hours reading every word of a book which only needs to be scanned. They may attempt laborious verbatim recording where sketchy notes would be more appropriate".

The learning difficulty experienced by adult learners, most times, creates anxiety on them to succeed. Thorpe (1987) put it succinctly: "An adult learner who is desperately anxious to succeed can be extremely deflated by early study problems or poor performance and can drop out as a result. This

anxiousness sometimes leads to nervousness probably due to lack of sensitive reading”.

This is why the facilitation of learning with adult learners is an important, exhilarating, and profound activity (Brookfield, 2001). The major reasons most adults participate in any learning programme is to create a change in their skills, behaviour, knowledge level or their attitude about things (Russell, 2006).

Adult learners' physiological composition coupled with their advancement in age makes it imperative for anyone facilitating learning with them to accord them special attention. It was in this context that Malcolm Knowles (1980) popularized a theory on adult learning called 'Andragogy'. This theory emanated from an earlier theory 'Androgogy' which was developed by Alexander Knapp and Eugen Rosenstock-Hussey. Knowles argued that adult learners need a learning framework completely different from the traditional pedagogical school-based culture. According to him, Andragogy refers to "the art and science of helping adults to learn".

Knowles contented that Andragogy was premised on the following characteristics:

- **The need to know-** Adult learners want to know why they need to learn something. They want to understand the value and relevance of such learning. They also desire that such learning meet their needs and help them to achieve their goals.
- **Learners' self-concept-** Adult learners want to be respected and be seen as capable learners. They must be encouraged to set their learning goals. They are usually independent, self-motivated, and self-directed in their learning. They also like to find their way, want to manage their own learning, and make their own decisions.
- **Role of the learners experience-** Adult learners are a valuable resource because they bring the richness and diversity of their lives to their learning. They must be given the opportunity to use their existing knowledge and experience which they can apply to new learning experiences. They use their reflective and reasoning skills to solve learning problems.
- **Readiness to learn-** Adults are ready to learn when they identify something they want to know or become proficient at, or when they experience something that connects with their life situations. They become ready to learn things in order to cope effectively with real-life

situations. They are goal focused, want timely learning, seek meaningful learning experiences, and need clear learning goals.

- **Orientations to learning**-Adult learners want to be engaged in life-centred or problem-centred learning experiences. They want to learn what will help them perform tasks or deal with problems they see in their lives. They are practical oriented, that is they want their learning to apply to their lives, jobs, among others. They want to be involved in planning their learning. They want to focus on the aspects that are most useful to them.

Based on these characteristics, Oladeji and Ojokheta, (2014) developed a framework for understanding adult learners. According to them, an adult learner is:

- Someone who identifies a knowledge gap in his or her existence and wishes to fill the gap by enrolling in a learning programme.
- Someone who takes a second chance opportunity to learn.
- Someone who desires to update his or her existing level of knowledge.
- Some who desires to keep abreast of happenings in his or her immediate environment and beyond.
- Someone who aspires for continued learning for self actualization.
- Someone who seeks a change in attitude and behaviour by enrolling in a learning programme.
- Someone who does not want to be left behind or become irrelevant in the ever changing and fast paced world.
- Someone whose urge and love for learning is insatiable.
- Someone who believes that learning is life-long in nature, that learning does not have a beginning or an end.
- Someone who believes in the development of the intellectual power of the mind.
- Someone who strives for unconditional self development

From this description, it can be seen that perception of adult learners, in the contemporary world, is very wide and limitless. Irrespective of one's age, profession, and educational status, one can become an adult learner at any point in time since the world of today is driven by knowledge which makes learning becomes lifelong in nature.

Brookfield (2001) asserted that adult learning is a 'highly complex psychosocial drama in which the personalities of the individuals involved,

the contextual setting for the educational transaction, and the prevailing political climate crucially affect the nature and form of learning'. He concluded that 'yet among the theorists and practitioners of adult learning, this complexity is frequently ignored'. Similarly, Wang, Victor and Farmer, Lesley (2008) argued that adult teaching methods mostly feature a teacher-centered, information-based, and test-driven instructional format. Ojokheta (2013) argued that learning facilitated with adult learners based on pedagogical framework is bound to fail due to the unsuitability of this framework for adult learners.

Against the backdrop of the fact that adult learners have many responsibilities that must be balanced with the demands of learning, facilitators must, therefore, have in-depth knowledge of how best to facilitate learning with them. However, most facilitators do not take this into consideration in Nigeria. They focus their facilitation processes on pedagogical framework where the 'instructor' is considered as having the monopoly of knowledge; someone who knows everything whom the learners always rely on in the acquisition of knowledge.

In many instances, scholars have stressed that facilitators in adult learning should serve as a helper in the learning process. They are the interfacing agent between the learning components and the adult. The role of the facilitator is very crucial to the achievement outcome of the adult. Suffice to say that no matter the level of motivation of adult learners in any learning programme, their achievement outcome will strongly be determined by the techniques adopted by the facilitators to facilitate learning. According to Taylor (2000), discomfort (at the learning environment) is a natural and necessary part of the learning process; however, learners can work through the discomfort with the support of the facilitators.

In this sense, Benne (1957) argued that 'the role of the facilitators is to establish the appropriate methodology for learning, which to him is the experimental method. He, therefore, located the facilitators authority in 'the widening of a community of shared and evaluated experiences' It is in this context that this study experimented with a methodological framework that took into consideration the following principles:

- Everyone teaches and learns – knowledge is shared.
- The experience of the participants is the starting point.
- There is a joint creation of knowledge.

- There is no expert, but rather mutual respect for the knowledge and experience that all participants bring to the process.

The adoption of this methodology was based on the submission of Torres and Rosa-Maria (2000) when they asserted that "as our world moves rapidly into the information age, and as the demand for new learning increases, and knowledge about how people learn best continues to develop, referring back to how things have always been is not all that helpful". The methodology was also informed by the views of Taylor, Marienau and Fiddler (2000) that "knowledge is derived from an individual's interaction with social processes and contexts and should be seen as a creative construction in which the individual learner is an actor or active participant or subject rather than a passive object".

The Objectives of the Study

This study was guided by four objectives:

1. To find-out if "DISSAAP" could actually be utilized to facilitate adult learning.
2. To ascertain from the learners the advantages derivable in the application of DISSAAP methodology.
3. To find-out if DISSAAP can improve learning performance of adult learners
4. To ascertain if 'DISSAAP' can be considered an effective methodological approach for facilitating adult learning.

Research Questions

Two research questions were raised to guide the study. They were:

1. What advantages are derivable in the application of DISSAAP methodology?
2. Can DISSAAP improve learning performance of adult learners?

Theoretical Framework

The theoretical framework of this study is anchored on two models of adult learning- andragogy and libertarian, dialogic, and problem-posing educational model postulated by Paulo Freire in 1970. The universally

recognized model of adult learning-Andragogy-has been criticized on many ground by scholars. For example, Gou and Jamal, (2011), highlighted the shortcomings of andragogy as being limited on how to teach an individual learner. He argued that andragogy is narrowly preoccupied with methodology which views an individual learner independently from the society. Newman (2011) also argued that andragogy does not propagate social change but moulds a person to conform to the contemporary situation.

This connotes that learners participating in adult learning class that adopts andragogy as its model of facilitation will accept any situation within which they find themselves even if it is not favourable and will not initiate the process of bringing change.

Despite these criticisms of andragogy, the theoretical framework of this study is still premised on andragogy. This is because the cardinal philosophy of this model emphasizes that the core activity of learning is thrown to the adult learner. He is the core of the teaching and learning process, presumably the initiator and the chief executor. Therefore, the role and importance of the teacher are played down: the teacher is no longer the authoritarian 'Mr. Know-all' who towers above the learners. He is no longer the sole dispenser of knowledge to learners.

This study made extensive use of this philosophy. The responsibility of learning was placed on them. The facilitator became democratic rather than autocratic by sharing knowledge with the learners rather than imparting knowledge to them. This learning process was fashioned based on the belief that the facilitator must 'talk with the learners' rather than 'talk to the learners'. The learners were treated as equal partners in the process of knowledge acquisition.

Similarly, this study laid its framework on Freire's model. Freire argued that a learning arrangement where knowledge is viewed or seen as a gift bestowed on the learners offends the freedom and autonomy of the learners. According to him, this type of learning arrangement domesticates learners because it emphasizes the transfer of existing knowledge to passive objects; submerges their consciousness and produces alienated consciousness since the learners are not involved in a real act of knowing, but given ready-made view of social reality.

Methodology

The study was not designed and carried out in the strict specifications of quantitative experimental design even though the title of the study reads 'The outcome of an experiment'. Therefore, the design adopted was exploratory research. The population of the study comprised 21 final year adult learning students participating in the Distance Learning Programme of University of Ibadan-the first University established in Nigeria in 1948.

The course experimented with was Adult Education course titled "Introduction to Distance Education" where the concept of motivation was taught as a component of the course content. During the facilitation process, DISSAAP was applied. DISSAAP is an acronym where **D** stands for Discussion of learning content, **I** for identification of Deductions, **S** for Summation of recurring major deductions, **S** for synthesis of deductions, **A** for Agreement of synthesis, **A** for Adoption of the synthesis, and **P** for Presentation. The study was carried out in 2014/2015 academic contact session with the learners.

Step-by-Step application of DISSAAP

Step 1: Learners readiness-Learners were briefly introduced and given details of the exercise. They were asked to view knowledge as a process they have to engage in themselves rather than being given a ready-made view of the topic for discussion by the team of researchers.

Step 2: They were introduced to DISSAAP as alternative methodology to be used to facilitate learning in the class and the acronym explained to them.

Step 3: The topic 'Motivation' was introduced to the class and the procedure for discussing it was explained to them. The learners were asked to discuss what motivation means to them in the first procedure. They were asked to discuss the various examples of motivation supported with illustrations and explanations in the second procedure. The third procedures involved the learners discussing the advantages of motivation, while the fourth procedure involved the learners discussing the types of motivation they would preferred in their learning.

Step 4: Learners were allowed to engage in the discussion of the topic.

Step 5: The major deductions from the discussion of the learners were identified by the co-researchers.

Step 6: The recurring deductions were summed up.

Step 7: The deductions were synthesized in order of importance.

Step 8: The deductions were read to the learners for possible additions or subtractions so as to achieve agreement of synthesis.

Step 9: The synthesis of the deductions was adopted with little modifications.

Step 10: The synthesis was finally presented to the class which constituted the piece of knowledge arrived at by the learners.

Data Analysis

Data obtained in the study were analyzed using the qualitative approach of phenomenological analysis. Similarly, the quantitative statistical approach of mean and standard deviation was used to ascertain if DISSAAP can contribute to improved learning performance of the learners.

Results and Discussion

The synthesis of the deductions made during discussion of the topic by the learners is presented here using the phenomenological analytic approach. During the discussion, the following deductions on the meaning of motivation were identified, summed up, and synthesized:

Dimension of Learners Discussion: Definition of Motivation

- i. Motivation as incentives people received to encourage them to exhibit desired behaviour.
- ii. Motivation is reward received if someone gives positive response or reply to a question.
- iii. Motivation is whatever that is done to get people to do things.
- iv. Motivation is the drive someone received to propel him or her to continue to do things.
- v. Motivation is the stimulated desire that energizes someone to continually show interest and commitment to what he or she is doing.

The synthesis of these deductions was presented to the class and members were asked to rate which of these deductions best summarized the most appropriate perception of motivation. The result is presented in table one below:

Table - 1
Learners Perception of the most Appropriate Definition of Motivation

S.No.	Synthesized Deductions	Learners response	Simple percentage of responses
1.	Motivation as incentives people received to encourage them to exhibit desired behaviour.	5	23.8
2.	Motivation is reward received if someone gives positive response or reply to a question.	3	14.4
3.	Motivation is whatever that is done to get people to do things.	4	19.0
4.	Motivation is the drive someone received to propel him or her to continue to do things.	2	9.5
5.	Motivation is the stimulated desire that energizes someone to continually show interest and commitment to what he or she is doing.	7	33.3

Eventhough, all the deductions are correct of what motivation means, however, the analysis of table one shows that the fifth deduction represents the most appropriate perception of motivation by the respondents followed by the first deductions.

Dimension of Learners Discussion: Types of Motivation

The following deductions, during step on of DISSAAP, on the types of motivation were identified, summed up, and synthesized. Learners categorized motivation into two types: intrinsic and extrinsic. To them, intrinsic motivation refers to the factors derive from within the individual learners which encourage them to engage in learning and it includes:

- i. The desire to fill a knowledge gap.
- ii. The desire to achieve optimal performance in learning
- iii. The desire to acquire additional knowledge
- iv. The desire to update one's knowledge
- v. The desire to have competitive advantage over other peers in knowledge possession

Extrinsic motivation to them refers to the techniques employ by facilitators to encourage learners' active participation in the learning process and it includes: cash or monetary reward, award of marks reward, graded round of applause reward (for example. 1 set, 2 set, 3 set, and continuous round of applause), verbal positive comments (for example. beautiful, lovely, marvelous, wonderful, immaculate response and so on), salutary reward, standing ovation reward, praise-singing reward, and bell-ringing reward.

Dimension of Learners Discussion: Importance of Motivation

The following deductions, during step one of DISSAAP, on the importance of motivation were identified, summed up, and synthesized as follows:

- i. Motivation in learning helps to stimulate interest of learners in learning.
- ii. Motivation makes learning become permanent as it facilitates easy recall of points and ideas during examinations.
- iii. Motivation encourages active participation of learners in learning.
- iv. Motivation makes learning interesting as dull moments are prevented.
- v. Motivation enhances retention of learners in a learning programme.
- vi. Motivation makes learners to engage in deeper thinking before making responses.
- vii. Motivation makes learners get prepared by reading ahead before a learning exercise

Dimension of Learners Discussion: Extrinsic motivational reward types preferred by the respondents

Learners were asked which of the extrinsic motivational rewards will they preferred the facilitator to apply in their learning. The respondents' responses are presented in table two below:

Table - 2

Extrinsic motivational reward types preferred by the respondents

S.No.	Extrinsic motivational reward types	Learners response	Simple percentage of responses
1.	Cash or monetary reward	0	0.0
2.	Award of marks reward	7	33.3
3.	Graded round of applause reward	2	9.5
4.	Verbal positive comments	4	19.0

5.	Salutary reward	1	4.8
6.	Standing ovation reward	1	4.8
7.	Praise-singing reward	5	23.8
8.	Bell-ringing reward	1	4.8

From this table, it can be seen that the respondents preferred facilitators to reward positive response from the learners with award of marks (07 or). This was followed by verbal positive comments (04 or) and praise-singing reward (03 or). The implication of this finding is that adult learners will prefer award of marks, verbal comments, and praise-singing as the most effective rewards to stimulate and sustain their continuous interest in any learning arrangement.

At the end of the discussion, the identification of deductions, Summation of recurring major deductions, and synthesis of deductions, the team of facilitators compiled and read the summary of the learners' discussion for agreement and adoption of the synthesis. The summary reads thus.

Motivation is the stimulated desire that energizes someone to continually show interest and commitment to what he or she is doing. It can also refer to incentives people received to encourage them to exhibit desired behaviour. Motivation can be classified into two types: intrinsic and extrinsic. Intrinsic motivation refers to the factors derive from within the individual learners which encourage them to engage in learning; it includes: the desire to fill a knowledge gap, the desire to achieve optimal performance in learning, and the desire to acquire additional knowledge among others.

Motivation helps to stimulate learners' interest in learning, encourages active participation of learners in learning, and enhances retention of learners in a learning programme among others. Learners' motivation to learn can be enhanced through award of marks, verbal comments, and praise-singing.

The summary was, thereafter presented to the learners and was unanimously approved by them without any modification.

Analysis of Question One

Research question one was raised to find out from the learners the advantages derivable in the application of DISSAAP methodology. Learners

were asked to rate their responses according to the variables listed below. The learners' responses are shown in table three.

Table - 3
Showing learners' responses to research question one

S.No.	Advantages of DISSAAP	Yes response	No response	Percentage Response
1.	Develops reasoning and critical thinking ability	21	0	100
2.	Allows learners to exercise control over their learning	21	0	100
3.	Promotes dialogue and reflection	21	0	100
4.	Democratizes knowledge generation	21	0	100
5.	Discourages the elitist tradition of teacher-dominated knowledge generation	21	0	100
6.	Promotes intensive tutor-learner interaction	21	0	100
7.	Gives a 'voice' to the learners.	21	0	100

From this table, it can be seen that all the respondents were unanimous in rating DISSAAP positively. To them, this methodology helps in developing reasoning and critical thinking ability in the learners, allows them to exercise control over their learning, promotes dialogue and reflection, democratizes knowledge generation as all the learners are involved, discourages the elitist tradition of teacher-dominated knowledge generation, promotes intensive tutor-learner interaction, and gives a 'voice' to the learners. Therefore, the responses of the learners have shown that DISSAAP can actually be applied and utilized as an alternative and effective methodological approach for facilitating adult learning.

Analysis of Research question Two

In order to ascertain if DISSAAP can enhance improved learning performance among the learners, five questions were set during the examination of the course Adult Education 410. It is instructive to state that apart from the concept of motivation which was self-taught by the learners themselves, the other four questions were taught through the lecture method where the learners were given ready-made view of the examiner on the topics. The performance score of the learners on each of the questions is presented in table four.

The five questions examined in the examination were:

Q1: Examine, with detailed examples, the characteristics of Distance Learning Students?

Q2: Discuss vividly the guidance and counselling needs of Distance Learning Students?

Q3: What characteristics do you think a distance learning facilitator should possess and put into practice during the facilitation process?

Q4: Discuss, with relevant examples, the meaning and types of motivation in a learning programme. What importance do you think motivation would play in a distance learning programme?

Q5: Examine three theories that you think can guide the practice of Distance Education?

Table - 4
Showing the performance score of the learners on each of the questions

Question	Examination Questions	1-5 Marks	6-10 Marks	11-15 Marks	16-20 Marks	21-25 Marks
Q1.	Examine, with detailed examples, the characteristics of Distance Learning Students.	1	3	1	-	-
Q2.	Discuss vividly the guidance and counselling needs of Distance Learning Students.	-	4	2	-	-
Q3.	What characteristics do you think a distance learning facilitator should possess and put into practice during the facilitation process?	-	1	1	-	-
Q4.	Discuss, with relevant examples, the meaning and types of motivation in a learning programme. What importance do you think motivation would play in a distance learning programme?	-	-	1	4	1
Q5.	Examine three theories that you think can guide the practice of Distance Education.	-	1	1	-	-

Analysis of the performance score of the respondents shown in table four revealed that 5 learners answered question one and 1 respondent scored between 1-5, 3 respondents scored between 6 and 10 marks while 1 respondent scored between 11 and 15 marks. 6 learners answered question two, 4 of them scored between 6 and 10 marks while 2 scored between 10 and 15 marks. Two learners answered question three and scored between 6 and 10 marks and 11-15 respectively. 6 learners answered question four, one student scored between 11 and 15 marks, 4 of them scored between 16 and 20 marks, while the other one respondent scored 20 and 25. Two students answered question five and scored between 6 and ten marks and 11 and 15 marks. The analysis showed that the respondents performed better on the question which was used for this experiment. If other questions had been taught using the DISSAAP methodology, probably the learners would have performed better. This result revealed that DISSAAP can tremendously enhance learners' performance during an examination.

Conclusion and Recommendations

This study has shown that an alternative methodology for facilitating adult learning is possible. In this context, DISSAAP methodology has proved to be an effective methodology which can be applied to facilitate adult learning judging from the outcome of this experiment. DISSAAP is, therefore, recommended to be adopted by facilitators as an appropriate methodology which can be used in any learning activity where the adults are the primary beneficiaries. However, it must be stressed that adult learners' facilitators, during the facilitation process, need to demonstrate certain traits and conducts associated with effective facilitation. They must also possess the skills of effective organization and coordination of ideas, as well as that of attentiveness and human relations for effective inter-group relationship. It is equally important to stress that DISSAAP methodology is not limited, in terms of application, to a small class as used in this study. It can also be applied to a large class if the facilitator possesses the skills identified above.

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Re-skilling of Less Literate Persons – Need of the Hour

V.Mohankumar

Introduction

A country's progress is not measured by construction of tall buildings, laying of long roads, establishment of big industries but by the quality of Human Development which indicates the progress made in the areas of educational improvement, better health facilities, good sanitation, clear environment, adequate employment/self-employment opportunities, sustainable income, population stabilization, security and stability and overall well-being of each individual. Many of these indicators are measured and the countries are rated in the report of Human Development Index by United Nations Development Programme (UNDP). Though, India is developing fast in many of the areas, as per Global 2015 Human Development Report it has been placed at 130 out of 188 countries under the group "Medium Human Development", other groups being Very High Human Development, High Human Development and Low Human Development. Hence, India is still to go a long way to strengthen the Human Development Index and take a place of pride in the very high human development group. At the same time among the eight SAARC countries Sri Lanka and Maldives are having High Human Development and hence, they are placed at 73 and 104. Bhutan and Bangladesh are with India in the Medium Human Development at 132 and 142. However, Nepal, Pakistan and Afghanistan are in the Low Human Development group at 146, 147 and 171.

Though indicators for human development are many, this paper deals with two important aspects – Education for building knowledge and Skilling for employment and sustainable income. It is a fact that education is an important indicator of development as it is not only an investment for future but also leads to greater awareness and a contributor for the economic growth. Education also is an instrument of change. It is a fountain of human capital for better quality of life. It is the wealth of nation in respect to economic, political and social transformation. The ancient India had the best of education system with residential schools (Gurukul) and universities. The education imparted then gave a lot of importance to moral values, culture, spiritual and

self-esteem. It also encouraged a lot the individual development. The lessons transacted were in rich Indian languages for better understanding of the verses and the students learnt the lessons by joining together in the repetitive method which fastened the everlasting memorizing capacity. Individual students also got adequate opportunities to prove their worthiness. That was the precise reason even the students from foreign countries came to India to acquire the knowledge. The colonial rulers were sure that they may not be able to conquer India unless its spiritual and cultural base is shattered into pieces. This is adequately reflected in the speech of Lord Macaulay in British Parliament in the year 1835. He said that ***"I have traveled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such caliber, that I do not think we would ever conquer this country, unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and, therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native self-culture and they will become what we want them, a truly dominated nation."*** Finally, they could achieve what they wanted. English was introduced slowly which replaced the rich Indian languages and unfortunately the youth in India fall prey to it with the result English has become a language of prestige and mostly catered to the needs of the rich and elite leaving a vast majority of people preventing them pursuing education in the formal system. The result was that when India became independent the literacy rate of the country was as low as 18.33% with female literacy abysmally low at 8.86%. The low literacy was also compounded by other problems like poverty, unemployment, epidemic and low agriculture productivity. Hence, the political rulers and administrators of independent India wanted the development of the country on fast track mode through planned economy and hence, Five Year Plans came in.

Public funding on education

Like any other country in the world India also has taken action to revitalize the education system immediately after independence by increased financial outlay. According to Planning Commission document and MHRD the expenditure on education in the first Five Year Plan was Rs.1960 crore which increased to Rs.4673 crore in Second Five Year Plan, Rs.8577 crore in Third Five Year plan, Rs.15,779 crore in Fourth Five Year Plan, Rs.39,426

crore in Fifth Five Year Plan, Rs.1,09,292 crore in Sixth Five Year Plan, Rs.2,18,730 crore in Seventh Five Year Plan, Rs.5,27,012 crore in Eighth Five Year Plan, Rs. 7,05,818 crore in Ninth Five Year Plan, Rs.12,49,322 crore in Tenth Five Year Plan and in the Eleventh Five Year Plan it was Rs.28,62,029 crore.

Table - 1

Outlay and expenditure on education in Centre, States and UTs in Five Year Plans

Plan Period	Outlay			Expenditure		
	Centre	State/UT's	Total	Centre	State/UT's	Total
	First Five Year Plan (1951-1955)	1241.00	828.00	2069.00*	706.00	1245.00
Second Five Year Plan (1956-1961)	2559.12	2240.88	4800.00	2535.00	2115.00	4673.00
Third Five Year Plan (1961-1966)	3600.00	3900.00	7500.00	4212.00	4227.00	8577.00
Fourth Five Year Plan (1969-1974)	8870.00	7091.47	15901.47	7826.00	7675.00	15779.00
Fifth Five Year Plan (1974-1979)	19954.10	18999.14	38853.24@	18755.00	20015.00	39426.00
Sixth Five Year Plan (1980-1985)	47250.00	50250.00	97500.00	57825.00	49465.00	109392.00
Seventh Five Year Plan (1985-1990)	95534.00	84466.00	180000.00	127520.00	87492.00	218730.00
Eight Five Year Plan (1997-1997)**	247855.00	166235.00	434100.00	329906.00	189449.00	527012.00
Ninth Five Year Plan (1997-2002)	489361.00	369839.00	859200.00	406637.00	299131.00	705818.00
Tenth Five Year Plan (2002-2007)	893183.00	632456.00	1525639.00	698817.00	613005.00	1249322.00
Eleventh Five Year Plan (2007-2012)	2155572.00	1488147.00	3644719.00	1167894.06	1694145.00	2862029.00
Twelfth Five Year Plan (2012-2017)	4333739.00	3716394.96	8050123.96	NA	NA	NA

Source: Planning Commission & <https://data.gov.in/resources/five-year-plans-plan-outlay-and-expenditure-centre-states-and-union-territories/download>

Notes: * 1952 Original plan provision, @ Excludes Rs. 450 crores for Hill and Tribal Areas Outlays are at prices at base year of plan, ** Eighth Plan expenditure is based on 1992-93 (Actuals), 1993-94 (Actuals), 1994-95 RE, 1995-96 RE and 1996-97 BE

The plan outlay (Centre, States/UTs) on education for the Twelfth Five Year Plan (2012-2017) is Rs.80,50,123.96 crore out of which the outlay for Centre is Rs.43,33,739.00 crore and State/UTs Rs.37,16,384.96 crore.

The increased outlay and expenditure on education in plan periods expedited vast expansion of number of schools, technical institutions and institutions of higher learning. New schemes and programmes enabled more number of students enrolled in educational institutions and better retention. However, the amount spent on education is not found to have given the desired result in return as the percentage of literacy did not increase *commensurate* the amount spent.

As per 1951 Census the literacy rate of the country was 18.33% which started slowly increasing in the subsequent Census - 28.30% in 1961, 34.45% in 1971, 43.57% in 1981, 52.21% in 1991, 64.83% in 2001 and 73% in 2011. However, gender gap remained to be a matter of concern. Fortunately, from 1981 Census onwards the gender gap started narrowing from 26.62% to 16.30%. To reduce the gap further the goals set in Eleventh Five Year Plan included achieving 80% literacy rate and reduction of gender gap in literacy to 10%.

Table – 2

Year	Literacy rate (%)			Gender gap in literacy rate (%)
	Overall	Male	Female	
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.97	23.99
1981	43.57	56.38	29.76	26.62
1991	52.21	64.14	39.29	24.85
2001	64.83	75.26	53.67	21.59
2011	73.00	80.90	64.60	16.30

Source: Census 2011

Note: (1) 1951, 1961 & 1971 Census literacy figures reflect 5+ age group (2) 1981 to 2011 Census literacy figures reflect 7+ age group (3) 1981 Census excludes Assam & 1991 Census excludes Jammu & Kashmir

Another issue which is a matter of concern is the number of illiterates. India is a country having the largest number of illiterates. Infact, the educational planners/administrators while expanding the formal education system did not forget to target the adult illiterates to bring them to mainstream by imparting literacy. A number of literacy programmes have been planned and implemented both at micro and macro levels. The initial programmes were micro in nature concentrating on small area approach. The first macro level programme was National Adult Education Programme launched in 1978. This programme was implemented on project approach and involved large number of NGOs. The second macro level programme was National Literacy Mission launched in 1985 in which district was the unit of implementation and District Collector/District Magistrate was the nodal person. The third macro level programme is Saakshar Bharat launched in 2009 in which the Gram Pachayat is the basic unit of implementation and the elected members of Panchayati Raj are given the responsibility to make their area fully literate. While Saakshar Bharat is still under implementation, the other two earlier programmes could not succeed well or sustain the initial success made for want of proper follow-up. All these efforts have started giving some fruits with the result for the first time as per Census 1991 the total number of illiterates in the country was less than the total number of literates. This trend continued in 2001 and 2011 Census also, may be due to strengthening of elementary education and intensive implementation of literacy programmes in campaign mode under National Literacy Mission. The following table gives the number of literates and illiterates in the decennial census:

Table – 3
Number of Literates and Illiterates from 1951-2011

Year	No. of literates (in millions)	No. of illiterates (in millions)
1951	55.30	246.60
1961	105.52	267.32
1971	161.41	307.19
1981	235.73	305.32
1991	359.32	328.83
2001	560.75	304.15
2011	763.64	282.70

Source: Census 2011

However, as per Census 2011 the total population in the age group 15+ was 838.41 million out of which 257.58 million alone was illiterates. The number of illiterates in the age group 15-34 years was 79.10 million out of which 51.40 million was female and 27.70 million male. This age group is considered to be productive and reproductive age group and hence, needs more attention in the area of skill development as they are the bread winners for their families.

Skilling - need of the hour

India is fortunate enough to have the largest youth population in the world while most other countries, including industrialized and developed like Japan are graying countries with large number of aged population. Hence, as soon as the new government took the mantle of power at the centre in May 2014 it started focusing on youths as the potential builders of modern India.

The major objective of the government is to convert India's youth professionally skilled so that it can become the major supplier of trained manpower to other world countries. Hence, all out effort is taken to propagate the need of skill training to youths to increase their productivity and participate as major stakeholders of economic development. The youths are also motivated to become entrepreneurs and employment providers instead of employment seekers. Though, vocational education and skill training are not new to India but a great fillip has been given by creating a separate Ministry for Skill Development and Entrepreneurship and brought all the Industrial Training Institutes (ITIs) under its administrative control. ITIs are institutions to train students in various vocational trades who are subsequently engaged in blue collar jobs in the industrial establishment. Recently in view of 'Make in India' and 'Skilling India' programmes ITIs once again started blooming with expansion after a brief lull in between. At the same time the truth is that a major portion of the youths are either illiterate or neo-literate or having rudimentary level of education with no formal training in the vocational skills with the result they are either unemployed or under employed and not able to engage themselves as productive workers with economic stability. Most of the non-literate youths are in jobs with small skills for which they are trained on the job in the informal sector that has neither structured curriculum nor trained teachers/instructors nor do they get certificates from any recognized institution. As they form a big segment, they cannot be left behind unattended. It is important that they are trained

either for skill introduction or skill upgradation and make them to be an integral part of inclusive growth.

Skill introduction is for those who do not have any skill at all in their hands. By giving an opportunity to choose a skill(s) of their choice and undergo training they can become skilled labourers. The skill upgradation has two aspects. One aspect is for those who have some skills on their hands but require more inputs (advancement) in the same skills so that they are able to perform their job better than at present (for e.g. a Potter using traditional wheel to make mud pots is trained to use the wheel having ball bearing which makes more number of rounds and reduces the efforts of the Potter to roll the wheel very often). Another aspect of skill upgradation is a person who has some skill is given training in different other skill(s) so that the new skill(s) acquired helps that person to move vertically in job (for e.g. a Cycle Rikshaw Puller is trained for Auto Driving or an ordinary Mason (Mistry) is trained to become Head Mason (Raj Mistry) or an Electrician is given training in Plumbing which give more income than the present one).

While nobody denies the importance of training youth who are illiterate or neo-literate to bring them to mainstream of development and economic empowerment, the vast number is a matter of concern and the task may take long time. The training facilities/infrastructure available at present may not be able to cope with the demand and at the same time not possible to create additional infrastructure to that extent may require large financial outlay/investments. Hence, it may be appropriate to use the training facilities available in all the departments for this purpose, may be in the free time available including holidays. Industries/factories can be requested to create in-house facilities for training the required manpower for jobs suitable to illiterate/neo-literate segments. A detailed planning is required in consultation with all the stakeholders.

Conclusion

Though structured training is important for less literate youths to make them trained manpower and compete effectively in the employment market both within the country and abroad, there is a need to prepare vocational course curriculum suited to such youth population with more importance to practical aspects and theory limited to only the basic information which is required for the vocational trade and makes the trained persons efficient in their jobs. In case, any person is having the necessary skill but no certificate

from the competent authority due to which he/she could not compete in the employment market should be recognized through prior learning process. Such persons should be graded according to their skills and provided opportunities for further training so that they acquire more skills which are suitable for wage employment/self-employment. The market training institutions which are found to be worth recognizing can be identified and made to follow structured course curriculum with assessment and certification by recognized bodies.

Develop and Evaluate Effectiveness of Self Instructional Module on Early Marriage and its Impact on Health in Terms of Knowledge and Attitude of Adolescent Girls of Selected Urban Slum of Delhi

Kala Vivekanandan

Introduction

Marriage is a social institution that unites people in a special form of mutual dependence for the purpose of founding and maintaining a family. As a social practice entered into through a public act, religious or traditional ceremony, it reflects the purposes, character, and customs of the society in which it is found. Many societies have norms that limit the age of young girls to enter into marriage, but in some cases the age limit does not take into consideration their physiological readiness for childbearing. Marriage often takes place at ages much earlier than the legally ratified minimum age. Early marriage is the marriage of children and adolescents below the age of 18. The practice of early marriage is most common in sub-Saharan Africa and South Asia. In specific parts of West Africa, East Africa and South Asia, marriage before puberty is not unusual. In North Africa, the Middle East, and other parts of Asia marriage shortly after puberty is common among those living traditional lifestyles. Marriages of female adolescents between sixteen and eighteen years of age are also common in parts of Latin America and Eastern Europe. Among those marrying early, some are forced into this union, others are simply too young to make an informed decision. Because the child does not have the opportunity to exercise her right to choose, early marriages are also referred to as forced marriages. In its most extreme form, forced marriages are the result of abductions.

Marriage before the age of 18 is a reality for many young women. In many parts of the world parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit them both financially and socially, while also relieving financial burdens on the family. In actuality, child marriage is a violation of human rights, compromising the

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development of girls and often resulting in early pregnancy and social isolation, with little education and poor vocational training reinforcing the gendered nature of poverty.

Oxford University Press, (2005) in an article about child marriage reported that two significant cases in the nineteenth century brought the issue of child marriage into limelight India. The Rukhmabai case in Maharashtra and Phulmonee case in Bengal as they are popularly known raised significant questions about the age and issue of consent in Hindu marriage. Both these cases paved the ground for not only raising the age of marriage of girls but more importantly confront issues of choice and consent of women in marriage. These cases in the 19th century were precursors to later discussions and legal interventions on child marriages in 20th Century in India.

UNICEF (2005) reported that Child marriage is one of the burning problems of Indian society. In India, despite amended laws advocating 18 as the legal minimum age at marriage for females, a substantial proportion i.e. every third adolescent girl in the age group of 15-19 year is married and every second married adolescent girl has given birth to a child.

According to the Registrar General of India (RGI) Report (2001) Rajasthan has the highest (40.8) percentage of females ever married among 15-19 year old girls as compared to India (24.9 %) followed by Bihar (39.6 %), Madhya Pradesh (34.1%), Jharkhand (32.9%) and Andhra Pradesh (32.3%). Among the various districts of Rajasthan, Bhilwara is at the top with 61.9%.

National Population Policy, National Youth Policy and the most recently, the Prohibition of Child Marriage Act (2000, 2003, 2006)- have advocated special programmatic attention to help young women delay marriage and to enforcing existing laws against child marriage. In addition, several initiatives have been launched to prevent early marriage. Despite these efforts, substantial proportions of young women continue to marry during adolescence.

Factors that influence child marriage rates include: the state of the country's civil registration system, which provides proof of age for children; the existence of an adequate legislative framework with an accompanying

enforcement mechanism to address cases of child marriage; and the existence of customary or religious laws that condone the practice.

There are numerous problems a couple can face when marriage happens at an early age for them. Early marriage which is also referred to as child marriage is common all over the globe and has inflicted dangerous and devastating effects on young children who are compelled to tie the knot in most cases. Child marriage is also indicative of the levels of development of a region or country and is generally conducted between very young girls and older men.

Though the respective governments and society is doing much to abolish early or child marriage through campaigns, laws, policies and individual support of people, it is still a far reaching dream for young girls who are still repeatedly forced into such liaisons.

So it is important that the adolescent girls should be made aware of early marriage and its consequences on health as they are the future mothers

Need of the Study

An early marriage kills the feeling of youth. When teenagers get married at an early age, their young youthfulness is disturbed. They cannot enjoy their freedom as they are tied down to marriage and new responsibilities. Early pregnancy can affect the life of a teenage girl. A 19-year-old girl cannot undergo the pressure of bearing a child. It not only effects her physical health, but emotional too. When it comes to looking after a child, it is difficult too as she herself is a child and will not know much about parental guidance. The feeling of adjustment is difficult when young teens have an early marriage. They do not seem to adjust to their partner easily, therefore it results in divorce so teenagers, should be well aware of these problems before they walk down to say, 'I do'.

Child marriage is both a response to deprivation and a harmful practice that keeps families ensnared in poverty. Married children are generally isolated – removed from their immediate families, taken out of school and denied interaction with their peers and communities. For girls, early pregnancy leads to higher risks, including death during delivery, jeopardizing the health of these young mothers and their babies. Teenage girls are more susceptible than mature women to sexually transmitted diseases.

Marriage before age 18 is so prevalent in many struggling countries, the practice becomes an obstacle to nearly every development goal – eradicating poverty and hunger (MDG 1); achieving universal primary education (MDG 2); promoting gender equality (MDG 3); protecting children's lives (4); and improving health (5, 6).

A community health nurse contributes to great extent in guiding the youth in her community. Today's adolescent girls are becoming the mothers in the future. Therefore it is the need for healthcare providers to concentrate on their health. The need of the hour is to prevent problems at an early age so that it promotes positive health practices at very young age.

To enlighten people about the dangers in contracting such marriages where people involved are not matured to carry out family responsibilities but were still pushed into marriages due to one reason or the other, Moreover the researcher's own experience in community health field also helped to recognize the effectiveness of Self Instructional Module (SIM) on "Early marriage and its impact on health in terms of knowledge and attitude of the adolescent girls.

Objectives of the Study

1. To develop a self instructional module on early marriage and its impact on health for adolescent girls.
2. To assess the knowledge of adolescent girls before and after the administration of self instructional module on early marriage and its impact on health.
3. To assess the attitude of adolescent girls before and after the administration of self instructional module on early marriage and its impact on health.
4. To find the relationship between knowledge and attitude of adolescent girls on early marriage and its impact on health.
5. To determine the acceptability and utility of self instructional module by the adolescent girls of urban slum.

Methodology

The research methodology includes the strategies to be used to collect and analyze the data to accomplish the research objective. It has crucial implications for the validity and credibility of the study findings. The

methodology of research indicates the general pattern for organizing the procedure of gathering valid and reliable data for an investigation. The present chapter deals with a brief description of methodology adopted for the study. The contents included in this chapter are research approach, research design, variables under study, the setting, population, the sample and sampling technique, development and description of tools, data collection procedure, description of the treatment, pilot study and the plan for the data analysis for the present study.

The researcher in the present study aimed at developing and evaluating self instructional module on early marriage and its impact on health in terms of knowledge and attitude of adolescent girls of urban slum of Delhi. Also researcher was interested in determining the utility and acceptability of the self instructional module with the help of an opinionnaire.

Variables under Study

In the present study the independent variable is the self-instructional module and the dependent variable is knowledge, attitude and utility and acceptability of self instructional module.

Sample, Sampling Technique and Sample Size

The sample of the study was adolescent girls in the age group 14-21 years staying in Trilokpuri urban slum. The criteria of the sample was Adolescent Girls (14-21) unmarried with education (8th and above), Girls willing to participate in the study, Girls available during data collection and Girls who can read, write and understand Hindi or English.

Sample selection was done by using Purposive Sampling technique.

The size of the sample was 30 Adolescent girls in the age group 14-21 years.

Data Collection - Tools and Techniques

The most important and crucial aspect of any investigation is the collection of appropriate information, which provides necessary data for the study.

Structured Knowledge questionnaire – on early marriage and its impact

on health was prepared to assess the knowledge of Adolescent Girls (age group 14-21yrs) of selected urban slum of Delhi.

Attitude scale – on early marriage and its impact on health, a five point likert type of attitude scale was constructed to assess the attitude of Adolescent Girls (age group 14-21yrs) of selected urban slum of Delhi.

Opinionnaire - of Adolescent Girls (age group 14-21yrs) about acceptability and utility of SIM on early marriage and its impact on health.

Development of Knowledge Questionnaire

A blueprint was prepared to construct the structured knowledge questionnaire as shown in Table-1. The tool was prepared based on an extensive review of research and non-research literature peer group discussions, taking the opinion of experts.

Table - 1
Blue print on content and objective-wise distribution of knowledge questionnaire items on Early Marriage and its impact on health

S. No	Content	Domains of objective				Total No. of items	Percentage
		Knowledge	Under-standing	Application			
1.	Early marriage	1	1	-	2	6.66	
2.	Adolescents & Factors affecting girls health	5	2	1	8	26.67	
3.	Determinants of early marriage	2	3	1	6	20	
4.	Impact of early marriage on health	5	2	1	8	26.67	
5.	Solution to prevent early marriage	2	3	1	6	20	
Total Percentage		50	36.66	13.34	30	100	

Development of Attitude Scale

As there was no attitude scale available to determine the effectiveness of self instructional module on early marriage and its impact on health of

Adolescent Girls (age group 14-21 yrs) of urban slum, so a five point liker type of attitude scale was constructed .

An attitude scale was developed to assess the attitude on early marriage and its impact on health of Adolescent Girls by doing extensive review of research and non-research literature, peer group discussions, and expert's opinion. The attitude scale consisted of items concerning attitude related issues. Twenty statements were developed for the respondents to respond on a five point likert scale i.e. whether they strongly agree, agree, undecided, disagree and strongly disagree with the statements. Each statement in the attitude scale represented a specific aspect of favour of or against. Each respondent was required to give his/her opinion for each of the statement. The responses were quantified by giving weight age. Total score on items of attitude ranged from 20 – 100.

Development of Opinionnaire

A structured opinionnaire were prepared to determine the opinion about acceptability and utility of self instructional module by the Adolescent Girls. The opinionnaires consisted of 10 items each with three alternative responses to each items "to great extent", "to some extent", and "not at all". A score of 3, 2, 1, was assigned to alternative responses respectively. The maximum score was 30 and the minimum score was 10.

Development of Self Instructional Module (SIM)

The list of criteria was prepared after reviewing the existing literature on early marriage and its impact on health. The criteria provided the basis for development of content and the material. Criteria Rating Scale consisted of different areas like appropriateness of title, objectives and content, and a three response column for rating against each criterion .i.e. fully met, mostly met and to some extent was also designed along with remark column.

Module prepared on early marriage and its effect on health based on review of research and non-research literature, discussion with peer group and experts opinion. The material was developed in simple English language and translated into Hindi by language expert in order to facilitate independent/ self-learning. The steps taken in developing the SIM were:

1. Development of criteria rating scale.

2. Preparation of Module
3. Content validity of Module
4. Translation of module into Hindi version
5. Try out and final draft of module

Content outline of the Self Instructional Module includes:

- Early marriage
- Adolescence and Factors affecting girls health
- Determinants of early marriage
- Impact of early marriage on health
- Solutions to prevent early marriage

Establishing Reliability

The questionnaire having 30 items and the attitude scales having 20 items were administered to adolescent girls. The reliability of tools was established by using KR 20 formula and Chronbach alpha.

- Reliability of knowledge questionnaire (KR20) = 0 .82
- Reliability of attitude scale (chronbach alpha) = 0 .81
- Reliability of opinionnaire (chronbach alpha) = 0.91

Pilot Study

After obtaining the formal approval a pilot study was carried out by using purposive sample technique. Ten adolescent girls who met the criteria were selected from urban slum of Delhi (Shakurpur). Self introduction and introduction to the nature of the study were given to obtain free and frank responses. The investigator established a rapport before proceeding for data collection from the subjects. After selecting the subjects, verbal consents was taken from all and assured them about the confidentiality of their responses. Data on demographic characteristic was collected. Pre-test administered on day one and self instructional module given on the same day. The post-test was taken on the 8th day and opinionnaire about acceptance and utility of self instructional module was sought on the same day. The data analyzed using descriptive and inferential statistics and the findings of pilot study revealed that it was feasible to conduct the final study.

Thereafter, formal permission sought from the concerned authority to

conduct final study. By using Purposive sample technique on 30 adolescent girls who met the criteria in the urban slum of Delhi (Trilokpuri). Self introduction and introduction to the nature of the study were given to obtain free and frank responses. The investigator established a rapport before proceeding for data collection from the subjects. After selecting the subjects, verbal consents was taken from all and assured them about the confidentiality of their responses. Data on demographic characteristic was collected. Pre-test administered on day one and self instructional module given on the same day. The post-test was taken on the 8th day and opinionnaire about acceptance and utility of self instructional module was sought on the same day. No problem faced on during the data collection.

Analysis and Interpretation of Data

The purpose of analysis is to reduce the data to an intelligence and interpretable form, so that the relation of research problem can be studied and tested. Analysis is the categorizing ordering manipulating and summarizing of data to obtain answers to research questions. Interpretation refers to the process of making sense of the results and of examining the implications of the findings within a broader context. Analysis and interpretation of data were based on the objectives of the study and hypothesis to be tested both descriptive and inferential statistics have been used.

Table - 2
Frequency and percentage distribution of adolescent girls by their sample characteristics

Subject		Frequency	Percentage
Age	14 to 17 yrs	5	17
	18 to 21 yrs	25	83
Religion	Hindu	27	90
	Christian	2	7
	Muslim	1	3
Place of origin	Delhi	21	70
	Haryana	2	7
	Uttar pradesh	4	13
	Tamil nadu	1	3
	Andhra pradesh	2	7
Type of family	Joint	16	53
	Nuclear	14	47
Education	High school	27	90
	Graduate	3	10
Education of mother	Illiterate	13	43
	Primary school	6	20
	Middle school	6	20
	High school	5	17

Education of father	Illiterate	4	13
	Primary school	5	17
	Middle school	9	30
	High school	10	33
	Graduate	7% 2	7
Occupation of mother	Un employed/ House wife	21	70
	Self employee	4	13
	Private employees	2	7
	Govt employees	3	10
Occupation of father	Un employed	-	-
	Self employee	14	47
	Private employees	6	20
	Govt employees	10	33
Family income per month	Above 8001	6	20
	6001 - 8000	9	30
	4001 - 6000	6	20
	2001 - 4000	9	30
Source of information	TV	27	90
	Members-family/relatives	2	7
	Friends	1	3

The data in Table-2 represents the sample characteristics of adolescent girls of urban slum as per the following:

Out of 30 adolescent girls 25 were in the age group 18-21 years (83%) and the remaining 5 belonged to 14-17 years (17%). 27 girls were Hindus (90%) and out of the remaining 3, two belonged to Christian (7%) and one Muslim (3%). The place of origin of 21 girls was Delhi (70%), two from Haryana (7%), four from Uttar Pradesh (13%), one from Tamil Nadu (3%) and two from Andhra Pradesh (7%).

It was found that 16 girls belong to joint family (53%) and 14 from nuclear family (47%). With regard to educational qualification 27 girls have studied upto high school (90%) and 3 were graduates (10%). With regard to the educational status of mothers of the adolescent girls 13 were illiterate (43%), 6 studied upto primary level (20%), another 6 upto middle level (20%) and 5 upto high school (17%). Regarding the qualification of fathers four were illiterate (13%), 5 studied upto primary level (17%), 9 upto middle level (30%), 10 upto high school level (33%) and two upto graduate level (7%).

With regard to the occupational states of mothers 21 were unemployed/house wife (70%), 4 self-employed (13%), two working in private firms (7%) and 3 working in government (10%). The analysis also reveals that the fathers of 14 girls were self-employed (47%), 6 employed in private firms (20%) and 10 government employees (33%).

As per the data the monthly family income of 9 girls was between Rs.2001-4000 (30%), 6 in the group of Rs.4001-6000 (20%), 9 in the group of Rs.6001-8000 (30%) and 6 had more than Rs.8001 (20%).

Television found to be a major source of information to 27 girls (90%) which was followed by the members of the family and relatives for two girls (7%) and friends for one girl (3%).

Self Instructional Module (SIM) in terms of Knowledge of Adolescent Girls of Urban Slum

The findings are related to evaluation of the effectiveness of SIM in terms of knowledge of adolescent girls of urban slum regarding early marriage and its impact on health. The pre-test and post-test knowledge scores obtained through a structured knowledge questionnaire are described and analyzed using both descriptive and inferential statistics. Mean, Median and Standard deviation are highlighted in Table-3

Table - 3
Mean, Median and Standard Deviation of Pre-test and Post-test knowledge score of adolescent girls on Early marriage and its impact on health

	Mean	Median	SD
Pre-test	13.9	14	3.15
Post-test	24.56	24	1.45

The mean post-test knowledge score (24.56) of adolescent girls was higher than their mean pre-test score (13.9), there is reduction in the SD from pre-test to (3.15) to post-test (1.45). The mean and median are closer to each other in both pre-test and post-test.

Table - 4

Area wise Mean, Mean percentage and Mean percentage gain of Pre-test and Post-test knowledge score of adolescent girls on Early marriage and its impact on health

Areas	Max scores	Pre-test		Post-test		Mean % gain
		Mean score	Mean% score	Mean score	Mean% score	
Early marriage	2	1.23	61.5	1.9	95	33.5
Adolescents & Factors affecting girls health	8	3.6	45	6.1	76.25	31.25
Determinants of early marriage	6	2.23	37.16	4.6	76.66	39.5
Impact of early marriage on health	8	4.06	50.75	6.7	83.75	33
Solutions to prevent early marriage	6	2.76	46	5.1	85	39

The data presented in Table-4 indicates that the lowest pre-test Mean percentage score was 37.16% in the area of Determinants of early marriage. It represents that maximum knowledge deficit existed in this area, followed by 45% in the area of adolescents and factors affecting girls health, 46% in the area of solutions to prevent early marriage, 50.75% in the area of Impact of early marriage on health and 61.5% in the area of early marriage.

The data in Table-4 further indicates that the post-test Mean percentage knowledge scores in all content areas were higher than the pre-test Mean area i.e 76.66% in the area of Determinants of early marriage, 76.25% in the area of adolescents and factors affecting girls health, 85% in the area solutions to prevent early marriage, 83.75% in the area of Impact of early marriage on health and 95% in the area of early marriage.

The actual gain score and modified gain score for each learning areas was also calculated. Modified gain score indicate gain in knowledge relative to the possible gain.

To calculate modified gain score actual gain is divided by possible gain. The difference between post-test score and pre-test score indicates the

actual gain and the difference between the maximum possible score and pre test score measures the possible gain. Modified gain score was compound, to adjust the achievement variable for a ceiling effect which would predict that areas having a low pre-test score would demonstrate a greater amount of gains than areas having high pre test score. This would not have been possible if only the straight gain score was computed, as the pre test score may artificially restrict the actual gain score. The modified gain scores in five learning areas of adolescent girls structured knowledge questionnaire on early marriage and its impact on health are presented in Table-5.

Table - 5
Area wise Mean, Actual gain & Modified gain scores, and Mean percentage gain of Pre –test and Post-test knowledge score Adolescent girls on early marriage and its impact on health

Areas	Maximum possible scores	Mean scores				Modified gain scores
		Pre-test	Post-test	Actual gain score	Possible gain scores	
Early marriage	2	1.23	1.9	0.67	0.77	0.87
Adolescents& Factors affecting girls health	8	3.6	6.1	2.5	4.4	0.56
Determinants of early marriage	6	2.23	4.6	2.37	3.77	0.62
Impact of early marriage on health	8	4.06	6.7	2.64	3.94	0.67
Solutions to prevent early marriage	6	2.76	5.1	2.34	3.24	0.72

The data presented in Table-5 reveals that the maximum gain has been in the area of concept of Early marriage (0.87), Solutions to prevent early marriage(0.72) Impact of early marriage on health(0.67) ,Determinants of early marriage (0.62) and Adolescents and factors affecting girls health (0.56) respectively.

Thus there is gain in knowledge in all learning areas, thereby indicating the effectiveness of SIM on early marriage and its impact on health was an effective method for enhancing knowledge of adolescent girls.

Self Instructional Module (SIM) in terms of attitude of Adolescent Girls of Urban Slum

The pre-test and post-test attitude scores obtained through a structured attitude scale are described and analyzed using both descriptive and inferential statistics. Mean Median and Standard deviation (SD) are highlighted in Table-6.

Table - 6

Mean, Median and Standard deviation of Pre-test and Post-test attitude Score of Adolescent girls on Early marriage and its impact on health

Knowledge test	Mean	Median	SD
Pre-test	64.03	64	6.84
Post-test	83.5	83	2.66

Data presented in Table-6 depicts the mean, median and standard deviation of adolescent girls before and after the administration of SIM. The mean post-test attitude score (83.5) of adolescent girls was higher than their mean pre-test score (64.03) there is reduction in the SD from pre-test to (6.84) to post-test (2.66). The mean and median are closer to each other in both pre-test and post-test.

Thus it can be inferred that SIM on early marriage and its impact on health was an effective method for enhancing unfavorable attitude towards early marriage and its impact on health of adolescent girls

Relationship between Post-Test Knowledge and Attitude Score of Adolescent Girls of Urban Slum

Table - 7

Coefficient of Correlation between post test knowledge and Post-test attitude scores of Adolescent girls on early marriage and its impact on health

Group	Mean knowledge score	Mean attitude score	r
Adolescent girls	24.56	83.5	0.97 (df-28)

The findings given in Table-7 shows the coefficient of correlation between post test knowledge and post test attitude scores of adolescent girls was 0.97 which indicates a significant relationship between post test knowledge and post test attitude scores at 0.05 level of significance. The findings suggest that there is significant relationship between post test knowledge and post test attitude scores of adolescent girls on early marriage and its impact on health. It can be inferred that SIM on early marriage and its impact on health was an effective method for enhancing knowledge as well as unfavorable attitude towards early marriage and its impact on health of adolescent girls.

Acceptability and Utility of SIM by Adolescent Girls

The data was collected through a structured opinionnaire having ten criteria statements. Adolescent girls were asked to give three alternative statements "To great extent," "To some extent," and "Not at all" and the score 3,2,1 were allotted respectively. The total score of each individual was calculated and the mean and SD were computed. Table-8 shows the mean and SD of the score on opinionnaire of the adolescent girls regarding acceptability and utility of the SIM.

Table - 8

Mean and Standard deviation of Acceptability and Utility scores of Adolescent girls about Self Instructional Module on Early marriage and its impact on health

Group	Range of scores	Mean	SD
Adolescent girls	27-30	28.5	0.92

The data represented in Table-8 shows that mean score on acceptability and utility of the SIM for adolescent girls. The mean score of adolescent girls i.e 28.5 are closer to maximum score of 30. This indicates high level of acceptance of the SIM by adolescent girls more over SD were 0.92 depicting that there was not much of variation of opinion among adolescent girls about acceptability and utility of the SIM.

Table -9
Frequency and percentage distribution of responses of Adolescent girls about Self Instructional Module on Early marriage and its impact on health

S. No	STATEMENTS	To great extent		To some extent		Not at all
		f	%	f	%	
1	I believe that I can learn from these guidelines.	23	76.6	7	23.3	-
2	I find that guidelines provide information which is beneficial for me.	27	90	3	10	-
3	I feel the information provided is adequate and helpful.	28	93.3	2	6.66	-
4	I find the guidelines are easy to understand	25	83.3	5	16.6	-
5	I find the language of guidelines is simple	26	86.6	4	13.3	-
6	I find the guidelines are interesting to read	25	83.3	5	16.6	-
7	I feel that the illustrations are adequate and pictures are meaningful.	26	86.6	4	13.3	-
8	I feel guidelines are helpful for getting awareness about early marriage and its effect on health and to solve the problem.	29	96.6	1	3.3	-
9	I feel that the guidelines provide me with the information that will help me to plan my family in future	27	90	3	10	-
10	I feel that it can be used without anybody's help	23	76.6	7	23.3	-

The data in Table-9 shows that there is high level of acceptance of SIM by adolescent girls. There is 96.6% agreement on item 8 "to the great extent" by adolescent girls and 93.3% agreement on item 3 and 90% agreement on item 2 and 9 respectively by the adolescent girls, where as there is 86.6% on item 5 and 7 by adolescent girls" to the great extent". None of them responded "to not at all"

The overall findings on acceptability and utility of the SIM indicates that SIM on early marriage and its impact on health had high acceptability and utility as a method of teaching by adolescent girls

Findings

1. Most of the adolescent girls (83.3%). were in the age group of 18-21years and majority of them (90%) were Hindus.
2. Regarding place of origin majority of adolescent girls (70%) belong to Delhi.
3. Majority of adolescent girls (53%) belong to joint family and (47%) from nuclear family.
4. Maximum number of the adolescent girls, (90%) of them had education up to High school and (10%) were graduates
5. Educational status of the parents indicates that 43% of mothers were illiterates, 20% each primary and middle level and 17% high school level. However, 30% of fathers have passed middle schoole level, 33% high school level, 7% graduates and 17% primary level. Only 13% were illiterate.
6. Regarding occupation of parents, majorities (70%) of mothers of adolescent girls were unemployed and majority (47%) of fathers was self-employed.
7. Total income per month indicates that 30% each belong to Rs.2001-4000 and Rs.6001-8000 and 20% each belong to Rs.4001-6000 and above Rs.8001.

8. As regards source of information majority of adolescent girls (90%) got through Television followed by 7% through family members and relatives and 3% through friends.
9. The mean post-test knowledge score (24.56) of adolescent girls were significantly higher than their mean pre-test score (13.9).
10. The lowest pre-test Mean percentage score was 37.16% in the area of Determinants of early marriage. It represents that maximum knowledge deficit existed in this area, followed by 45% in the area of Adolescents & Factors affecting girls health, 46% in the area Solutions to prevent early marriage, 50.75% in the area of Impact of early marriage on health and 61.5% in the area of concept of Early marriage.
11. The post-test Mean percentage knowledge scores in all content areas were higher than the pre-test Mean area i.e 76.66% in the area of Determinants of early marriage, 76.25% in the area of Adolescents and factors affecting girls health, 85% in the area Solutions to prevent early marriage, 83.75% in the area of Impact of early marriage on health and 95% in the area of concept of Early marriage
12. Area wise Mean, Actual gain and Modified gain scores, and Mean percentage gain of Pre-test and Post-test knowledge score of adolescent girls on Early marriage and its impact on health indicates that, that the maximum gain has been in the area of concept of Early marriage (0.87), Solutions to prevent early marriage (0.72) Impact of early marriage on health (0.67), Determinants of early marriage (0.62) and Adolescents & Factors affecting girls health (0.56) respectively.
13. The mean post-test attitude score (83.5) of adolescent girls were significantly higher than their mean pre-test score (64.03)
14. A significant positive correlation .97 was found between post test knowledge and post test attitude scores of adolescent girls after the administration of SIM.
15. SIM was found to be by highly acceptable and useful by adolescent girls

To conclude self instructional module on early marriage and its impact on health were found to be an effective method for enhancing knowledge as well as unfavorable attitude towards early marriage and its impact on health as there is a significant gain in knowledge and attitude scores of the adolescent girls.

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Kerala State Achieved Total Primary Education

T. S. Nair

The impressive march of Kerala on the education and various other socio-economic fronts has been due to what Nobel laureate Amartya Sen has called "the constructive and combative roots of its historical background". The constructive roots are Kerala's indigenous intellectual history and the impact of its global exposure. The latter has resulted in a tolerant pluralism in the State, brought about by opening its doors to other peoples and cultures, because the host society remains alive to learning from other traditions, and other ways of living.

-Mohammad Hamid Ansari

Hon'ble Vice President of India

in his speech on January 13, 2016 while declaring Kerala as the first State in India to achieve Total Primary Education.

Background

Education is a powerful tool for social change. It acts as an instrument for generating socio-economic growth and makes the people to become critical and active participants in the process of liberating themselves from ignorance, misery, degradation, injustice, exploitation, inequalities and economic and social evils. Adult and Continuing education stresses the unity of the concept of education, both child and adult. It provides an opportunity to people at grassroots level to strengthen their literacy skills and to take-up other activities, such as to continue their education, increase their income and improve the quality of their lives. The objective of Equivalency Programme is to provide an alternative education programme equivalent to the exiting formal system of education, be it related to general or vocational education.

Equivalency Programme and Kerala

Kerala is the most literate state in India. The literacy rate as per 2011

This article is based on of the external evaluation conducted by State Resource Centre, Kerala on the Total Primary Education Project 'Athulyam'.

Census final figures was 94%, out of which male was 96.11% and female 92.07%. It is the first state to introduce Continuing Education Programme (CEP) in all the 14 districts in the year 1998 itself. The Continuing Education Centers (CECs) visualized were with the wholehearted support of Local Self Government Institutions. Equivalency Programmes also organized in the state for level (standard) 4, 7 and 10.

Total Primary Education Programme: Athulyam: Stage-I (2011-13)

During the year 2010, over whelmed with the spirit of the replicable models of Continuing Education the Government of Kerala initiated another movement called ATHULYAM: stage-1 (Total Primary Education Programme: Stage-1), with the aim to make Kerala the first Total Primary Education State in India. The programme was initiated as a public campaign under the auspices of Gram Panchayats. Organizing committees were constituted, survey was conducted, Instructors were identified and trained based on the module, arranged convenient class rooms in appropriate places for each 15 learners and conducted the classes focused on the 'bridge course' and subsequently pursued by the text books of Athulyam followed by locally made text books that deals with the history and developmental activities of the local area. Learning materials were collected through resource mobilization and distributed to the learners. Co-curricular activities such as study tours, cultural events, vocational trainings etc., were also conducted. The programme came out successfully in 127 Grama Panchayaths, 8 Corporation wards, and 6 Municipality wards. Thus Athulyam programame became one of the most popular and effective literacy movements in the history of Kerala.

Athulyam: Stage-II (2014-15)

Athulyam - Stage-II is a unique opportunity in the area of non-formal education which focuses on the learners who are kept away from the formal education system due to various reasons. The second stage focuses to cover all the left over Panchayats under the scheme, with the cooperation of all concerned and to declare Kerala as the 'first total primary education state' in the country.

The beneficiaries of the programme are the people within the age group of 15 to 50 who have not yet achieved primary education. The subjects of study include Malayalam, English, Mathematics, and Environment Science. The first step of the programme is to identify the people who are not familiar

with alphabets and to teach them alphabets. Then, to congregate the learners at different level 'bridge course' has to be implemented. This has to be followed by the teaching of equivalency lessons. It is specified that the lessons should be taught at least 100 hours with in a period of four months.

Objectives of Athulyam Programme

The objectives of Athulyam programme are the following:

- Transform Kerala into a state having total primary education by the year 2015.
- Achieve cent percent equivalency at 7th standard level by the year 2017.
- Attain cent percent equivalency at 10th standard level by the year 2020.
- Make higher secondary level equivalency complete by the year 2015.
- Extend education to all and improve quality of education.
- Accomplish holistic development through equivalency programmes.
- Improve the employment opportunities and quality of life.
- Create revitalization in social, cultural and economic fields.
- Accelerate women empowerment programmes.
- Improve health, hygiene and environmental awareness.

Beneficiaries

The beneficiaries of the Athulyam project were, Illiterates, Neo-literates, Drop outs from schools, Differentially able people, Less educated SC/ST people, Fisher folk in the coastal area, All people who could not pass 4th standard, People dwelling in the areas classified as linguistic minority area, Participants of employment generation programme and Participants of Kudumbasree self help groups.

The Major Activities and programmes conducted / organized of Athulyam were Formation of Organizing Committee, Preparation of the project and approval, Training of the Preraks, Training of KRP, Workshop for gathering information, Gathering of Information/Survey of the learners, Advertisement activities, Finalization of classes and its location, Identifying the Instructors, Training of the instructors-First stage, Meeting of the learners/ inauguration, Starting the class, Distribution of Study Materials, Training of the Instructors-Second Stage, Class visit, Medical Camp/Distribution of

reading glass, Vocational training, Preparation of local text books, Cultural festival, Study tours, Evaluation of the classes, Model examination, Examination, Valuation, Declaration of result/Distribution of certificates, Evaluation of the Project.

Major achievements

- Imparts primary education to all people between 15-50 years of age.
- An opening to differential peoples learning approach
- Improves the level of social life of the people.
- Self-awareness and self-esteem of the learners will increase
- Become a new model for voluntary work
- Peoples participation increases in developmental activities.

Declaration of Totally Primary Educated State

On completion of the above formalities and all activities in the successful way the state government is expected to declare Kerala as 'Totally Primary Educated State'.

Methodology of Evaluation

The present evaluation has adapted the norms of National Literacy Mission, Government of India NLM, but has also gone in to the quality of programme delivery. The components covered under this evaluation are quality and the achievement of the programme. State Resource Centre Kerala is assigned to conduct the external evaluation since National Literacy Mission Government of India insists on its validity. SRC emphasizes on the components covered under the quality of delivery of the programmes:

- Implementation process.
- Sustainability and community involvement.
- Preraks efficiency and quality of the programme.
- Training programmes conducted and its performance.
- Planning and convergence with other ongoing programmes done by DLM.
- Quality of Teaching / Learning materials used
- Involvement of PRIs and the quality of services rendered.

Need and Significance of the Study

The Equivalency Programme has been implemented in Kerala with the ultimate goal of creating a Learning Society. It is a multi level programme that can enable neo-literates to move upwards in a step by step manner. The programme is being conducted by following a curriculum for three levels 4th level, 5th level and 10th level pattern. A multitude of delivery techniques are practiced. The principle applied in Equivalency programme is the effective utilization of available and competent personnel as teachers/ tutors/ Facilitators/ Instructors. In this context, it is significant to conduct the study Impact of Equivalency Programme for generating interest among beneficiaries towards Continuing/Life Long Education.

Objectives of the Evaluation

The major objectives of the evaluation are:

- To assess the nature, quality and kind of programmes with reference to human resource development, financial resources, and utilization, planning the programmes and implementation and monitoring and evaluation.
- To study the achievement level of literacy/ education and skill acquired by the beneficiaries through the programme.
- To study the methods and strategies, the organizational network, and available physical infrastructure facilities and usage of teaching /learning materials.
- To examine the manner in which training programmes were conducted and the overall profile of beneficiaries and functionaries.
- To study the collaboration and involvement and role of various stakeholders of the programme.
- To assess the present level of beneficiaries attainment in the part of education at par with formal system.
- To assess generated interest among beneficiaries of TPEP towards lifelong education.
- To identify the difficulties encountered and possibilities of continuing education programme.

Design of the study

Both conventional and participatory methods were employed for the evaluation. The study is descriptive and analytical in nature. Formative survey was adopted. The techniques used for data collection are Questionnaire, observation, interviews, interaction with functionaries and learners, discussion with community leaders and study of records, reports etc.

Tools

Structured Interview Schedules were used for collecting data from the different groups and stake holders. Reports published by DLM and SLMA were also verified. The educational level of the learners were assessed with a tool to measure the reading, writing and arithmetic level. Unstructured interviews were also conducted for the learners by the evaluation team. The major tools used were Evaluation Schedule for learners, Questionnaire for Preraks, Questionnaire for Instructors of the campaign, Questionnaire for District Coordinators/ Assistant Coordinators, Interview Schedule for LSGI Representatives, Questionnaire for Resource Persons, Observation schedule to observe infrastructure facilities available in the CEC/NCEC and to understand the involvement of community people and Tool for Focus Group Discussion.

Sample size and Sampling procedure

The campaign was completed in all the 14 districts of the state and in which four districts were taken as sample, viz. Wayanad, Palakkad, Ernakulam and Thiruvananthapuram. Thirty Two NCECs and CECs were selected for the study. The centers were selected on the basis of a stratified random sample.

Data have been collected from the following groups:

- Learners who have completed the 4th level equivalency.
- Instructors of the programme.
- Preraks of NCECs and CECs.
- Panchayat/ Municipal Presidents/ Members
- Resource Persons/ Experts in Adult Education.
- District Coordinators / Assistant Coordinators

The data was collected systematically using appropriate tools for different data and also administered literacy test. The test was supervised and valued properly by the evaluation team directly with the help of Key Resource Persons and Preraks.

Major Findings

Internal evaluation of the Athulyam Project was conducted by the District Literacy Missions in the month of June 2015. Question papers for each subject were prepared by KSLMA. Each subject carries 75 marks. Written examination was conducted in Malayalam, Social Science and Mathematics. Written as well as oral examination was conducted for English. The total number of learners who passed in the internal examination was 19957. In Wayanad district 97.42 percentages of the learners was passed. In Palakkad district a total of 99.79 percentage was passed In Ernakulam the total percentage of pass was 99.81. The percentage of learners who pass in the internal examination was 99.98. KSLMA have conducted the final evaluation/ examination. The declaration of results has organized at Panchayat level.

The external evaluation was conducted for 316 learners from the four districts. There are 86 learners from Wayanad, 83 from Palakkad, 84 from Ernakulam and 63 from Thiruvananthapuram district. Among them only 5 learners (1.58%) were men and the rest 311 were women. It is found that the number of male learners in all district were very meager. It is a clear indication of the higher awareness level of the women and their necessity of education than men. Answer paper of each learner is valued systematically and marks were entered in separate sheets. In Wayanad district the total number of learners who attended the external evaluation was 86 in which 82 passed in Malayalam, 86 passed in Social Science, and Mathematics and 85 passed in English. The district average is 98.55 percent. In Palakkad district the total number learners who attended in the external evaluation was 83. The number of learners who passed was 81, 82, 82, and 81 in Malayalam, Social Science, Mathematics and English respectively. Thus the district average of success was 98.25 percent.

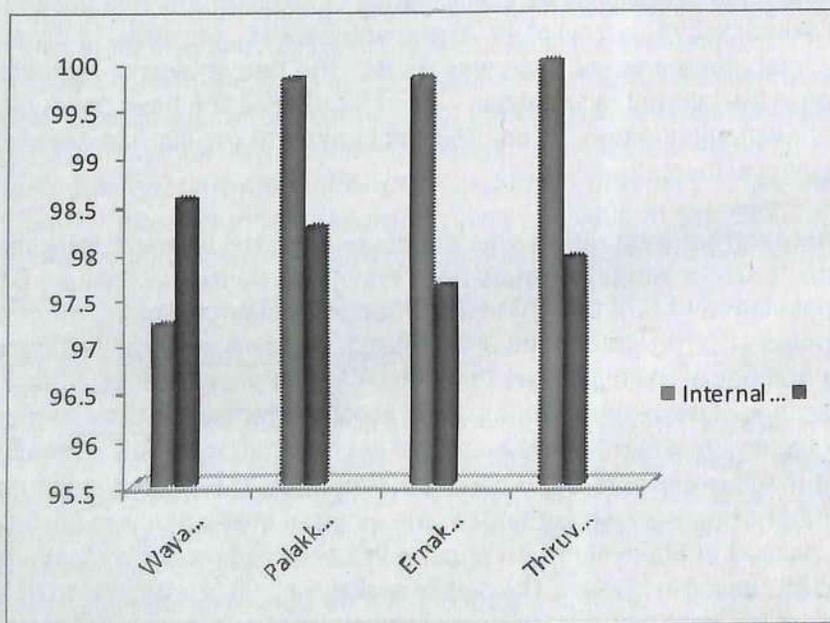
The total number of learners who attended the external examination in Ernakulam district was 84, out of which 83 passed in Malayalam, Social Science and Mathematics. . But 81 persons passed in English and the district average of success is 97.63 percent. The district average of

Thiruvananthapuram district is 97.26 percent. 63 persons appeared in the examination. The subject wise success shows that 62 persons passed in Malayalam and social science 61 passed in Mathematics and 60 passed in English.

Comparison between Internal and External Evaluation

While we compare the internal and external evaluation, it is seen that the success level of the learners in both the evaluation is almost the same.

Graph
Comparison of Results between Internal and External Evaluation



In Wayanad district the percentage of success in the internal evaluation was 98.55 and external evaluation 97.42. Increase in the external evaluation is 1.13 percent. The percentage of success in Palakkad district in internal evaluation is 99.72 and external evaluation is 98.25. Thus 1.47 percent decrease is found in the external evaluation. In Ernakulam district the percentage of success in internal evaluation is 99.98 and 97.63 in external evaluation. The decrease level in external evaluation is 2.26. In

Thiruvananthapuram district the internal and external evaluation result are 99.48 and 97.26 respectively. Here, the decrease level is 2.22 percent. In short, from the study there is clear indication that the Athulyam project was conducted well and the percentage of success in all districts under study are above 97 percent. Thus Primary Education has been totally achieved by the districts. Since the achievement of the sample four districts had achieved total primary education the state can also be declared a State which has achieved Total Primary Education.

Major Functionaries

One hundred **preraks** were taken as sample for the study. Gender-wise distribution of the preraks shows that women preraks outnumber the men preraks. It is seen that 95 percent of the preraks were women. Age wise distribution of the preraks indicates that 48 percent of them are in the age group of 36-45 years and 31 percent belongs to 46-55 years. Preraks could also be seen in all major religious categories. However, Hindus dominated followed by Christians. Caste wise distribution of the preraks indicates that a vast majority of the preraks belongs to forward caste. It is seen that proper reservation system was not followed in the selection. Income-wise distribution of the preraks indicates that 71 percent were in the monthly income below Rs.3000/-. The insufficient honorarium causes the smooth functioning of the project. The minimum educational qualification for a prerak is SSLC (Secondary School Leaving Certificate) and that of the nodal prerak is graduation. However, majority of the preraks have higher qualification than the prescribed norms. Besides general qualifications, some of them have technical and professional qualifications. Assistant Preraks were also appointed to each centre to assist the preraks. The posts of preraks and assistant preraks were vacant due to delay in recruitment in time. Majority of the CECs do not have Assistant Preraks.

Instructors were appointed temporarily in LSGI wards where classes are arranged. Some of them worked fully honorary and all of them extended their services without honorarium after the project period. Though the Instructors are getting meager honorarium and no allowance, they have extended dedicated services for the programme because of their commitment to the community. The instructors involvement in the programme is found highly dedicated and appreciable. The profile of 60 instructors was analyzed for the study. Regarding age wise distribution, 50 percent of them were in the 36-45 age group and 35 percent of them were

above 35 years. 82 percent of them were married. The educational background of the instructors shows that 57 percent have Pre- Degree or Higher Secondary Education and only one person have post graduation. It is also noted that 70 percent of them had below 5 years experience. While analyzing the income level it is seen that 73 percent of them were in the below rupees 2000/- per month income group. This shows that all of them were unemployed.

The success of any programme depends mainly on the sincerity and commitment of the functionaries. **Key Resource Persons** were selected for each GPs/Blocks/Municipality. As part of the external evaluation 24 Key Resource Persons (KRPs) were invited from the four districts for a focus group discussion. Views and suggestions from an external functionary are important. From the analysis, it is seen that out of 24 KRPs 16 (66.67 %) are male. The educational qualification shows that 50 percent of them below PDC or Higher Secondary Education. 8 persons were graduates and 4 were Post Graduates. It is also noted that majority of them had additional qualification including were having g PhD. Though there is a provision for monthly honorarium for a limited period, majority of them worked honorary. Majority of them are retired persons with and rich experience in literacy and CE activities. Each Panchayat/block/Municipality appointed one coordinator each for the programme fully on honorary basis and they supervised the programme. Most of them are retired teachers/ government servants with rich experience in literacy and continuing education activities. .

Participation and support from the **representatives of the PRIs** could be seen in all places irrespective of politics. Involvement from Governmental and Non Governmental agencies and line departments were lacking in the programme. Financial problems adversely affected the smooth functioning of the project. Some of the PRIs have not included budget provision for the campaign and neglected the programme though the district panchayats insisted on it.

Learners are the main beneficiary group of the project. The programme was addressed to the backward and marginalized sections of the community. Both illiterates and neo-literates were addressed in the programme. Opportunities are given to the unreached sections of the community, such as mentally challenged to obtain the equivalency certificates through this programme. The programme is not restricted to the age group of 18-50. Learners from different age group have also benefitted from the

programme. Socio economic profile of the learners is also very important to chalk out follow up programmes for them.

One hundred learners were personally interviewed by the evaluation team using a structured interview schedule. While analyzing the interview schedule it is found that 85 percent of the learners were male and 84 percent come from rural background. Majority of them belongs to the age group of 36-45 years followed by 46-55 years. The occupation of the majority of learners is coolie followed by house wives. Regarding income level 44 percent of them belongs to the category below Rs. 2000/-. This shows that majority of the learners are from a very poor background. Majority of the learners were of the opinion that the Equivalency Programme is very useful in many ways. Some of the learners could not get the pass certificate due to non availability of birth certificates.

Class timings are not suitable to the learners due to their responsibilities at home and occupation. Majority of the learners are coolies and manual laborers, they were not able to participate in the classes regularly. Thus majority of the instructors went to the houses of the learners and completed the task. It was found that documentation of the classes was not done properly. However attempts were made to document important activities by the Preraks. Some of the learners could not get the pass certificate due to non availability of birth certificates. Most the classes were organized in CECs. All CECs have its own buildings. However, some of the classes were organized in public buildings such as panchayat buildings, School buildings, and tribal settlements, Arts and Sports Clubs, Libraries and even in learners' houses. Electricity was not available found in several centers.

Effective organization of activities by the CEC, by and large, depends upon the information and facilities available at the centre. The evaluation team visited all the CECs /NCECs for the study are located at puce structure. The size of the buildings is quite large in most of the centers. There was no problem of accommodation in most of the cases. Most of the CECs /NCECs are located at PRI cultural centers, Youth clubs libraries and other public buildings of PRI. Minimum furniture was available in all the centers. Most of the furniture was given by PRIs and SLMA. Arrangements of the class rooms are also not satisfactory still the instructors managed by conducting the classes in their own houses and the learner's houses.

Every CEC must have adequate number of teaching, learning materials to cater to the needs of the beneficiaries. In the analysis Teaching /Learning Materials other than text books are not widely used in most of the classes. It is observed that the number of library books in the centers by and large was very little. Some of the books were made available by SLMA and SRC ten years back. Due to non availability of relevant library books the learners could not use the library properly. News papers and magazines were seen only in few centers. It is learnt that SLMA is not releasing any grant for procuring books, newspapers and other periodicals. Teaching /Learning Materials other than text books were not widely used in most of the classes. In some centers text books were received very late. However, the preraks managed to overcome the problem.

Training of Preraks/Nodal Preraks/Assistant Preraks has been organized in the initial period of the project. Later the number and duration has been limited when the Athulyam project has been organized by the District Literacy Mission. Preraks and instructors were given special training by DIET and DLM for the project. But continuous and follow up training could not be given.

Environment creation was insufficient. Media has given sufficient priority to the programme in some areas. This was reflected among the general public. Enthusiasm, encouragement and voluntarism among the public is lacking compared to Total Literacy Campaign of the state in 1990-91.

Monitoring of the programmes has done by external agencies like DIET, and DLMS. Improved methods of monitoring could not be practiced. Documentation of the classes was not done properly.

Involvement of LSGIs

The local bodies have spent money from their budget for the programme. State Government has issued separate order for the implementation of the project. Each Panchayat/ Municipality appointed one coordinator each for the programme fully on honorary basis and they supervised the programme. Most of them were retired teachers and government servants. The involvement of the PRIs is commendable. Participation and support from the representatives of the PRIs could be seen in all places irrespective of politics. Involvement from Governmental and Non Governmental agencies and line departments were lacking to the programme. Financial problem

adversely affected the smooth functioning of the project. Some of the PRIs did not include budget provision for the campaign and neglected it though the district panchayat insisted on it. The support of the local self government institutions are found very effective. It is observed that the centers having cooperation and support of LSGIs worked very effectively.

NGOs

Self-Help Groups (Kudumbasree) units have actively participated in the successful implementation of the programme. There was very little involvement of NGOs is seen very less. Initiatives might have been taken to involve youth organizations, Women's associations, trade Unions, Libraries etc.

Management System

The programme is being implemented through Panchayati Raj Institutions. District Panchayats/Block Panchayats and Gram Panchayats also came forward to undertake the project by putting budget provision. All the Municipalities and Corporations have also come in the fray. Political support of the programme is highly appreciable. Some of the instructors extended their service by taking special classes at the learner's houses since the learners are not able to attend the classes regularly. Drop-out rates recorded is very meager. Convergence from other government departments was not up to the desired level. It is also seen that the self confidence and motivation to study in higher levels improved in majority of the learners. The programme has also empowered the learners especially women.

Major Recommendations

- The Athulyam Project was done successfully completed and the state can be declared as Totally Primary Educated. The model emerged from the campaign, should be extended to other states of India to achieve total primary education campaign.
- There is a need to ensure that the learners are provided all facilities to achieve the desired level of knowledge, skill and competencies and that these competencies are tested properly by the equivalency examination board. It will be desirable to extend the facility of Total

Elementary Education to the school drop-outs and school non entrants as a follow up of the Athulyam project. The KSLMA should take urgent steps to issue pass certificates including date of birth for further study. Provisions will be given to the learners to join next levels of equivalency and also for continuing education and to improve the quality of life of the beneficiaries.

- State government should release financial assistance in addition to PRI fund. Resources of KSLMA, SRC, JSS and other Departments will be explored for the campaign. Government should consider how to give certificates to the learners who could not submit birth certificate. Coordination of all government institutions should be ensured in future programmes. Experience and expertise of non Governmental Organization should also be explored for similar programmes. Assistance to the similar programme in addition to the PRI fund. Government should give permission to utilize their plan fund for the programme in future. Proper steps should be taken by the government to change the attitude of the people towards the programmes. The honorarium of Preraks needs to be increased. More training is needed for Preraks to engage classes. Functionaries at all levels should be recognized by issuing certificate and weightage to other projects run by panchayats. Some of the posts of Preraks and Assistant Preraks are remaining vacant even though selection of Preraks is made by the Gram Panchayat Municipal Committees. KSLMA should give permission to fill up all posts for the smooth functioning of the project. The vacant posts of Assistant Coordinators should be filled immediately.
- Involvement of State Resource Centre from the initial stage itself should be made mandatory in future programmes. The state and District Literacy Missions should be strengthened by providing sufficient salaries and service rules. Kerala State Literacy Mission Authority should give more support for the programmes.
- Permanent buildings and infrastructure should be provided to all CECs for articulating this type of campaigns. It would improve the functioning of the CECs. Supplementary reading materials should be procured from SRC for strengthening CECs. The District authorities should take immediate steps to start vocational courses and training to the learners. Follow up programmes should be planned

for successful learners. Teaching learning materials need to be supplied in time. Provisions should also be found out for vocational and skill development training programme with the TPEP.

- Instructors should be given strict direction to follow documentation procedure from the beginning of the programmes in future. Recognition and incentives should also be given to learners and resource persons to motivate them for further learning.
- It would be desirable that all CECs and NCES are provided facility of Computer literacy which has become popular among the young educated sections of the society. The study centers need to be provided with required facilities such as Computers, furniture, proper classrooms and toilets.
- Monitoring of the programmes shall be done by external agencies like DIET, and SRCs. Improved methods of monitoring could not be practiced. Concurrent evaluation will be appreciated.
- Documentation of the classes was not done properly. Effective documentation strategy should be framed before starting this type of projects.
- The Non formal Education system should sustain in the state. A Directorate of Non Formal Education should be stated by the state government to streamline all programmes and to coordinate agencies in the field. Financial assistants from central government should be procured for overcome financial crisis.

Conclusion

The Athulyam Project has been implemented very systematically. The Panchayati Raj Institutions and its elected representatives of the district have wholeheartedly supported the successful completion of the programme. The immediate need of the learners is to get recognition for the equivalency programme. As an evaluating agency SRC has given high priority to emphasize the importance of Continuing and Lifelong Education in the state. The Athulyam programme was a model programme and the suggestions and findings of the proposed study may help the State and Central Government to launch this type of campaigns in other parts of India.

It is clear that, through this campaign remarkable changes are already made in the socio-economic- and educational aspects of the beneficiaries' life. Above all, this will be a land mark in the history of Adult, Continuing and Lifelong Education of India and will be a mile stone in the history of literacy of Kerala.

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Partnership for Service Delivery in Rural India - Micro-level study

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Introduction

Multiple organizations are working for the development at grassroots level as a result of the democratic and administrative decentralization process, by opening up opportunities for engaging civil society organizations to enhance the legitimacy of a democratic process. As a consequence, the civil society organizations are increasingly recognized as the most appropriate actors when dealing with public policy and development programmes. It is because addressing certain issues or problems, may be beyond the easy reach of state bureaucracy, and, on other hand, relatively of little interest evinced by the private sector. Civil society organizations, increasingly better organized and informed, are also aware of their potential role in the policy process. They understand the importance of building more effective relationships with government in order to create and implement development policies and programmes that are more responsive, sustainable and cost-effective in the rural areas¹.

The process of decentralization is mainly for devolving of functions and authority that give opportunities for the people to play their role, which can ensure their initiatives and involvement in the development activities at grassroots level. In Indian context, constitutionally endowed Local Self Government, known as Panchayat Raj Institutions (hereinafter, Panchayat) is best suited to operate at the community level. As stated by Dreze-Sen, Panchayat is one of the most important instruments of enabling people's participation and the other instruments include voluntary agencies, self-help groups, watershed committees and similar organizations at grassroots level. Both the 73rd and 74th Amendments have laid the ground for fundamental changes in how people can participate in expansion of social opportunity².

NGOs operate at the grassroots level as catalyst for social mobilization and also bringing changes that are much needed for rural transformation.

Over a period of last five decades, the NGOs in India have gradually shifted their focus in their operations and have become one of the major stakeholders at the grassroots level in the context of rural development. The changing roles of NGO could be traced from charity in 1960s, to handle welfare and relief activities during 1970s, to initiate development process in 1980s, 1990s onwards also got engaged in the Advocacy role³. In the era of decentralization and empowerment, formulation of public policy seems increasingly undertaken by NGOs and, thus, they are becoming one of the significant players in the Governance⁴.

Social mobilization process has to result in organizing the people, keeping in mind various socio-economic dimensions and needs at the grassroots level. Once people are organized, capacity building of such organizations becomes necessary to change from the culture of dependency to a culture of self-reliance. In the decentralization efforts, Institutional strengthening of Panchayat is also a crucial strategy at the micro-level, in addition to the promotion of Community Based Organizations (CBOs)⁵ and their capacity building for sustainable rural development. The NGOs are also involved in organizing community into various organizations at grassroots level, that include - women, farmers, youth and also users of various "Resources and Services", like land, water, health, education. The NGOs' role in organizing the people is aimed at enabling them to come together to work for effective use of locally available resources to provide services to meet the local need and priorities. The NGOs mobilize local resources⁶ and also raise sizable external⁷ resources for the welfare and development action at grassroots level.

Both government and non-governmental organizations have introduced a system where people are involved in decision making process to have community control over use of Resources and delivery of services. It has been done as part of decentralization process with the aim of transferring responsibilities and sharing of power. It has resulted in the emergence of village level organizations and user groups to manage various resources at local level. The CBOs, like User Committees and Self- Help Groups (SHG), have influence on local self-governance, as they exist parallel with the constitutionally established Panchayat Raj Institutions. On other hand, the Community Based Organizations have become new channel for enlisting people's participation and also to manage the resources and services in the rural areas⁸⁸

Benjamin Powis, (2003), Grass Roots Politics and Second Wave of Decentralization in

. Sprouting of this kind of grassroots organizations has created a new situation in the process of decentralization in rural areas. The emergence of these organizations has created scope for horizontal linkages that includes collaborations and cooperation among different organizations working at village level. Multiple organizations working at local level have chance of confrontation with each other while managing the development process in rural areas cannot be ruled-out.

Concept of Partnership

Partnership facilitates for combining efforts and enables partners to have a greater impact on policy and practice than they would have been on their own. This is because partners from different backgrounds can contribute complementary skills and resources to the solution for difficult problems that no organization could effectively address on its own⁹. The partnership enables to have better content of the programme through enrichment and sharing of knowledge among the partners. The word "partnership" is a term that means different things to different people.

Mostly, a partnership may be defined simply as a collaborative endeavour between two or more organizations that pool resources in the interest of common¹⁰ objectives. Key reasons for entering into partnership are looking for inputs and search for change. Partnerships, by their very nature, represent a sustained commitment to move forward together to reach a common objective. The sustained commitment in a partnership context vary depending on the complexity of the issue, the players involved, the political and cultural backdrop, and the resources available to support the partnership. Thus, all those involved are, while working towards a goal, have to share the power among them to decide and work on what has been decided. The term "partnership" does not imply an equal distribution of power, resources, skills and responsibilities.

In fact, partnerships may encompass a broad array of arrangements, from informal associations or networks to formal legal agreements. Partnerships are about power, both individual and collective. Although power is always present, it is rarely equal. A successful partnership values and openly acknowledges different types of power that each individual or

organization brings into the work environment¹¹. While working in partnership situation among a set of organizations, understanding is essential to sustain collective efforts to carry forward the development.

The partnership can be defined in the development field with many meanings covering alliances relationship. It is understood as the growing conviction that solving a society's problems requires a combined effort of diverse institutions, including aligning and combining their core competencies and converging their functions. The term "partnership" refers to bringing together parties with very different objectives, resources and incentives around shared goals and equitable allocation of authority, efforts and resources¹².

Partnerships between organizations are critical to sustain rural development initiatives. But it can be difficult to assess the progress and effectiveness of partnership. Unlike business contractual relationships that often involve an exchange of goods and services, some elements of a partnership are intangible, which makes trust and transparency even more important. In the context of the good governance working together is very much essential component. Therefore, it is very significant to understand the various elements of the partnership. It would facilitate to identify the factors that matter in the partnership amongst the grassroots organizations working for rural development. The following section deals with elements or principles of the partnership.

Best Practices at Grassroots' Level

Partnership among Grassroots organization for rural development is significant in the context of sustainable development. The collaborative efforts are made by various organizations to address the felt-needs and priorities of the rural community. The study has attempted to collect information on partnership scenario in which the GP, NGO and CBOs are working together and whether that model is replicable elsewhere; information on such best practices are discussed in this paper.

Putting the Gram Panchayat first

Modern Architects for Rural India (MARI) is a grassroots NGO started in 1988 by a team of social work professionals. MARI is working for the uplift of vulnerable sections of the society in the Warangal district of Andhra Pradesh,

India. MARI has taken an approach of creating and enabling involvement of the community to take control of their resources and initiate process of development. While working towards empowerment of rural and tribal communities, emphasis was laid on "education". MARI is focusing on the issues related to Primary Education, Women Empowerment, Panchayat Raj Development, Watershed Development, Organic Farming, Sustainable Agriculture, Livelihood Promotion, Health (including hygiene and sanitation), and Strengthening of CBOs. MARI has qualified and experienced staff; and its Management is run by experts and retired professionals from Government agencies and Banks. MARI is also actively participating in networking for policy change amongst NGOs within Telangana region and also at the state, national and international level. Most of the senior Executives who are involved in daily affairs of MARI are with rich background of previous working experience in NGOs.

Civil society organization MARI has made many efforts in its area of operation to bring together various CBOs to work with GPs. In fact, under "Panchayat Raj Development" initiative all the CBOs and GPs are working closely with each other. All issues at the village level are brought to the notice of GP by the concerned user group or by the people. Interestingly, all active participants from the community are members of a CBO or in the Committees established by the GP / MARI in the village to manage their resource / service.

In Anantharam village, the GP has constituted a Village Development Committee (VDC) in which all CBOs and User Committees are Members. In each of the User Committees the Ward Members are working as representative of the GP. This system helps both GP and CBOs to function in a coordinated manner to address the concerned issues. This arrangement itself is a best practice for effective partnership among grassroots organizations. However, it is observed that one of the major issues in the village is collaboratively addressed by these three organizations – NGOs, GPs and CBOs.

Drinking water is one of the major concerns of the villagers though the availability is found to be adequate. The issue is that of quality of water available is not suitable for drinking purpose. The issue was discussed in one of the meeting of the Gram Sabha and subsequently in the GP. The Committee on drinking water and sanitation has discussed initially within the committees to enlist all possible / feasible alternatives. Subsequently,

the matter was taken up in one of the GP meetings in which it was decided to have a water purification plant in the village. The matter was taken up for discussion in a joint meeting of the GP, MARI and Drinking Water Committees. All these organizations have decided to work together to address the issue.

MARI has made its stand clear to people that "it is a major problem of the village and if village community is ready to contribute in all aspects, including ideas and labour facilities, MARI would also contribute to have Water Purification Plant (WPP) in the village". As the villagers agreed with this, they jointly worked out strategies to address the issue. They are as given below:

- Plant to be located in the building owned by GP.
- Plant will be managed by the drinking water committee.
- The user charges are collected for supplying purified water.
- MARI brought external resources and provided resources to establish the plant.
- Water is supplied with a condition that the families have to use toilet.

The Drinking Water Committees is responsible for the entire management of the plant and supply of purified drinking water within the village. The Committee also collects user charge which is agreed to by the community as Rs. 3/- per 20 litres. Daily 20 litres of purified water is provided to each family in the village. The plant has been in use for the last 4 years. The Committees has a reserve of Rs. 40,000 in its account apart from incurring expenditure to maintain the plant. With increasing demand for purified water, many nearby villagers have started visiting the Anantharam village. The elements of best practice noticed in this village are:

- Willingness of the people to address the problem as it is most crucial issue.
- Women took leading role as they are directly involved in managing to fetch potable water every day.
- Partners have contributed according to the need and capacity.
- GP has provided not only building, but an exclusive bore well as well was established to supply water continuously to the plant.
- Linking the drinking water supply with use of toilet made the people to cooperate for the sanitation.

When a pressing problem is taken up by the community, level of participation is found to be more. Likewise, willingness of the people to contribute in terms of local resources, the NGO could bring in required resource. The GP has a local government participated in the "people's initiatives" by sharing vital resources that includes building and finance.

Women show the way for partnership

Mahila Margadharsi (MM) is woman headed organization working for rural development in Srikakulam district, Andhra Pradesh in India, since 1998. The organization is making efforts in the district on issues relating to women and their empowerment. It has made interventions in the areas of health, education, skill development, sustainable agriculture, Panchayat Raj development in its operation area. It is making sustainable efforts by organizing people at grassroots level. As part of its partnership strategy for development, the organization has formed Committee on Domestic Violence (CDV) and taken initiative to deal all violence against women at village level. This initiative was made in 10 villages. MM has been one of the partners of Andhra Pradesh Government and Centre for World Solidarity for the purpose of capacity building of the Panchayat Raj institutions.

Mahila Margadarshi (MM) has been working for rural development, particularly for women empowerment as one of the major issues. MM has been working with GPs empower women in political participation. MM has been dealing with issues related to rural infrastructure in its area of operation. Pidi Mandasa is one of the villages in which MM has been working on all major issues, including "Panchayat Raj Development" and "Women Empowerment". The villagers are facing a problem of drinking water supply.

The village has bore wells with adequate water and storage facility with overhead tank. The quality of water is good. However, supply of water is found to be major issue for the GP. The delivery points (taps) are kept near the tank which is located close to the school. The households have been collecting water from their single point located near the tank during 6 A.M. to 8 A.M. in the morning and 5 P.M. to 7 P.M. in the evening. The four taps available are not sufficient to deliver at a time to all households. As a result, sometimes many have to return home without water. This has led to conflict in the village.

The Gram Panchayat (shortly known as GP) today got a Woman leader (head of the Panchayat) who was earlier leader of the SHG. She was trained by MM during the programme of Panchayat Raj development support by the Government of India and also CWS. The water distribution issue came for discussion in Gram Sabha. Further action on the issue was deferred on account of dearth of financial resources. However, it was decided by the Gram Panchayat to have delivery pipeline within village during the subsequent meeting. As a joint-initiative of the Gram Panchayat and MM, a meeting was held with CBO leaders that included SHGs, VOs, and WUAs to discuss the steps to mobilize the resources for installation of delivery pipeline. Initially, the discussions ended with the constitution of Drinking Water and Sanitation Committees (WATSAN) in the village. After a gap of few months of inaction with initiatives of GP, a meeting was arranged by MM with SHGs, VO, and WATSAN to resolve the drinking water supply issues. The participants in the meeting included MM, GP and invited leaders of SHG, VO and WATSAN. The meeting came out with an action plan with the following strategies.

- Water delivery system would be managed by the GP with the assistance of WATSAN.
- WATSAN would collect contribution of money, material and labour for the project.
- WATSAN – responsible for fixing and collection of user charges for water supply.
- No household connection will be provided till water supply improves in village
- The members of SHGs, VOs and WATSAN have provided manual labour.
- The households contributed money according to their capacity ranging from a minimum of Rs. 100 to 200 per household.
- GP brought in major resource from its basket.

MM has provided additional resource required from its project. During 2008, the project was completed and at the time of study the supply was managed by WATSAN and GP jointly. The elements of best practices observed in this case are:

1. Women leadership of GP and also CBOs took firm steps as the issue directly affected women.

2. Mobilization of local resources made possible through joint action among the GP, NGO and CBOs.
3. If facilities are provided by the GP, people are ready to pay for the services.
4. The burden of resource mobilization was with GP.
5. NGO has provided technical help to plan and implement the project as such expertise was not available with GP.

It is understood that when a common interest is addressed, particularly with regard to the basic facilities, people are willing to participate and also contribute in possible ways. The model is replicable with alterations according to the local realities.

Spring of Partnership

Visakha Jilla Nava Nirmana Samithi (VJNS) was established in 1972 in Visakhapatnam district of Andhra Pradesh in India. The VJNSN has its roots in Gandhian ideology. It is working towards "Grama Swaraj" as its primary goal of development. The organization's main strategy is to organize the rural poor to move towards sustainable development, with knowledge and skill enhancement. To reduce the gap between developmental agencies (government or non-government) and focused groups in the rural and tribal areas, the VJNS has effectively organized the people's organization. During its four decades of rural development work, the organization gave importance to organize "village council" much before the concept of Gram Sabha gained significant level of recognition. Thrust areas of VJNS include Rural and Tribal Development, Organising Socially, Drinking Water and Sanitation, Women and Child, PR, Skill Development and Micro credit.

VJNS is working in the tribal belt of Visakhapatnam district, India. During 1990s, as all wells have dried up in one of the Gram Panchayat people have faced severe shortage of water. Since the nature of terrain is hilly, the possibility of sinking bore well was found to be less. The water is required not only for domestic purpose, but also for post-harvest processing of turmeric. The village has a Village Development Council (VDC) promoted by the VJNS even before PESA Act was implemented to establish the GP in these tribal villages. Interestingly the leaders who were part of the VDC have taken interest in GP and got elected as Sarpanch in 2001. The Chairman of the VDC got elected to GP and few others as Ward Members.

In this background, in the year 2002, an initiative was made by the VDC, GP and VJNS to resolve the issues of water supply in that village. In this line, the local community leaders, VDC and GP have identified a spring well in a nearby hillock. There were several rounds of discussions to formulate and choose a technology to tap the potential of spring well. As a result, it was decided to use the gravitational method to bring water from spring well to the village, because it would be sustainable, as it requires no electricity for bringing the water down from hillock. A partnership arrangement was worked out by the GP, VDC and VJNS to implement a suitable strategy for sustainable use of spring water for the benefit of all in the village. The design includes following major items.

1. Financial resource for initial investment by the NGO with a project from CARE INDIA.
2. The GP and VDC were made responsible for the maintenance of the water distribution system.
3. A nominal user charges of Rs. 20/- per household was fixed after due consultation with community.
4. The VDC has taken the responsibility of collecting and managing the user charges and pooled funds.
5. GP agreed to lay pipelines in the village for distribution of water from collection tank.

At the time of study the water supply system was working and distribution was effective. The main features of best practices observed in this case are:

- The common interest made the stakeholders to come together.
- The leadership of VDC and GP had some direction in their vision.
- Consensus orientation emerged from the VDC due to the GP leadership.
- The role and financial responsibility were discussed and agreed upon by the partners.
- Appropriate technology was chosen that helped to sustain the water supply system.
- Recurring expenditure was very minimal. As a result the pooled funds were used to increase the storage capacity with an additional tank.

The case is an illustration of partnership for the provision of one of the basic needs of the community. Following this, VJNS and VDCs have started

harnessing the local resources for effective management of water in the tribal area.

Thirsty for Partnership

Jana Jagruthi – Tuni (JJ-Tuni) is an organization working since 1991 in Tuni area of East Godavari and Visakhapatnam Districts (Tribal Areas) in Andhra Pradesh of India. It was established by a Lawyer to empower the youth and women in the rural and tribal villages. All its efforts are rooted through youth associations or SHGs. JJ – Tuni is working for legal education, legal aid, land issues, and domestic violence against women. The organization is also increasing the capacity of the youth in construction technology through training programmes. Thrust areas of JJ-Tuni are Legal Education, Legal Aid, Environment, Skill Development, Land Rights, Youth and awareness creation for Panchayat Raj development. The JJ-Tuni has been one of the partners of Andhra Pradesh Government for the purpose of organizing training to the Panchayat Raj functionaries.

Jana Jagruthi (Tuni) is located in East Godavari district and has been working in 55 villages in East Godavari district and also in 24 border villages of Visakhapatnam district. These villages are mostly tribal habitations or most disadvantageous villages located in remote areas. Donkada is one of the villages where JJ is working since long period. The village has been experiencing problem of drinking water supply. Though water is available in sufficient quantity, it is not suitable for drinking. During regular visits, the issue was taken up for discussion by the villagers with JJ. Initially, the Elders Committee (one of the CBO promoted by the JJ since its inception) and JJ had consultation over the issue and decided to take up the matter for larger consultation with the villagers. The Elders Committee and JJ have worked out a framework for consultation that includes resource mobilization and approaching outside agencies for donations. According to the GP, JJ and Elders Committee had a discussion in which following strategies are formulated:

- Set up a mineral water plant in the village
- GP to provide land for building and bore well.
- Approach Ramakrishna Seva Samithi and Visakha Dairy for possible assistance by them.

The GP has called for Gram Sabha meeting and initiated the process.

Further, in rural meeting decision was taken to get land for the purpose. Required financial resources were managed locally by convincing the people to pay the house tax and pooling the available resources levied on the shop owners. Ultimately, GP could manage land for the project in the village.

The Elders Committee approached Ramakrishna Seva Samithi and Visakha Dairy Cooperative Society (known as Visakha Dairy) on this matter and could get an assurance for financial assistance and support. The JJ and GP along with CBO formally requested the Samithi and Visakha Dairy for assistance. Accordingly, a multi-stakeholder plan was drawn to solve the drinking water problem. As a result of the combined efforts, the villagers have mineral water plant or water purification plant with an installed capacity of 10,000 litres per day. At the time of study, the villagers were using 70 % of the installed capacity. The highlight of this case study is that everyone has come together for a common cause.

1. The GP and JJ have played lead role and organized an exclusive Drinking Water Committees (DWC) to manage the plant. However, it is not one of the functional committees of the GP.
2. The DWC is made up of members from the local community and also representative of the Ramakrishna Seva Samithi and Visakha Dairy.
3. JJ has provided all technical support as one of its staff members is from this village.
4. The case indicates that a felt-need has compelled the villages to come together to take appropriate action.
5. The rapport of the elders with some of the welfare and service organizations helped in getting critical resources.

Above all, the village community (Gram Sabha) overwhelmingly accepted the proposal made by the GP and JJ. Accordingly, the plant managed by DWC supplies 30 litres of purified water per household every day. The households agreed to pay Rs. 100/- every month as user charges. The case is an illustration of convergence strategies for social service, development work, corporate social responsibility and gram Panchayat.

Lessons to Learn

Niligiri Foundation (NF) is a grassroots organization working since 1987, mainly in rural areas of Guntur District of Andhra Pradesh in India, focusing on

water resources development and its effective management. NF as a development organization is concentrating on restoration of traditional water storage bodies with the involvement of farmers. The initiatives emphasized participation of stakeholders that visualize effective process for bringing together and promote partnership for sustainable use of natural resources available in the area. Thrust areas are NRM, Organic Farming, Watershed Development, Rural Development, Organising Farmers, and Skill Development.

The Nilgiri Foundation has been working for the development of farm sector in rural areas of Guntur district. The Foundation is also working for all-round development of the villages in its service area. The CBOs, GPs and Niligiri Foundation (NF) are working in collaboration on many issues in the villages that include augmentation of irrigation facilities, and development of infrastructure for primary school. The present case is an illustration of best practice by the partners to solve the problems in the primary school which was lacking even basic facilities. The primary school which lacked basic facilities has affected the functioning of the school and primary education in the village.

The GP has taken note of the prevailing situation and discussed about it with Nilgiri Foundation to find out a permanent solution. The Parents, NF and elders in the village have had a joint meeting to find out sources to furnish the school. In the discussions, an idea emerged to approach the Canara Bank Staff Association (CBSA) in Guntur Town. This idea was given by some ward members of GP; and those elderly persons have felt that the Canara Bank Staff Association could help the villagers to improve the facilities in the school. Already the village community has long cherished relationship with the Bank through the Primary Agriculture Cooperative of that village. Therefore, they had strong hope of getting some help from CBSA. Formally, the GP leadership has met CBSA along with NF. The major issues which were taken up by this group of organizations include the following:

1. Bench and desk for students in primary school
2. Drinking water
3. Sanitation facilities

Because of these problems, the girl students have been affected very much and the issue was taken up by the women members of GP in many meetings. The village leaders have requested for help from CBSA and it has

agreed to provide such a help to the village community. Initially, provisions were made for drinking water and sanitation facility and in the subsequent year furniture have also been provided.

The matter was discussed with NF when a program for renovation of irrigation tank was discussed in the village. The partnership was among the GP, Rythu Mitra Sanghs, and NF at village level and also paved way for the entry of Corporate House, *Coca Cola*, that provided financial assistance for renovation of irrigation tank in the village. The community has taken up the issue of scarcity of irrigation water with GP and later with NF. NF has suggested that effective water management is possible only by taking up the less water intensive crops and use of organic manure. Besides, it was made clear to the villagers that the existing tank need to be renovated and bring the nearby canal water through pipe lines to recharge the tank.

To begin with, the GP and village community refused the idea. But sustained efforts of NF have resulted in a partnership programme with Coca Cola. Under the Corporate Social Responsibility (CSR), the Company has provided funds to renovate the tank and lay pipe line to bring water from canal. In this joint action plan, GP provided all facilities to take up the work that includes official resolution and logistic support. The Rythu Mitra Sangham (RMS) has provided tractors to move the silt from the tank to the needy farm lands. The NF has coordinated with the company to implement the program. With flow of funds and required facilities paved way for successful completion of tank renovation work.

Basic lesson that we learn from this case is that GP, RMS, NF along with village elders have had discussion on the problems and agreed to contribute according to their ability. The significant observation made by villagers is that all the partners have mutually trusted each other in the process of solving problem of the community. Moreover, no political colour was attached to approach the issues and strategies adopted by the GP leadership in the whole programme.

Engineering for Partnership

Gram Siri (GS) is a development organization working in Guntur district since 1981 in the rural areas of Andhra Pradesh in India. The organization is working for the integrated development of rural community by taking an approach towards effective utilization of all types of resources in the villages.

GS is working for the last three decades in Bapatla region of Guntur district. Originally, GS was established to provide flood relief in this area. GS was established with the support of Gandhi Peace Centre based on Gandhian approach for rural development. After completion of relief work, GS has started focusing on other sectoral needs and development in rural areas. The thrust areas are Cyclone Relief, Rehabilitation and Reconstruction, Organising Rural Poor, Micro Finance, Promotion of Appropriate Technology, Development of Farming community, Development of Socially excluded, and Panchayat Development. GS has established branches, later they have become as separate organizations in south coastal Andhra Pradesh and Rayalaseema regions and run by its staff members; most of them were working with GS either as professional staff or at grassroots level. It demonstrates the strength of the organization and its approach for grassroots development.

Gram Siri (GS) has planned for school development in partnership with VEC, GP and at large with Gram Sabha in Thummalapalli village. GS has formed the Village Development Committee to take advantage of the local wisdom for problem solving. The Village Development Committee [VDC] was constituted with representatives from Panchayat, Village Education Committee [VEC], Self Help Groups [SHG] and Elders. This was done during 1980s when the Gram Sabha initiated flood relief and rehabilitation work in Bapatla area of Guntur district. The VDC has been planning and implementing the programme in coordination with Gram Sabha and Gram Panchayat.

The village primary school was upgraded as upper primary school. Under the programme of *Education for All*, teaching assistants were appointed in the school. As limited funds are available in the school for paying to such teachers, the Gram Sabha, Gram Panchayat and VEC decided to additionally pay some amount to each of the teachers working in the school. The proposal aimed at contribution of villagers, in terms of money.

Accordingly, the villagers agreed to pay as per their capacity to the VEC. In addition to Government's payment of Rs. 1000/- per teacher per month, VEC is paying 600/- per teacher every month from the Village Education Fund collected from parents of the children studying in the school. While making joint decision on this issue in 2001, the Gram Sabha has proposed to help some of the poor families to augment the income, by providing facilities to improve their farming activities.

The area is close to coastal area and has disadvantage in digging deep bore wells as the water is not suitable for crop production. The VDC, GS and GP have jointly worked out to construct the surface well which is capable of recycling the water used in crop production. The wells are constructed with the financial support of CIDA. Mostly small and marginal farmers have benefited by these wells and they have been enabled to take two crops in a year. This case shows that GS could rope in GP, VEC and SHG along with VDC to solve some of the common problems. The highlights of the case are:

- Initiative by NGO supported by the others in the village.
- VDC is capable of bringing together all resources at village level.
- VDC is also providing technical support in planning and implementation.
- GP has revealed that in the resource dearth situation, it could take advantage of the strengths of partnership.

Conclusion

The cases discussed in this chapter show that there are instances for grassroots partnership among the Gram Panchayat, CBOs and NGOs in all parts of the state. It is notable that in most of the cases, the partnership has emerged to solve one of the major issues/felt needs of the village community. It is also observed that the NGOs have taken initiatives to bring together all stakeholders with the support of the GPs. There are no cases where the GP have taken a proactive role to bring together all concerned. Similarly, the CBOs have been motivated to work towards solving some major issues in the village by the NGOs.

It can be inferred that successful completion and sustainably managing some of the programmes under partnership arrangement is due to the understanding between NGO and GP; on other hand, the interest of entire village community is at stake. It is pertinent to note that the GPs, NGOs and CBOs have demonstrated that they could not only come in contact with each other, but also became capable to sustain their partnership.

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1

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Committee, Community Forest Management (CFM), Mothers Committee, Village

Education Committees, Village Drinking Water and Sanitation Committee and any other similar at village level.

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Context Consciousness in Health Care: A Study of Pune Urban Slums

P. Viswanadha Gupta

Introduction

In modern health care delivery system, health education occupies a very important place. Health Education is now a common word used all over the world. During the early periods of human civilisation, man was concerned only with his immediate needs. When he was hungry, he searched for food. When he was thirsty, he searched for water. When he was sick, he searched for a relief. So, it came to pass that for a long time, the Art of Healing remained paramount for him. But as human civilisation advanced, man realised that for maintenance of health, medical care alone was not sufficient. He realised that, cleanliness and environmental sanitation were also important. So, along with medical care, environmental sanitation also found a place in man's health care. Following the religious, political and industrial revolutions in the west, there was a rapid expansion of Modern Science. Different branches of science were developed and they all made newer discoveries about the nature of things and added to the knowledge of man. Many discoveries were made in the field of medicine also. One of the most important discoveries was about the cause of communicable diseases. It was established beyond doubt that they were caused by microscopic living organisms, commonly termed as 'germs'. Following this discovery, man was able to develop vaccines and sera which could successfully prevent many of these diseases. There are many things that are dangerous to health. Diseases, physical hazards, manmade environments like unguarded cooking fires, overcrowding, stressful work etc., all can pose health problems. There is another important factor which, to a very large extent decides why people stay healthy or on the contrary became ill. This is due to their own actions or behaviour. Health education, while imparting information is particularly interested in the actions of the people i.e., their behaviour. Let us examine a simple example. Diarrhoea is a common disease. Our own actions like, not washing hands before taking food, using unclean vessels, defecating in the open etc., can produce diarrhoea. Our actions like washing hands before meals, drinking good water, washing fruits before they are eaten etc., can

prevent diarrhoea. Similarly in many situations, our actions or behaviour, decides our state of health.

Health education can be defined as that part of health care, which is concerned with promoting health behaviour. It is a process that informs, motivates and helps people to adapt and maintain healthy practices and life styles, advocates environmental changes as needed to facilitate this goal and conducts professional training and research to the same end. Health education encourages behaviour that promotes health, prevents illness, cures diseases and facilitates rehabilitation. The needs and interests of individuals, families, groups, organisations and communities form the core of Health Education Programme.

It is rightly said, that the roots of Health Education are two in number. First one is the basic sciences which deal with Health Knowledge. It is essential, that people are oriented in the various components of health namely, human biology, nutrition, hygiene consisting of personal and environmental hygiene, family health care, control of communicable and non-communicable diseases, mental health, prevention of accidents and use of the Health Services. The second is the behavioural sciences like Sociology, Psychology and Social Anthropology. Health Education brings together, the art and science of Medicine, and the Principles and practice of General Education. Education is primarily a matter of Communication. So, Health Education uses the various channels of communication, like audio-visual aids, group discussions, individual counselling etc. The objective is to create awareness in the people, then to generate interest in them and ultimately motivate them to adopt the health practices in their own lives.

Formal and non-formal education programmes are implemented by government and non-government agencies and a good number of illiterates are benefitted through their efforts. Apart from literacy skills emphasis is laid on functional aspects relating to vocational / occupation and awareness aspects dealing with health, development programmes and national concerns (alleviation of poverty, national integration, environmental conservation, population control, women's emancipation, etc.) in these centres. Post-literacy and continuing education centres are organised immediately after the literacy phase in order to strength and further the basic literacy aspects of people and improve their quality of life by organising several programmes. Different reading materials, publicity materials, posters, meetings, lectures, camps etc., are organised from time to time in the

continuing education centres and health is one of the major areas where attention is given through the above activities. These programmes basically aim at creating awareness among the people and others on health issues like communicable diseases, non-communicable diseases, nutrition, mother and child care, etc., while organising the programmes for community participation and local agencies is duly emphasised. Emphasis is laid on participation of people in the health activities apart from other slums dwellers. Health Personnel organise the camps in a co-ordinated manner. At this juncture, it is necessary to study the awareness of peoples on different aspects health like communicable diseases, non-communicable diseases in order to identify the gaps and to organise the health activities in a more co-ordinated and systematic manner. The researcher finds the following questions to be answered through the study. What is the level of awareness of urban slum dwellers on different areas of health? What about the influence of personal and demographic factors on the awareness of urban slum dwellers in different areas of health? What about the role of attitude towards health, availability of health facilities and services on the awareness of slum dwellers in different health aspects? The present study aims to enquire these aspects with a view to suggest remedial measures.

Statement of the Study

Context Consciousness of Health Care: A Study of Pune Urban Slums

Objectives

The following are the objectives of the study:

1. To know the health awareness of urban slum dwellers.
2. To know the utilisation of the health facilities available in the study areas.
3. To study the influence of gender variables on health awareness and utilisation of health facilities.
4. To suggest the remedial for improve the health awareness and care.

Tools Used

The tools developed by the investigator were used for the purpose of the study i.e. Interview schedule on health awareness of people; Attitude scale to assess the attitude of urban slum dwellers towards health and Interview schedule on health facilities and services.

Methodology

Locale and Sample of the Study

Pune city of Maharashtra selected for the purpose of study and 25 women and 25 men interviewed and collected the data from three slums are to be selected at random; elicit unbiased responses from the sample. Responses from ten community representatives and five community members from the selected slums also recorded.

Collection of Data

The researcher visited the selected sample respondents for the study and establishes good rapport with slum dwellers and community representatives. The schedules administered to the sample population, community representatives and others individually. The community opinion schedule on the performance of health workers in discharging their roles also administered to the community members individually.

Analysis of Data

The data collected were analysed by using relevant statistical techniques like percentages, 't' test and 'F' test. The simple correlation 'R' was calculated by carrying out step-wise multiple regression analysis to find out whether it was possible to predict the contribution of different independent variables on the dependent variable i.e., health awareness of people.

Interpretation of the Data

In the study, an attempt has been made to know the sample distribution of respondents as per their socio-economic variables (vide Table 1). It can be observed from the table that (a) there is an equal number representation of men and women members in the sample, (b) 56.00 per cent of the sample belonged to 15-35 years age group and the remaining 44.00 per cent are represented by 31 years and above age group. (c) The caste-wise distribution of the sample indicates that 12.00 per cent are responsible by others castes, 36.00 per cent backward castes and the remaining 52.00 per cent of the sample are represented by scheduled castes and scheduled tribes. It shows that majority of slum dwellers are belongs to SC / ST communities. (d) Religion wise distributions of the sample showed that 16.00 per cent belonged

were Hindus, 20.00 per cent were Muslims and the remaining 64.00 per cent were either Christians or Buddha. (e) Majority 41 (82.00 %) of the sample were married and remaining 9 (18.00 %) sample members were unmarried.

Table – 1
Profile of the Sample

Variable	Group	N	Percentage
a. Gender	Male	25	50.00
	Female	25	50.00
b. Age	15-30 years	28	56.00
	31 years and above	22	44.00
c. Caste	Other Castes	6	12.00
	OBCs	18	36.00
	SC & ST	26	52.00
d. Religion	Hindu	8	16.00
	Muslims	10	20.00
	Christians / Buddha	32	64.00
e. Marital Status	Married	41	82.00
	Unmarried	9	18.00
f. Income	Below Rs. 20,000/- per year	32	64.00
	Above Rs. 20,000/- per year	18	36.00
g. Type of family	Nuclear	39	78.00
	Joint	11	22.00
h. Participation in health camps	Yes	45	90.00
	No	5	10.00

(f) The sample of the study belonged to two income groups. The data revealed that 64.00 per cent of the sample were having an annual income of below Rs. 20,000/- and the remaining 18 (36.00 %) had an annual income Rs. 20,000/- and above. (g) More than three fourth of the sample (78.00 per cent) belonged to nuclear families and the remaining 22.00 per cent of the sample belonged to joint families. (h) Different government and non-government organizations, health agencies are organizing health camps at the grass root level for the benefit of the public. About 90.00 per cent have taken part in the health camps and it was observed that once in a quarter or twice a year they have observed the organization of health camps.

Knowledge and Awareness on Immunisation

Table – 2
Influence of Gender on Awareness on Immunisation

Sl. No.	Group	Number	Mean	SD	t- Value
1.	Male	50	0.903	0.295	4.46*
2.	Female	50	0.536	0.499	

Gender is often considered as a variable to know whether men do better in a given task. Women due to their association with children, elders and other family members are likely to have more acquaintance with health aspects rather than men about communicable diseases. Keeping this in view, an attempt has been made to know the influence of gender on awareness on immunisation, the details of which are as shown in Table-2.

Table-2 reveals that men have obtained a mean awareness score of 0.903. The sample representing women group have secured a mean awareness score of 0.536 with a standard deviation of 0.499 on immunisation. 't' test was employed to find out the significance of difference among the means and the calculated 't' value of 4.46 is found to be statistically significant at 0.01 level.

Knowledge and Awareness on Diseases

Table-3
Influence of Gender on Awareness on Diseases

Sl. No.	Group	Number	Mean	SD	t- Value
1.	Male	50	0.920	0.271	2.04*
2.	Female	50	0.776	0.417	

Above Table 3 reveals that the male sample of respondents have obtained a mean awareness score of 0.92 with a standard deviation of 0.271 whereas the women sample have secured a mean awareness score of 0.776 with a standard deviation of 0.417 on awareness on diseases. The 't' value of 2.04 obtained to test the significance of difference between the means is found to be statistically significant at 0.01 level.

Knowledge and Awareness on Communicable Diseases

Table-4
Influence of Gender on Awareness on Communicable Diseases

Sl. No.	Group	Number	Mean	SD	t- Value
1.	Male	50	0.920	0.271837	1.71**
2.	Female	50	0.729	0.737406	

Above Table-4 reveals that the male sample respondents have obtained a better awareness score on communicable diseases in compare to female respondents. The respective scores are male 0.92, and female 0.729. 't' test was employed to find out the significance of difference between the means, and the calculated 't' value of 1.71 is found to statistically significant at 0.05 level.

Knowledge and Awareness on Health Related Problems

Table-5
Influence of Gender on Awareness on Health Related Problems

Sl. No.	Group	Number	Mean	SD	t- Value
1.	Male	50	0.920	0.271837	1.71**
2.	Female	50	0.729	0.737406	

Table-5 reveals that the male sample respondents have secured a mean awareness score of 0.988 with a standard deviation of 0.109 whereas the female respondents have secured a mean awareness score of 0.908 with a standard deviation of 0.289 on health related problems. 't' test was employed to find out the significance of difference between the mean scores and the 't' value obtained (1.82) is found to be statistically significant at 0.05 level.

Knowledge on Immunization

Knowledge on immunization of the urban slum dwellers as report by the sample respondents are shown in the table-6.

The immunization of the children against six serious but preventable disease viz. Tuberculosis, diphtheria, poliomyelitis and measles are the main component of the child welfare. Table – 6 reveals that the knowledge of the sample respondents towards the vaccination of the children. According to the study 95 percent of the sample respondents are having knowledge on vaccination of their children. Government and Non-Government organizations has rapidly publicize towards vaccination of the all children, even though 5 per cent of the sample respondents does not have any knowledge towards vaccination. More than one fifth of sample respondents do not have knowledge on BCG, DTP and Tetanus vaccination. 68 (25 men and 43 women) per cent of sample respondents does not have any knowledge of Vitamin A liquid.

Table-6
Knowledge on Immunization

Sl. No	Vaccination	Number of Respondents			
		Men	%	Women	%
1	Polio				
	Yes	50	100	45	90.00
	No	0	00.00	5	10.00
2	B.C.G.				
	Yes	49	98.00	29	58.00
	No	1	02.00	21	42.00
3	D.P.T.				
	Yes	49	98.00	28	56.00
	No	1	02.00	22	44.00
4	Tetanus				
	Yes	49	98.00	29	58.00
	No	1	02.00	21	42.00
5	Diphtheria				
	Yes	49	98.00	21	42.00
	No	1	02.00	29	58.00
6	Vitamin A Liq.				
	Yes	25	50.00	7	14.00
	No	25	50.00	43	86.00

Knowledge on Diseases

Knowledge on diseases of the urban slum dwellers as report by the sample respondents are shown in the table-7

Malaria, leprosy, tuberculosis, eye diseases, viral fevers are some of

regular diseases in the slum areas. An attempt was made whether the slum dwellers have the awareness and knowledge on diseases or not. Cent percent of the men and more than 90 percent of the women reported that they have knowledge and awareness on the diseases. Only three women sample respondents reported that they have no idea about Malaria and Eye diseases. 19 sample respondents (3 men and 16 women) are informed that they have no knowledge on Tuberculosis, which is generally called as TB. 48 sample respondents (17 men and 31 women) said that they no idea about the viral fever. Some of the sample respondents thought that Malaria and Viral Fever both are equal due to lack of knowledge on these diseases.

Table-7
Knowledge on Diseases

Sl. No	Name of Diseases	Number of Respondents				
		Men	%	Women	%	
1	Malaria	Yes	50	100	47	94.00
		No	0	00.00	3	06.00
2	Leprosy	Yes	50	100	43	46.00
		No	0	00.00	7	14.00
3	Tuberculosis	Yes	47	94.00	34	68.00
		No	3	06.00	16	32.00
4	Eye diseases	Yes	50	100	47	94.00
		No	0	00.00	3	06.00
5	Viral Fever	Yes	33	66.00	19	38.00
		No	17	34.00	31	62.00

Knowledge on Communicable Diseases

Knowledge and awareness on communicable diseases of the urban slum dwellers as report by the sample respondents are shown in the Table-8.

Small pox, measles, cholera, typhoid and Malaria are some of communicable diseases in the slums. An attempt was made whether the sample respondents have the awareness and knowledge on communicable diseases or not. Cent percent of the men and 90 percent of the women respondents reported that they have knowledge and awareness on the communicable diseases. Five women respondents reported that they don't

have any knowledge on small pox, cholera and typhoid. Three women sample respondents noticed that they don't have any knowledge on malaria. The welfare organization can conduct the not only the health camps but also awareness regarding the prevention of the diseases. The researcher suggests to the health officials of the urban slum dwellers to improve the knowledge of the diseases through wall posters, palm plates and advertisements.

Table-8
Knowledge on Communicable Diseases

Sl. No	Name of Communicable Diseases	Number of Respondents				
		Men	%	Women	%	
1	Small pox	Yes	50	100	45	90.00
		No	0	00.00	5	10.00
2	Measles	Yes	50	100	50	100
		No	0	00.00	0	00.00
3	Cholera	Yes	50	100	45	90.00
		No	0	00.00	5	10.00
4	Typhoid	Yes	50	100	45	90.00
		No	0	00.00	5	10.00
5	Malaria	Yes	50	100	47	94.00
		No	0	00.00	3	06.00

Knowledge on Health Related diseases

Knowledge and awareness on health related problems of the urban slum dwellers as report by the sample respondents are shown in the Table-9.

Table-9
Knowledge on Health Related Problems

Sl. No	Name of Problem	Number of Respondents				
		Men	%	Women	%	
1	Body Pains	Yes	50	100	50	100
		No	0	00.00	0	00.00
2	Joint Pains	Yes	50	100	49	98.00
		No	0	00.00	1	02.00
3	Anaemia	Yes	50	100	39	78.00
		No	0	00.00	11	22.00
4	Blood Pressure	Yes	50	100	50	100
		No	0	00.00	0	00.00
5	Diabetics	Yes	47	94.00	38	76.00
		No	3	06.00	12	24.00

Body pains, joint pains, anemia, blood pressure and diabetics are some of health related common problems in the society. An attempt was made whether the sample respondents have the awareness and knowledge on health related problems or not. Cent percent of the men and more than 95 percent of the women sample respondents reported that they have knowledge and awareness on the general health problems. 15 sample respondents (3 men and 12 women) reported that they do not have any knowledge on the diabetics.

Utilisation of the facilities for Immunization

Table-10
Influence of Gender on utilisation of immunisation facilities

Sl. No.	Group	Number	Mean	SD	t- Value
1.	Men	50	0.852	0.355	1.40@
2.	Women	50	0.74	0.439	

It can be observed from Table-10 that the male sample of respondents have obtained a mean utilisation score of 0.852 with a standard deviation of 0.355 whereas the women sample have secured a mean utilisation score of 0.74 with a standard deviation of 0.439 on utilisation of the vaccination facilities. The 't' value of 1.40 obtained to test the significance of difference between the means is found to be statistically not significant.

Utilisation of the facilities for Diseases

Table-11
Influence of Gender on utilisation of facilities for diseases

Sl. No	Group	Number	Mean	SD	t- Value
1.	Men	50	0.02	0.140	0.058@
2.	Women	50	0.04	0.196	

It can be observed from Table-11 that the male sample of respondents have obtained a mean utilisation of the facilities for diseases score of 0.02 with a standard deviation of 0.140 whereas the women sample have secured a mean utilisation of the facilities for diseases score of 0.04 with a standard deviation of 0.196 on utilisation of the facilities for diseases. The 't' value of 0.058 obtained to test the significance of difference between the means is found to be statistically not significant.

Utilisation of the facilities for Communicable Diseases

Above Table 12 reveals that the male sample respondents have obtained a better utilisation score on communicable diseases in compare to female respondents. The respective scores are male 0.956, and female 0.896. The 't' test was employed to find out the significance of difference between the means, and the calculated 't' value of 1.98 is found to statistically significant at 0.01 levels.

Table-12
Influence of Gender on utilisation of facilities for communicable diseases

Sl. No	Group	Number	Mean	SD	t- Value
1.	Men	50	0.956	0.205	1.98*
2.	Women	50	0.896	0.305	

Utilisation of the Facilities for Health Related Problems

Table-13
Influence of Gender on utilisation of facilities for health related problems

Sl. No	Group	Number	Mean	SD	t- Value
1.	Men	50	0.916	0.277	1.11@
2.	Women	50	0.844	0.363	

Above Table-13 reveals that the male sample respondents have secured a mean utilisation of facilities for health related problems is 0.916 with a standard deviation of 0.277 whereas the female respondents have secured a mean utilisation of facilities for health related problems is 0.844 with a standard deviation of 0.363. 't' test was employed to find out the significance of difference between the mean scores and the 't' value obtained (1.11) is found to be statistically not significant even at 0.05 level.

Utilisation of Immunisation Facility

Utilisations of the immunization facility of the urban slum dwellers as report by the sample respondents are shown in the Table-14.

As far as the vaccinations for prevention is concerned cent percent of men and above ninety five percent of women are utilize the vaccination

facilities and also got vaccinated to their children. From the above table reveals that 16 respondents (6 men and 10 women) reported that they didn't provide the diphtheria vaccination to their children. It is found that 78 sample respondents (30 men and 48 women) reported that they have not given the vitamin A liquid to their children.

Table-14
Utilization of Immunization Facility

Sl. No	Utilisation	Number of Respondents				
		Men	%	Women	%	
1	Polio	Yes	50	100.00	45	90.00
		No	0	00.00	5	10.00
2	B.C.G.	Yes	49	98.00	48	96.00
		No	1	02.00	2	04.00
3	D.P.T.	Yes	50	100.00	49	98.00
		No	0	00.00	1	02.00
4	Tetanus	Yes	50	100.00	50	100.00
		No	0	00.00	0	00.00
4	Diphtheria	Yes	44	88.00	40	80.00
		No	6	12.00	10	20.00
5	Vitamin A Liq.	Yes	20	40.00	2	04.00
		No	30	60.00	48	96.00

Utilisation of facilities for Diseases

Utilisations of the facilities for diseases of the urban slum dwellers as report by the sample respondents are shown in the Table-15.

Table-15
Utilization of Facility for diseases

Sl. No	Utilisation	Number of Respondents				
		Men	%	Women	%	
1	Malaria	Yes	47	94.00	42	84.00
		No	3	06.00	8	16.00
2	Leprosy	Yes	0	00.00	0	00.00
		No	50	100.00	50	100.00
3	Tuberculosis	Yes	0	00.00	0	00.00
		No	50	100.00	50	100.00
4	Eye diseases	Yes	2	04.00	4	08.00
		No	48	96.00	46	92.00
5	Viral Fever	Yes	0	00.00	0	00.00
		No	50	100.00	50	100.00

Table-15 shows that the cent percent of men and above eighty per cent of women are utilize the facilities for diseases provided by the government. In case of leprosy and tuberculosis it is found that no respondents said that they have not utilized the service, because these diseases are not having. According to the study, there are invisible diseases are leprosy and tuberculosis. 89 sample respondents (47 men and 42 women) reported that they have utilized the government facility for malaria. Cent percent of the sample respondents are not utilizing the government hospital facility due to psychological fear.

Utilisations of the facilities for communicable diseases of the urban slum dwellers as report by the sample respondents are shown in the T

Table-16
Utilization of Facility for Communicable Diseases

Sl. No	Utilisation	Number of Respondents				
		Men	%	Women	%	
1	Small pox	Yes	49	98.00	41	82.00
		No	1	02.00	9	18.00
2	Measles	Yes	47	94.00	47	94.00
		No	3	06.00	3	06.00
3	Cholera	Yes	49	98.00	49	98.00
		No	1	02.00	1	02.00
4	Typhoid	Yes	47	94.00	44	88.00
		No	3	06.00	6	12.00
5	Malaria	Yes	47	94.00	43	86.00
		No	3	06.00	7	14.00

Table-16 shows that the nearly cent percent of men and above eighty percent of women are utilize the facilities for communicable diseases provided by the government. 6 sample respondents (3 respondents each) reported that they are not using the government facility for the measles diseases. Two sample respondents informed that they are not using the government facility for the cholera diseases.

Utilize the Facilities for Health Related Problems

Utilization of the facilities for health related problems of the urban slum dwellers as report by the sample respondents are shown in the Table -17.

The Table-17 shows that the ninety percent of men and thirty percent of women are utilize the facilities for health related problems provided by the government. About 24 sample respondents (9 men and 15 women) are reported that, they are not using the government facility for the blood pressure, because the government hospitals' personnel hesitate to this work.

Table-17
Utilization of Facility for Health Related Problems

Sl. No	Utilization	Number of Respondents			
		Men	%	Women	%
1	Body Pains				
	Yes	45	90.00	15	30.00
	No	5	10.00	35	70.00
2	Joint Pains				
	Yes	48	96.00	43	86.00
	No	2	04.00	7	14.00
3	Anaemia				
	Yes	45	90.00	35	70.00
	No	5	10.00	15	30.00
4	Blood Pressure				
	Yes	41	82.00	35	70.00
	No	9	18.00	15	30.00
5	Diabetics				
	Yes	50	100	48	96.00
	No	0	00.00	2	04.00

Conclusions and Suggestions

1. In the present study, it was found that the awareness of urban slum dwellers in health awareness was just above average (around fifty per cent). It is suggested that health awareness programmes should be taken up by the government and non-government agencies to improve the health awareness.
2. It was found in the study that health awareness among women group is low with compare to men group. Hence, attention should be paid on women group to improve their health awareness.
3. It was found through the study that availability of health facilities and services has significantly contributed to the health awareness of urban slum dwellers. Hence, steps should be taken to improve the status and quality of the activities of urban health centres and non-government agencies offering health awareness to the slum dwellers.
4. Availability of doctors, multi-purpose workers, health guides and ANMs are inadequate. The government should take steps to fill in the vacancies so that the availability of full health staff in the centres will yield better results in promoting health care awareness among the masses.

5. At present, there is no proper utilization of health magazines, broadsheet and mass media like radio, television and newspapers in promoting health care awareness. Steps should be taken by the UCD (urban community development) administration in order to effectively utilize them for promoting health awareness among the masses.
6. There should be proper co-ordination between government, non-government and local agencies in promoting health care awareness and in organizing different health activities at the grass root level so that duplication of the efforts can be avoided.

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Implementation of Sarva Shiksha Abhiyan in District Samba: A Study

B.L. Raina

Introduction

Education is considered as the bedrock of all socio-economic development of the country. The elementary education is the foundation of the entire superstructure of the nation which we intend to build. In India, the elementary education is the starting point as well as a stepping stone of further education. In India, the standard entry age of children in elementary education is 6 and it covers the age level from 6-14 years and forms the First stage of schooling. Elementary education is most important for physical, social, mental and aesthetic development of the children. Elementary education should be made available to all for overall welfare. The concept of Universalisation of elementary education was introduced in India with access of education available to all children in the age-group 6 to 14 years of age. The opportunities for this education may be provided through formal or non formal means of education. It signifies that 'education is for all' not for a selected few. This concept accepts that education is the birth right of every child. The Ninth Five Year Plan envisaged Universalisation of Elementary Education to mean Universal access, Universal retention and Universal achievement. As a result of the efforts made by the Central and State governments, 94 percent of rural population have country's primary schools within one km distance. At the upper primary stage, 84 percent of the rural populations have schools within a distance of three km. In the Independent India, just after the commencement of the constitution, Universalisation was to be achieved in 1960. Later on the target was shifted to 2010, and we are still nowhere near the goal of Universalisation of Elementary Education (UEE). India has completed 60 years of independence but the goal of Universalisation of Elementary Education in its totality is still an elusive goal and much is yet to be done in this respect. NPE-1986 and Programme of Action Plan (POA-1992) again put the UEE on priority. The educational interventions like Operation Black Board (OBB), District Primary Education Programme (DPEP), Shiksha Karmi Project (SKP-1987), Lok Jumbish (LJ),

Education for All (EFA) etc. were planned and implemented. But the goal of Universalisation of Elementary Education is yet to be achieved.

The government of India launched a scheme; known as Sarva Shiksha Abhiyan (SSA) in the year 2001-2002 in partnership with the State Governments and local self-governments. It is a comprehensive and integrated flagship programme of government of India to attain universal elementary education covering the entire country in a mission mode. As a holistic and convergent approach, SSA covers all the States and Districts of our country, where the main attempt is to provide an opportunity to all the children in the age group of 6-14 irrespective of caste, creed, sex and religion by 2010, for improving their capabilities through the provision of community-owned quality education. The basic motto of SSA is to reduce dropout, capture all the students of the target group with the aim of providing improved scholastic and co-scholastic environment. SSA also aims at setting the umbrella for children for turning them in to respectable citizens capable of constructive contribution towards a better society in the field of science, technology, literature, administration and so on. It has also some efforts to decentralize the whole process of curriculum development from grass root level to the district and the State level. Child centered and activity-based learning has been attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education has been made as integral parts of the learning process. Appropriate changes have been made in the evaluation system, where the performance of children has constantly monitored in consultation with parents. The following are the main objectives of the scheme: (i) Enrolment of all children in school, Education Guarantee Centre, Alternate Schools, Back-to-school camp by 2003; (ii) All children complete five years of primary schooling by 2007 ; (iii) All children complete eight years of elementary schooling by 2010;(iv) Focus on elementary education of satisfactory quality with emphasis on education for life; (v) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; (vi) Universal retention by 2010. Besides this, the Government of India launched many other incentive schemes to retain the children in the schools which are Free text books, Free uniforms, stationary and school bags, Mid-day meal and Attendance scholarship for girls.

Review of Related Literature

In the present study the review of the researches carried out in the

implementation of Sarva Shiksha Abhiyan from 2004 onwards are presented as under:

Acharya, Prasanta Kumar and Behera, Manoranjan (2004), reviewed "Functioning of Sarva Shiksha Abhiyan Programme in Orissa (quarterly monitoring report)". Sarva Shiksha Abhiyan (SSA) is the first national programme launched in 2001, with an objective to achieve the goal of universal primary education by 2007 and universal elementary education by 2010. It also envisages bringing back all these who were never enrolled and school drop-outs by 2003, and providing support to pre-school learning in ICDS and non-ICDS areas. The present report had been prepared to analyse the progress of SSA activities till November 2003 at district and national level. Data was collected from 2 sample districts of which one was a DPEP (District Primary Education Programme) in Mayurganj district and the other was a non-DPEP district Nayagarh. From socio-economic point of view Mayurganj was backward as compared to Nayagarh. It was found that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level. Nearly 70% EGS (Education Guarantee Scheme) centers had been made operational by OPEPA which was a remarkable achievement. But progress in the opening of Alternate and Innovative Education Centers (AIE) was very unsatisfactory. Some anomalies were found in the distribution of text books at block and school level because defective data was provided by OPEPA to Text Book Production and Marketing (TBPM) Authority. By November 2003, curriculum for Classes I-VII had been revised by OPEPA and distributed to some teachers, but no plans had been made to include specific vocational topics to increase the attendance of 91 children.

Acharya, Prasanta Kumar and Behera, Manoranjan (2004), conducted a study on "Functioning of Sarva Shiksha Abhiyan Programme in Orissa (quarterly monitoring report)". Sarva Shiksha Abhiyan (SSA) is the first national programme launched in 2001, with an objective to achieve the goal of universal primary education by 2007 and universal elementary education by 2010. It also envisages bringing back all those who were never enrolled and school drop-outs by 2003, and providing support to pre-school learning in ICDS and non-ICDS areas. The present report had been prepared to

analyse the progress of SSA activities till November 2003 at district and national level. The Data was collected from 2 sample districts of which one was a DPEP (District Primary Education Programme) in Mayurganj district and the other was a non-DPEP district Nayagarh. From socio-economic point of view Mayurganj was backward as compared to Nayagarh. It was found that by the end of November 2003, the progress on civil works had been very slow especially due to late release of funds, inadequate monitoring and lack of district level convergence of SSA with other allied development schemes. But remarkable progress was made by Orissa Primary Education Programme Authority (OPEPA) in organizing teachers training programmes both at state and district level. Nearly 70% EGS (Education Guarantee Scheme) centers had been made operational by OPEPA which was a remarkable achievement. But progress in the opening of Alternate and Innovative Education Centers (AIE) was very unsatisfactory. Some anomalies were found in the distribution of text books at block and school level because defective data was provided by OPEPA to Text Book Production and Marketing (TBPM) Authority. By November 2003, curriculum for Classes I-VII had been revised by OPEPA and distributed to some teachers, but no plans had been made to include specific vocational topics to increase the attendance of 91 children.

Survey of SSA in 05 Zones of district Srinagar (2004 universalisation).

The study was designed to collect and analyze the data regarding Sarva Shiksha Abhiyan (SSA) in five Zones of district Srinagar. The study was conducted in the Department of Education under the supervision of Dr. Tasleema Jan and the major findings reported were:

- The total number of schools that have been opened in 05 zones was 85 and 85 teachers have been engaged in these schools.
- 8 buildings were constructed in these schools and other schools were found in rented buildings.
- The monthly honorarium of teachers was 1500 rupees.
- The scheme has partially succeeded in providing universalization of quality, elementary education.
- The survey was found that K.G. classes had been introduced in all the government schools of 5 zones because of Sarva Shiksha Abhiyan (SSA). It becomes evident from the above given studies that very few studies have been conducted on SSA both at National as well as State level. No visible progress in research and evaluation has been observed in the State as a whole. However, few research

studies were in progress outside the Jammu and Kashmir State on overall achievement and other related issues of SSA. Only one study has been conducted on SSA in district Srinagar by State Resource Centre (2007).

- **Chand, Vijiya, Sherry, Amin Choudhury and Geeta (2006)**, studied innovations under the Sarva Shiksha Abhiyan. The Sarva Shiksha Abhiyan (SSA) is the flagship elementary education programme of the Government of India has been in operation since 2002. The innovative Interventions were identified in 13 states of the Nation. These innovations played an important role in reducing the number of out-of-school children. It was also observed that in 2006, about 3 million children with disability have been identified and 1.83 million were enrolled. The linking of civil works to an educational purpose like teaching rainwater harvesting was also another innovation to be encouraged. Strategies should be made to focus on a problem area identified by national guidelines, monitoring and assessment systems to be established where, ever possible, to facilitate modifications to the interventions and to bring in innovations.

Sharma, Suresh. (2009). focused his study on Literacy and school attendance in India. The study reported, "Operation Blackboard" and "Sarva Siksha Abhiyan" are state sponsored movements that aimed at universal enrolment to provide the basics. The study finds that the largest marginal effects are association with household living standards, access to electricity and expenditure on elementary schooling. The National Family Health Survey (NFHS) was used to provide an opportunity to cross-check the results of one study against the other. Another most commonly reported reason for dropout is that it "costs too much" for both boys and girls, followed by "required for outside work for payment in cash or kind" for boys and "required for household work" for girls, repeated failure for both the genders, "required for work on family farm/ family business" for boys, and finally "required for household work" for 10% boys and 15% girls. It is noteworthy that growth in female Literacy rate has been higher than that of male literacy rate, narrowing the gap between both during the 1980s and 1990s. The author also explained about Para teachers.

Jasrotia (2010), the study was designed to collect and analyze the data regarding Sarva siksha Abhiyan (SSA) in five Zones of district Kathua. The study was conducted in the P.G department of education in the MIER College of education by Savita Jasrotia. The study reveals that SSA programme in

the district Kathua was functioning smoothly. No problems have been observed in the field. The provision of mid- day Meal scheme under SSA has enhanced the enrolment of students at primary and upper primary level in district Kathua. No problems were faced by Staff and Officers working in the SSA programme in the Kathua district. Education Officers and teachers were satisfied with the scheme. The enrolment of boys and girls has enhanced enrolment at primary and upper primary level. Computer facilities and library facilities need to be made available in every school. Games and sports should be held regularly in every school. More than 80% of the selected upper primary schools were having their own accommodation under SSA. All the selected upper primary schools in five blocks of Kathua district were government schools and are under SSA programme. All the upper primary schools under SSA programme were aided by government. As the functioning of upper primary schools under SSA programmes was concerned. All upper primary schools were found to profess English and Hindi as a medium of instruction. While observing the upper primary schools teaching, it has been found that approximately 100% of the upper primary schools have English and Hindi as a medium of instruction. The teacher involved in upper primary schools under SSA programmes have a wide range of professional qualifications that is trained graduate and trained post graduate teachers with qualification of B.Ed and M.Ed. Most of the upper primary schools under SSA programme function for six hrs a day. As far as, the regularity is concerned. 60% of the students of the upper primary school under SSA programme were regular. Due to Mid day Meal scheme of the State government (SSA) the attendance of students has increased. As far as, teachers intervention under SSA programme was concerned it has enhanced the attendance to the level of 60%. Ninety percent of the students get drinking water facilities at school under SSA programme. 80% of the schools under SSA programme have got toilet facilities. The teachers were provided 10 days training in the capacity building courses during summer vacations. A few other researches are also reported by Ed.CIL, Noida during 2010 to 2014, which are mostly of evaluative nature.

Need and Significance of the Study

Elementary education is backbone of the whole educational system of a nation. The child of today is the builder of tomorrow. A well designed and effective implemented elementary education programme is necessary for the harmonious development of the child, which in-turn contributes to economical, social and cultural development of the Nation. A lot of problems

were faced by various implementing agencies in the universalisation of elementary education in India. Since independence various efforts have been made by the government for free and compulsory education to the children in the age group of 6-14 years. For this purpose large number of schools was opened by the government and various incentive drives have been made to ensure enrolment of the children in primary schools. But the question still remains that out of 200 million children in the age group of 6-14 years, 59 million children are not attending the school, out of which 35 million were girls and 24 million were boys. So keeping the universalisation of elementary education and governmental resolve in view, it is imperative to study the various problems faced by the implementation agencies in Sarva Shiksha Abhiyan (SSA) scheme. To provide coverage to out of schools boys and girls at the elementary stage of schooling, SSA is the governmental resolve to ensure the same. Keeping in view the above facts there is a need for present study particularly to understand, to investigate and to see how far the government has succeeded in implementation process of SSA programme in district Samba. The purpose of the present study is also to see and observe the conditions in schools that have been opened under SSA in all zones of district Samba. The present study is also an attempt to collect and analyze the data collected from these zones and to understand the achievements made by this scheme in district Samba in particular and the state in general.

Objectives of the Study

- 1) To study the increase and decrease in enrolment of students in sample schools.
- 2) To study pupil-teacher ratio in sample schools.
- 3) To study infrastructure physical facilities in the sample schools.

Research Questions Posed

1. Why access to education is less than National figures in district Samba?
2. What are the problems in the implementation of SSA programme in district Samba?
3. Why nominal increase in enrolment is observed in the sample schools in the district samba?

Delimitation of the Study

The present study is delimited to 5 Educational Zones namely Samba, Ghagwal, Vijaypur, Ramgarh and Parmundal.

Sample of the study

District Samba formed the sample of the study. It has 5 educational zones; all the 5 zones were selected for the study. From each educational zone three primary schools were selected randomly i.e. (3x5=15 schools), furthermore all the teachers of the 15 Schools i.e. 50 teachers from five Zones of district Samba were selected purposively, 10 students from each Zone i.e. (10x5=50 students) and 5 officers associated with the implementation of the programme were taken as a sample for the study.

Method

Descriptive survey method was used for the present study.

Tools Used

The data for present study was collected with the help of following self constructed tools:

1. Checklist of primary schools under SSA.
2. Information Blank of primary schools under SSA.
3. Interview schedule for Zonal Educational officers.
4. Questionnaire for teachers.
5. Questionnaire for students.

Results of the Study

Findings based on research objectives posed and followed by data analysis. The actual analysis of data is presented in meaningful tables as under:

Table -1
Zone-wise Percentage Increase and Decrease in Enrolment in Sample Schools of District Samba.

S.No	Educational Zones	Total Enrolment		Increase/ Decrease in Enrolment	Percentage Increase/ Decrease
		2012-2013	2013-2014		
1	Ghagwal	56	59	3	5.4
2	Purmandal	60	62	2	3.3
3	Ramgarh	48	53	5	10.4
4	Samba	68	55	-12	-17.6
5	Vijaypur	70	51	-19	-27.1
		302	280	-21	-25.6

The Table-1 reveals increase/decrease in enrolment in sample schools of all the five zones of district Samba from session 2012-13 to 2013-14. In Educational Zone Gagwal the total enrolment in 2012-13 was 56 students and it has increased to 59 in 2013-14 with an increase of 5.4%. The total enrolment in Purmandal Zone was 60 students in 2012-13 and it enhanced to 62 students in 2013-14, with an increase of 3.3%. In Ramgarh Zone the total enrolment was 48 students in 2012-13 which enhanced to 53 students, with an increase of 5%. In Samba Zone total enrolment was 68 students in 2012-13 which decreased to 55 students in 2013-14 with a decrease of 17.6%. In Vijaypur Zone total enrolment was 70 students in 2012-13 and it decreased to 51 in 2013-14, with a decrease of 27.1%. Whereas the total enrolment in all five zones of district Samba was 302 students in primary section in 2012-13 and 280 students in primary section in 2013-14 with a decrease in enrolment to 25.6%. This decrease can be noticed in Vijaypur and Samba zones mainly where a few private institutions have been established during the same period.

Table - 2
Pupil-Teacher ratio in Sample schools

S.No.	Educational Zones	2012-2013				2013-2014		
		Number of Schools	Total Enrolment	Number of Teachers	Pupil-teachers Ratio	Total Enrolment	Total numbers of Teachers	Pupil-teachers Ratio
1	Ghagwal	3	56	9	6:1	59	9	7:1
2	Purmandal	3	60	8	8:1	62	8	8:1
3	Ramgarh	3	48	9	5:1	53	9	6:1

4	Samba	3	68	11	6:1	55	11	5:1
5	Vijaypur	3	70	13	5:1	51	13	4:1
	Total	15	302	50	6:1	280	50	6:1

The Table-2 reveals that the highest pupil-teacher ratio of sample schools of five zones of district Samba for the year 2012-13 and 2013-14. In the year 2012-13, the enrolment in 3 sample schools of Gagwal was 56, with the total number of teachers in these schools was 9. Hence Pupil-teacher's ratio was 6:1. In educational Zone Purmandal the total enrolment in sample school was 60, with the total number of teachers 8. So, the pupil-teacher ratio was 8:1. In the educational zone Ramgarh total enrolment of sample school was 48, with total number of teachers 9. So, the pupil-teacher ratio was 5:1. In educational zone Samba, the total enrolment in sample schools was 68; with total number of teachers 11. So, Pupil-teacher ratio was 6:1. In educational zone Vijaypur, the total enrolment of sample schools was 70; with total number of teachers 13. So pupil-teacher ratio was 5:1, the total enrolment of all schools of 5 zones of District Samba was 302 and total number of teachers 50. Hence the overall pupil-teacher ratio in the year 2012-13 was 6:1.

In the year 2013-14, the enrolment in 3 sample schools of zone Gagwal was 59 and total number of teachers was 9. So the pupil-teacher ratio is 7:1. In educational zone Purmandal the total enrolment in 3 sample schools was 62, with the number of teachers 8. So, the pupil-teacher ratio was 8:1. In educational zone Ramgarh, the total enrolment in sample schools was 53 and the number of teachers was 9. So, the pupil-teacher ratio was 6:1. In Educational zone Samba the total enrolment in sample schools was 55, with the number of teacher was 11. So the pupil-teacher ratio was 5:1. In educational Zone Vijaypur the total enrolment in sample school was 51, with the number of teachers 13. So, the pupil-teacher ratio was 4:1. The total enrolment of all sample schools in five Zones of District Samba was 280 and number of teachers 50. Hence, the overall pupil-teacher ratio in the year 2013-14 was 6:1. It is found that a uniform rate of pupil-teacher ratio in both the years though a nominal increase in the enrolment is observed over the years. The number of teachers has remained uniform during the years

Findings and Implications

Research Objective - 1: To study the increase/decrease in enrolment of students in sample schools in five Zones of district Samba

The data indicates that the total enrolment in all the five zones in year 2012-13 was 302 which came down to 280 in 2013-14. This has resulted in overall decrease of 25.6% in enrolment. However, the educational zone of Ramgarh excelled with the highest increase in enrolment (10.4%) followed by Gagwal (5.4%) and Purmandal (3.3%).

Research Objective – 2: To study pupil-teacher ratio of sample schools in district Samba

Results show that in the year 2012-13, highest pupil-teacher ratio was seen in educational zone Purmandal 8:1 followed by educational zones of Gagwal and Samba having the ratio 6:1 and Ramgarh and Vijaypur with the ratio of 5:1.

In the year 2013-14, the highest pupil-teacher ratio was seen in Purmandal Zone was 8:1 followed by Gagwal (7:1), Ramgarh (6:1), Samba (5:1) and Vijaypur (4:1). During the study it was learnt that the criteria of pupil-teacher ratio under SSA was 40:1 and the same was followed in most of the schools. The overall pupil-teacher ratio in the year 2012-13 and 2013-14 was 6:1 in district sample which was more favourable as compared to the criteria of SSA scheme. Hence, the existent pupil-teacher ratio is found to be ideal in all the schools under SSA scheme.

Research Objective-3: To study infrastructure facilities in the schools in the district Samba

The data revealed that in most of the schools infrastructure facilities including classrooms have been added in the five zones of the district. It was also observed that in most of the schools toilets were newly constructed and drinking water facilities were also added in three zones of the district. In some zones facilities were planned to be improved in the near future.

Educational Implications

Education at the primary level is of utmost importance and is very essential for proper growth and development of human beings. Government of India initiated the programme Sarva Shiksha Abhiyan which aims at providing useful and relevant elementary education for all children in 6 to 14 age group by the year 2012, with special emphasis on girl's education.

The study revealed that despite some loopholes in the programme, it has been very effective in bringing out of school children in the mainstream and reducing dropouts to improve the awareness and efficacy of the programme, appointing well qualified teachers with regular refresher courses and involving NGOs with better funding for timely dispersal of the funds for their smooth functioning. The study also revealed that for enhancing enrolment and regular attendance in schools, free text books are provided to all children of primary and upper- primary schools. However, special efforts should be made to ensure that the text books are distributed in the beginning of the academic session itself.

As per the study almost all school teachers take 2 to 3 classes in a single classroom daily. It hampers the teaching learning process of various classes and students. In single teacher schools additional teachers need to be appointed to carry out teaching-learning process in an effective way. Most of the teachers found to be having heavy load of teaching and hence, they need to be made free from other duties like census, surveys, electoral roll preparation, election and collection of information from ZEO and CEO offices.

It would be worthwhile to mention that the Policy planners, management and Principals/Headmistress of the primary and upper-primary schools should provide regular feedback to teachers and conduct orientation courses/programmes/workshops for them by associating senior/experienced teachers particularly in classroom teaching and students behaviour so that they are made more efficient and effective to teach the students at primary stage of schooling.

The decrease in enrolment is because of increase in number of private schools in the area, lack of adequate infrastructure and poor quality of education. To improve the quality of school education, arrangements should be made for developing the educational technologies like computers, OHP,

Smart classes in the elementary schools. It can be helpful in making schemes activity based learning centres. The schools can be of immense value in the overall development of personality of the children in today's world where multimedia education is proving highly effective and interesting.

The SSA programme should open new schools in those habitations which do not have school facilities and also strengthen the existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grants. SSA needs to improve further quality of elementary education including life skills. SSA should focus special attention on girl's education and children with special needs. SSA should also provide Technical, computer education to bridge the digital divide in the urban/rural areas.

SSA scheme need to continue for more time so that elementary education in India becomes more attractive for the children to attend schools and reduce the failure/dropout for which trained and committed teachers have to play the pivotal role.

Suggestions

1. Accommodation problem in schools should be solved and additional blocks/classrooms constructed with good lighting and ventilation
2. To improve the quality of education arrangements need to be made by the government for library, computer facilities and trained computer teachers.
3. Free text books need to be provided at the beginning of academic sessions to enable the students to refer the same.
4. Talented and hard working teachers should be encouraged and rewarded.
5. In the present single teacher schools more number of teachers need to be appointed to carry out teaching-learning process in an effective way.
6. Provide micro-nutrients and medical check-up of students by doctors.
7. Regular survey need to be conducted in communities to identify and control the dropouts so that such students are brought back to classes.
8. Boundary wall and separate toilet(s) for girls need to be constructed in every school.

9. All teachers need to be trained through refresher courses, subject training courses, orientation courses and workshops.
10. Child centered and activity based teaching need to be encouraged in schools.
11. Teachers should be trained for development of low cost teaching-learning material (TLM).
12. In single teacher schools additional teachers need to be appointed to carry out teaching-learning process in an effective way.
13. Teachers should be made free from other duties/activities like census, surveys, electoral roll preparation, election and collection of information from ZEO and CEO offices including collection of Mid-day meal ration.
14. Government should constitute separate authority/department to take the responsibility of providing food to children in schools under Mid-day meal scheme so that teachers devote their entire time for imparting quality education.
15. To provide hygienic drinking water to children, water purifier should be installed in all schools.

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