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*Special issue in Memory of
Jagdish Chandra Mathur*



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

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Dr. Madan Singh
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This issue of the Journal is dedicated to the memory of Shri Jagdish Chandra Mathur (fondly called JC Mathur) on the occasion of his birth centenary year. He was born on July 16, 1917 in Khurja, Uttar Pradesh and had his school education in JAS High School where his father Shri L.N. Mathur, an ardent follower of Gandhian principles was the Principal. J.C. Mathur was a brilliant student right from the beginning who secured first position in English Literature in Post-Graduate Degree from Allahabad University. He was a multifarious person shown keen interest in his life time to education in general and adult education in particular, administration, mass media, drama, literature and institution building for propagating the rich culture of India.

Shri Mathur was an ICS Officer of 1941 batch, Bihar Cadre. In the early years of his career he served as SDO, Hajipur and District Collector, Gaya. Thereafter, he was Education Secretary, Bihar from 1949-1955. He was instrumental in establishing Bihar Rashtra Bhasha Parishad and four research institutes in Bihar apart from founding 'Vaishali Sangha', an organization devoted to preserve rural cultural forms of North Bihar and reviving 'Vaishali Mahotsav', the famous cultural festival which had its beginning centuries ago. He also served as a member of the committee appointed by the Govt. of India in 1954 to plan Higher Rural Education.

In Govt. of India he was Director General of All India Radio between 1955 and 1961. The Television was introduced in India for the first time during his tenure in 1959. National programmes of music and drama on Radio which featured performances of top artists of the country and popular programmes like 'Vividh Bharati' and 'Hawa Mahal' were his contribution. From 1964 onwards he served in the Agriculture Ministry as Joint Secretary and Additional Secretary and was in the forefront of the thrust given by the government to the initiation of Green Revolution. With his rich experience in the areas of mass media and agriculture he was the brain behind formulating Farmers Functional Literacy Programme jointly implemented by three ministries – Agriculture, Education and Information & Broadcasting. Shri JC Mathur became Life Member of Indian Adult Education Association on December 29, 1950. He served a few years as a member of the Editorial Board of Indian Journal of Adult Education and for some time he was the Chairman of the Board and Editor of the journal.

He has written a number of papers and books on various topics related to adult education and mass media. To mention a few – paper on "Mass Media and Freedom of Expression" presented in the seminar on Human Rights organized by United Nations at New Delhi in 1962, Monograph on "Rural Development and the Indian Villager" prepared during his Fellowship in the Centre for International Affairs, Harvard University, USA in 1963-64, working paper for Round Table on Lifelong Integrated Education (published in IJAE March 1968), Pioneering book

titled "New Lamps for Aladdin" on the impact of mass media on developing societies, a book co-authored with Paul Neurath titled "An Indian Experiment in Radio Farm Forums" (published by UNESCO), a paper prepared for UNESCO titled "Television for Citizenship" and a book titled "Adult Education for Farmers in a Developing Society" (published by IAEA in 1972) are still referred by research scholars for their work.

Shri JC Mathur is survived by three sons and a daughter. Sons have retired from civil services, two from IAS and one from IRS. Daughter, who is married has been a prominent Odissi dancer.

The Indian Adult Education Association is proud of Shri JC Mathur, a distinguished Life Member and Chairman of the Editorial Board of Indian Journal of Adult Education and fondly remembers his great contribution to the development of adult education in this country.

Dr. V.Mohankumar

Relevance of Teaching Methods of Gijubhai in Present Education System

**Diksha Bhartiya
Meena Sirola**

Gijubhai Badekha was a teacher and educationist with an experimenter's scientific rigor. He is person full of spark and faith in himself to do and demonstrate something new in the field of child development. With his faith, spark and scientific rigor Gijubhai laid the foundation of Primary education in India and worked hard to create a system of child education suitable to Indian environment. According to Gijubhai education seeks to nourish the good qualities in man and draw out the best in every individual. Education seeks to develop the innate inner capacities of man. He develops some understanding about the deeper things in life, the complex human relations, and the cause and effect relationship and so on. It is what remains when we have forgotten all that we have been taught. Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave. It is a bi-polar process in which one personality acts upon another in order to modify the development of that other. The only purpose of education is to teach a student how to live his life by developing his mind and equipping him to deal with reality and its greatest aim is not knowledge, but action.

While educating a child three main questions arise in the field of education and they are - What to teach, Why to teach and How to teach. A stable education is based on the solution of these questions. According to Gijubhai method of teaching depends upon two factors namely subjects to be taught and the age of the pupil. Each subject and every age demanded new methods of teaching. Every subject should be developed with suitable ways requiring suitable line of development.

Educating a child according to age-old traditions, beliefs and methods is sheer waste of time and energy, because traditional methods of teaching that are rigid, static and lifeless. Therefore Gijubhai rejected such methods as they were bookish, theoretical and not close to nature. Nevertheless, Gijubhai recommended different methods of teaching basing upon his philosophical thoughts and beliefs. He advocated flexible, dynamic and interesting methods according to needs and interests of children.

In order to improve the present education system Gijubhai deeply studied the subject how to provide a good education to children. Based on this concept he has given some commendable thoughts on what should be the appropriate teaching methods, which the researcher has studied to fulfil the objectives of research.

Objectives

1. To explore different teaching methods suggested by Gijubhai.
2. To study the relevance of teaching methods of Gijubhai in present education system.

Research Methodology

Based on the objectives and nature of the problem, the researcher has concluded that the present study is philosophical study, which is a type of Qualitative Research. In the field of education Philosophical Research is a method that is used to deeply study about great thinkers, philosophers and educationist. The structure of philosophical research is mainly descriptive and the main objective of such a research is to analysis and reviews the same in some or the other context. Qualitative research uses non-quantitative methods to describe what is. Qualitative research uses systematic procedure to discover non-quantifiable relationships between existing variables.

In Qualitative research mostly content analysis is done, i.e. the analysis is concerned with the explanation of the status of some phenomenon at a particular time or its development over a period. It serves a useful purpose in adding knowledge to fields of inquiry and in explaining certain social events. While doing content analyses not only the authenticity of the document is important, but also the validity of its content is crucial. It is the researcher's obligation to establish the trustworthiness of the data drawn from documentary sources.

The present study was conducted in following steps:

- The researcher first identified the selected books from the deep literature of Gijubhai.
- After selection of the books as sample a thorough study of the same was done by the researcher.
- After thorough study of the selected books, content analysis of the same was done to identify different teaching methods suggested by Gijubhai.
- Relevance of the categorized educational thoughts was analyzed and conclusions were drawn.

To explore Different Teaching Methods Suggested by Gijubhai

Gijubhai had suggested many new teaching methods different from the conventional ones through his writing but has also written some books specifically on teaching methods i.e. 'Prathmik Shala Mein Shiksha Padattiyani' and 'Divaswapna' etc.

a) One Teacher Method

The first and foremost change Gijubhai wanted was not in how the teachers teach but who teaches the students. Gijubhai by one teacher meant that same teacher should teach the class for entire primary section i.e. from first to fifth. Gijubhai was deeply concerned with the problem junior kids were facing due to many teachers teaching them and students upgrade from junior to senior classes, but the junior teacher only knows the strength and qualities of the students he/she taught. According to Gijubhai the tragedy is the one who don't know about the strength and weakness of the students has the responsibility of all round development of those students. Means childhood is an age of development and if many teachers will contribute in it, inspite of all round development it will be spoiled because one or two experts only can make a beautiful creation or masterpiece. i.e. if teachers will change every year or say in every period then the process of development will also change its path according to the new teacher and the child running to that path will not be able to reach anywhere.

b) Play-way Method

According to Gijubhai the initial stage of learning is very crucial for the development of children, but the issue is that the initial stage of learning is often over looked equally by schools and teachers. More stress is given on the cognitive development of the child rather than its social-emotional development. Gijubhai through his book '*Divaswapna*' said that if a child's social and emotional development is not done properly it will not be able to exercise the cognitive components in life. This is so because whatever the child is learning is not interesting and also does not like the content being taught and hence, the child ends-up in mugging the lessons. Therefore, according to Gijubhai to develop an interest of students among studies 'Play-way' method should be introduced as it helps in improving the motor skills, power of imagination and creativity among children. He further said that for better learning some points need to be fulfilled such as - free environment conducive to learning, learning should not be restricted to books but to be related to life and the method of learning should suit the needs and requirements of the learner. All the three points are satisfied by only one method of teaching i.e. play-way as it makes learning easy, enables the children to get equal chance to participate, focuses not only on knowledge but also on skills and gives freedom of expression.

c) Story Method

Gijubhai through his experiment '*Divaswapna*' proved that telling stories do not works as means of relaxing children from the hectic day but can do wonders if introduced in the field of academics. Many subjects like history, geography, etc. can be taught through stories, all a teacher need to do is that once he/she needs to go through the content and note down the important points. After noting down the important points teacher needs to build an imaginative story around the points using his/her creativity in such a manner that the essential details of the history are not hampered and students also enjoy the story. According to Gijubhai story

telling has laid guidelines, which a teacher should follow while teaching through story telling method. Teachers should carefully select the story according to age group of the students. While designing the story around the imaginative character teachers need to be highly imaginative so that the interest and the suspense of the story keep the students binding.

d) Synthetic and Analytical Method

Gijubhai through his experiment '*Divaswapna*' came out with a set of new methods of teaching which he named as 'Synthetic and Analytical Method'. Synthetic method is the one in which first the sub-parts of topic are taught or introduced in the class and slowly while getting the knowledge of sub-topics move towards the whole topic at the end. However, analytical method is just opposite of the synthetic method i.e. in analytical method the students are first introduced to the whole topic and then gradually are made acquainted with the sub-topics.

According to Gijubhai while teaching English language use of analytical method should be done because the pronunciation and writing of the words are different in English, in the case of Hindi the pronunciation and the writing are same and bring no confusion in the mind of students, therefore for Hindi synthetic method can be used. Gijubhai suggested to use analytical method for teaching music i.e. first students should be allowed to listen music of different 'chants' and once the students are able to identify the chants they should be introduced to the 'sargam'. While teaching geography the teacher can make use of both the methods and for Mathematics only synthetic method is used which is the most appropriate one.

e) Deductive and Inductive Method

Gijubhai after his research on teaching methods concluded that 'Inductive' as well as 'Deductive' method of teaching are present in the Indian education system since ancient times. According to Gijubhai deductive method is one where students are first introduced with the theory or the principle of the subject and then with the help of live examples or old examples, the theory is proved i.e. by constantly repeating examples the theory is proved. In deductive method, the theory is made to understand and its results are shown with the help of intelligence and discretion and by giving relevant arguments i.e. whatever is required to be proved is proved by taking theory into consideration with the help of relevant arguments. Inductive method is just opposite of deductive method, in this method, first different examples are studied and based on those examples a theory is established. All the science researches are done with the help of this method i.e. after studying different cases of malaria it is concluded that malaria is a type of fever caused due to biting of mosquitoes. New discoveries in science based on this method, with the help of different example of experiments these new discoveries are proved, and new theories are formed or arrived at.

While comparing both the methods Gijubhai concluded that in deductive method, one has to move ahead towards knowledge while believing in the theory

lay down by others but in inductive method one has to search the truth with his/her intelligence and decision is taken by experiencing the facts. Inductive method is based on intelligence, mind, heart and experience and therefore is virtual and implied in nature but to its opposite in deductive method knowledge is intelligence and logic based. Gijubhai knew that today's era is based on science and according to him to have a scientific viewpoint is very essential for child's development. Therefore, from starting students should be taught with inductive method.

To Study the Relevance of Teaching Methods of Gijubhai in Present Education System

Gijubhai conducted an experiment in Bhavnagar on Child-Teaching which were according to the environment of that era but are also relevant in the present time as we need such teachers who have a zeal to abolish the old methods of teachings. His thoughts have relevance in the present education system as Dakshinamurti Balmandir assisted by Gijubhai still follows the principles laid down by him and was able to achieve the motives of education and able to maintain the same today as well.

The most important benefit of 'one teacher method' introduced by Gijubhai is that as the teacher will get to spend more and more time with the kids he/she will be able to identify their strengths and weaknesses and will be able to give better nutrition. Moreover, as the students will get in touch with one teacher on continuous basis their confidence in the teacher will increase and they will be able to share every good and bad thing about them to him/her. This will bridge the gap prevailing from years among teachers and students and will tie them in the bond of love, affection and trust. According to Gijubhai one teacher will be teaching junior kids from 1st to 5th class he/she will actually be able to judge the curriculum well, and will make amendments accordingly. The teacher will be in a better position to judge his/her own teaching methods and change them as and when required. One teacher associated with the kids will know what they have learnt and how they would have learnt in the previous class. This will enable the teacher to revise the contents of teaching accordingly.

Gijubhai defined 'Play' as an activity done for fun or enjoyment without thinking about the result, but finally playing results in maximum amount of learning because play-way method is the most flexible and revolves around the interest and aptitude of children due to which they understand their needs and goals better while playing. Moreover, play-way method embarks the students on the way of self-discipline as it consists of pleasure and satisfaction. Learning through games make the environment very relaxed, which makes learning interesting and thus helps in better retention of knowledge. Games provide opportunity for complete freedom of expression thus helps students in connecting with their teachers easily.

Every student remembers all the facts and details of 'Ramayan or Mahabharata' because they were and are being told or taught in the form of stories. Women remember all the religious do's and don'ts as were also told to them by

their elders through stories i.e. a beautiful story works as direct introduction of history. As per Gijubhai stories not only help in teaching but also help in developing interest of students among different activities like sports, music, drawing, art and craft etc. by telling the stories of achievers in the same field. Music is now-a-days taught with the use of synthetic method i.e. first the alphabets of music such as 'Sa Re Ga Ma Pa Dha Ni Sa' are taught which makes the learning of music difficult and children lose interest in the same. Therefore as suggested by Gijubhai music should be taught in analytical method.

In primary schools where education imparted is not based on the minute thoughts of students rather it is based on the developed logic their deductive method is used to save time and energy. Those who believe that knowledge is a power are more inclined to use deductive method, but Gijubhai reconsidered the fact that knowledge is not a power rather strength to gain knowledge is a power. Moreover, this statement of Gijubhai is proved by inductive method as it not only provides the strength to gain knowledge but bring students on the road to gain knowledge.

Conclusion

While going through the literature of Gijubhai the researcher has explored the different teaching methods advocated by Gijubhai and has also tried to find their relevance in the present state of education in India. The researcher came to the conclusion that the above mentioned educational thoughts of Gijubhai are relevant in the present state of education in India, as Dakshinamurti Balmandir assisted by Gijubhai still follows the principles laid by him and is able to achieve the motives of education and also is able to maintain the same today as well.

The content to be delivered and the teaching methods should be according to the interest of the child so that the receptivity increases and in turn leaning also enhances. This can be made possible only by different teaching methods introduced by Gijubhai which was supported by Yashpal Committee also by stating that "learning should be with pleasure." Gijubhai believes that if teaching-learning process is conducted in the similar way as done by him in his experiment, moral learning would develop in the student automatically and there will be no need of moral education as a special subject.

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Role of Universities in Promoting Entrepreneurship with Special focus on Women

Asha Ramagonda Patil

Entrepreneurship is a crucial factor in the development of a nation. Culture is an acknowledged factor, which contributes to building an entrepreneurial society. It is an important determinant of career preferences and helps shape attitudes to risk-taking and resultant rewards. Developing an entrepreneurial culture and fostering entrepreneurial attitudes and values is high on the government agenda. Education and training (including lifelong training) in entrepreneurship and creativity are the preferred instruments for encouraging entrepreneurial behaviour in societies, and evidence suggests that such programmes can have an impact on entrepreneurial activity and enterprise performance (OECD, 2014). Entrepreneurship not only generates employment opportunities, but also contributes to regional development, especially the development of backwards areas. It utilizes local resources and skills.

Globally, it has been recognized that women's empowerment contributes to overall economic and social development of a nation. This has resulted in changing the approaches- from welfare to development. Entrepreneurship is one of the strategies to empower women. This will definitely help to resolve various gender issues. Various studies have shown that it has also helped in reducing poverty to some extent. In many countries, women entrepreneurs have created a great impact on national economy.

Concept and meaning of Entrepreneurs

Entrepreneurship is all about leadership risks and rewards. It needs positive attitude, unlimited energy and contagious enthusiasm to make things happen. Entrepreneurship is a rare commodity. It demands a great deal of discipline and determination to succeed against multiple odds. A new business venture normally begins with just an idea based on a perceived need for a product or a service. The idea then requires incubation and nurturing to formulate a business plan. To implement a business plan networking of a variety of financial and human resources is required. Hard work, perseverance, people-skills and understanding of the customer's requirements creates a new business enterprise.

An entrepreneur is a person or a group of persons, who are self-reliant, have capability for innovations, are ready to take risks and execute their ideas to complete the task/s effectively.

Definitions of Women Entrepreneurship

The Organization for Economic Cooperation and Development (OECD) defines entrepreneurship as a phenomenon associated with entrepreneurial activity as the enterprising human action in pursuit of the generation of value,

through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.

Government of India has defined women entrepreneurship as 'an enterprise owned and controlled by women and having a minimum financial of 51 percent of the capital and giving at least 51 per cent of the employment generated in the enterprise to women' (Hariharaputhiran, 2014).

Globalization has opened up unprecedented opportunities and new avenues for entrepreneurial activities. This has given opportunity to many women to show their talents and business traits. They have crossed the world of 'job seekers' to 'job employers/self-employed/entrepreneurs'. This means that these women have attained more economic independence, which has improved their socio-economic, psychological and cultural status. They have also contributed to the economic development of the nation.

Qualities/traits of a good Entrepreneur

Entrepreneurs have special skills and attitude. They possess multiple skills with a unique ability to integrate these skills. They are always open to new ideas, willing to learn from mistakes, not afraid to fail and change priorities and plans to meet a dynamic business environment. They exhibit drive, dedication, responsibility, initiative, vision and energy in their dealings (Pitroda, 1998; Parekh, Vyas & Sen, 2003). Various studies conducted all over the world show that women entrepreneurs have more power of endurance than men in facing crises and setbacks in business.

Entrepreneurship requires hard work, networking and planning. It also requires a one-track mind. Entrepreneurs are practical and strong-headed. They are determined people with strong will to achieve their goal. They have capacity to absorb knowledge from all sources. They are multifaceted personality with problem solving skills and can handle diverse problems at the same time. They are good at analysing and interpreting situations. They value time. Thus they are ready to take risks and willing to pay the price for making mistakes. They never take blind risks. It is always a calculated risk. Of course, they learn from their mistakes. To become a successful entrepreneur, one needs to understand the tricks of the trade, which are based on in-depth knowledge of business.

A good entrepreneur never compromises on quality.

Women as Entrepreneurs

Initially women entrepreneurs were restricted to kitchen products: 3P's- Pickle, Powder and Papad; jams, jelly and beauty products as well. In twenty first century this picture is changing due to education and awareness about their rights. Women entrepreneurs have been making a significant impact in all the segments of the economy in India, Canada, Great Britain, Germany, Australia and the United States. The areas chosen by women for entrepreneurship are retail trade,

restaurants and hotels, education, cultural, cleaning, insurance and manufacturing. Women have entered in the field of interior decoration, interior designing, fashion designing, export, publishing, garment manufacturing, handicrafts, leather industry, etc. Now, women are seen in other enterprises such as energy, electronics and engineering (3E's). They are adapting themselves to the challenges of market. They have broken the glass ceiling. They are proving themselves by using their capacities and abilities to the optimum. Thus, they are contributing to the family, society and country as well.

Thus, the spectrum of women entrepreneurs ranges from own business to micro-enterprises-often small home-based businesses. Self employment of these women has changed their position from being job seekers to job givers.

Entrepreneurship plays pivotal role in economic development of any country. It also creates new job opportunities for skilled people. It helps to use human resources in a proper manner. Thus, it helps to reduce poverty.

Rural India Scenario

Indian women are confined within four walls. The perception of society towards women's main role as a familial one still continues in the twenty first century. The socialization process does not allow women to acquire skills and traits required to compete with men in market place. Women entrepreneurs, who were confined to metropolis and urban areas, are playing key roles in economic development. Though the Government of India has launched various entrepreneurial development programmes for women, it has not reached to all the rural women.

In 21st century, situation is changing, though slowly, but steadily.

Rural women are usually confined within a limited space because of the prevailing social and cultural structures and norms. As far as professions are concerned, women are seen in education, nursing, offices (mostly at lower positions) and a few in medicine and engineering areas. Woman in business is a rare example in rural areas. The most important constraints in this area are lack of knowledge, literacy and proper attitude. Some women, with established family business background, have entered in the market. But, a lay woman, especially in the rural parts of India, faces fourfold disadvantages of:

- Being female (in rural, patriarchal society)
- Being economically backwards (poor)
- Being illiterate/semi-literate; and
- Facing caste barriers (Wadhera and Koreth, 2012).

The scope for women's growth in entrepreneurship depends on their status and role in the society. This refers to political situations, institutional set up, family background and support and market forces.

Religion, culture, attitude of society and psychological factors play an important role in the life of women entrepreneurs. Availability of capital to women is another factor that mars their entry in the market. Though it is true that women play a positive and constructive role in the development of nation, but market hardly provides conducive environment for women entrepreneurs. Women face many hurdles to prove their mettle as entrepreneurs. They have to break the shackles of traditional roles while accepting the challenges in this competitive and male dominated area.

Need of Women Entrepreneurs

Globalization has opened many avenues for business. Many multinational companies are investing their capital in various industries. Industrial investment has increased within the country as well as from outside the country. Trade is open universally. This has opened opportunities for women to participate in economic development of self and the country. Women's participation will help to utilize human resources in a better manner and also improve women's status in the society. In other words, this will lead towards gender equality. Women's economic contribution is also an important indicator in deciding the status of the country. The human development index indicates it. Entrepreneurship will help women to become empowered, which in-turn, will improve their status in family, society as well as in the market. This will also help to raise the standard of living and improve the quality of life.

Government's efforts for developing Women's Entrepreneurship

Today more attention is paid towards promoting women entrepreneurship all over the world. They are encouraged to engage in self-employment. Government of India has started 'Make in India', 'Start-ups India' to promote entrepreneurship amongst youngsters. National Innovation Council (2013) has established 'Inclusive Innovation Fund'. It has helped as a catalyst in the development of an entrepreneurial ecosystem. It supports innovation geared towards marginalized groups in society.

Various research studies have shown that women entrepreneurs contribute to the economic development of family as well as to their own empowerment. In other words, they contribute to the Millennium Development Goals (MDGs). Thus throughout the world, Government and other financial agencies have been promoting women entrepreneurship. They offer various schemes, subsidies, incentives and promotional measures. Indian government, too, has offered various schemes to promote women enterprisers. Following are some of the important schemes to promote women entrepreneurs:

1. Prime Minister's Rojgar Yojana (PMRY)
2. Credit Guarantee Fund scheme for Micro and Small Enterprise
3. Trade Related Entrepreneurship Assistance and Development (TREAD)
4. Mahila Coir Yojana

5. Support to Training and Employment Programme for Women (STEP)
6. Swayam Siddha
7. Entrepreneurial Development programme (EDPs)
8. Prime Minister's Employment Generation Programme and Women
9. National Banks for Agriculture and Rural Development's Schemes
10. Management Development programmes
11. Women's Development Corporations (WDCs)
12. Assistance to Rural Women in Non-Farm Development (ARWIND) schemes
13. Micro & Small Enterprises Cluster Development Programmes (MSE-CDP)

In addition to this, various state government schemes are also contributing for the encouragement of women entrepreneurs. For example, Kerala Government's 'Women Industries Programme', 'Stree Shakti Project' by Delhi Government, 'Incentives to Women Entrepreneurs Scheme' by Goa Government (2008) and so on. Similarly, in North East too, women entrepreneurship is rising up. In addition to government and other financial institutions' effort to promote women entrepreneurs, there are various NGOs and associations, which also support/contribute in promotion of women entrepreneurs.

The new Industrial Policy of the Government of India is encouraging women entrepreneurship.

Hurdles faced by Women in becoming Entrepreneurs

Indian society assumes that women in general are frail and indecisive. Women have conventional family responsibilities. Even educated and skilled women are confined within the four walls. They lead a very protective life. Hence, their ability to bear financial risks is low.

Women constitute roughly half of the population. 2/3 of the world's work is done by its women. The paradox is that not even 10% of the total women have entered into entrepreneurship. Sometimes facilities are available, but social attitude restricts them to enter into this field. To reduce inequality, one should encourage women to become entrepreneurs. For this, one needs to understand the hurdles faced by women entrepreneurs in:

- Preparation of a viable project proposal
- Dealing with bureaucrat patriarchal humiliating attitude
- Getting finances/loan due to absence of any property on their name
- Dealing with suppliers of raw material (male dominated market/ Male chauvinism)
- Unscrupulous middlemen hoodwink pocketing the lion's share of the profit (Saritha, 2008)
- Social pressure
- Mobility

- Non-availability of family cooperation
- Lack of training facilities in entrepreneurship
- Lack of information regarding technology, schemes, concessions, alternative markets etc.
- Lack of awareness about various financial schemes
- Getting a prime location
- Handling labour (male dominated) problems
- Lack of role models

Challenges faced by Entrepreneurs

Globalization has reached in every walk of our life. It has created many opportunities as well as many challenges. Benefits of the global economy have been unevenly distributed. In the globalized world, market is volatile, though it is more open. Entrepreneurs may face following challenges:

- The needs of the market are in continuous flux. Hence the consistent uncertainty badly affects the entrepreneurship.
- Explosion of information and fast changing technology affects the market on a daily basis. Thus it is imperative for an entrepreneur to update herself regularly in all the areas.
- Consumer needs are ever changing. So, one is expected to do need assessment at regular intervals.
- Job hopping for better prospects is the characteristics of the today's youth. This affects their integrity/loyalty towards a job. This results in un-stability and availability of talent. This affects the business altogether.
- Contractual nature of work, with its policy of work to be done anywhere, anytime also affects production. The quality also suffers.
- They have to face tough competitions till they establish themselves as a brand. It can also be deterrent for enterprisers.
- Growth of Mall Culture promotes established brands and blocks the entry of new entrepreneurs.
- Power Failure/disruptive power, especially in rural areas affect production and overall business.
- Getting viable and sustainable credit is still a major challenge for women enterprisers. This also affects purchase of new technology and equipment to improve their products.
- Lack of support system, especially in the area of training and technical assistance, restricts the up gradation of their skills, thus affecting their output. Another reason is that predominantly staffed by men prevent women to join these training (Patil, 2017).

Recommendations to increase Women Entrepreneurship

Special efforts should be taken by the family, society and the government to motivate more number of women to become entrepreneurs. Women's confidence should be boosted. Since childhood they should be allowed and encouraged to take their own decisions. Their mobility should be encouraged. Support of family, especially in the area of child rearing, leave arrangements and financial help can work wonders for women entrepreneurs.

Each enterprise is unique in itself. It operates in its own environment. Hence it is necessary to understand the environment in which it functions. One needs to understand human resources required for a particular enterprise, its policies and regulations, related labour laws, etc. One has to have a thorough knowledge of the characteristics, the setting up an enterprise, regional and sectoral policies, and trade policies, fiscal and monetary policies. It is also important to know about employment policies, especially related to wages, working conditions and technological aspects of enterprise. One has to understand the registration process, acquiring permits to run a micro and small enterprise and its nitty-gritty.

Following are the recommendations to encourage women to become enterprisers:

More facilities for training

- Training centres for women entrepreneurs should be started at each district. This training should provide them opportunities to explore their identity i.e. understanding their strengths and weaknesses. Training should emphasise on self awareness and assertiveness.
- Training should help them to overcome the fear of failure, fear of rejection, low risk-taking ability and lack of resilience.
- Through thorough trainings, women should develop professional competencies in various areas such as management, marketing, finance, planning, accounts, etc. They should also develop leadership qualities.

Increase role of educational institutions

- Girls at higher secondary level itself should be encouraged to go for vocational trainings and/or join polytechnics. Parents should recognize the potential of their daughter/s and encourage them to start an enterprise. It should be looked as a profession like any other.
- Vocational education institutions and polytechnics should have linkages with the industry. This will help students, especially girls, to get exposure to the various aspects of production.
- Entrepreneurship subject should be introduced at the under graduate and post graduate levels in all streams; with special emphasis on women

entrepreneurship.

Initiative for women within

- Women should attend International, National, State, regional and Local trade fairs, Industrial exhibitions, seminars and conferences. They should interact with as many as people, especially women entrepreneurs, and read books related to the subject.
- Women, who are in enterprises, should keep themselves updated. They should increase their capacities and abilities to handle the latest technology. For this, they can attend various crash courses/refresher courses.
- Women should take the help of Counsellors and mentors in dealing with problems and loss in business especially at the initial stage.
- Women should take special guidance to understand various laws, financial aspects, challenges of selected business, etc.

Encouragement from government and financial institutions

- Government and banks together should make simple and easy procedures to get loans. This will encourage more women to start their business, especially for middle/lower middle class women. They should provide more working capital to women.
- Government, banks and other financial institutions should continuously organize awareness programmes on various credit facilities, financial incentives and subsidies.
- Banks and other financial institutions should open a separate special cell to provide easy finance to women who want to start an enterprise and/or who have already started enterprise and want to expand it.
- Government should encourage and assist women entrepreneurs to form/establish a cooperative, where they can sell their products at reasonable rates.
- Government intervention should be there in the chain of suppliers of raw materials. Raw material should be made available to women enterprisers on a priority basis, if possible, with subsidized rates.
- Creation of women industrial estates will help women to overcome hurdles in her business.
- Like other developed countries, business incubators should be developed in large numbers in the proximity of/to the women entrepreneurs. It should provide contacts with bankers, government officials, venture capitalists

and also provides technology assistance. In India, such incubators can be established in metropolis and if possible, at district place. (Raheem and Jamal, 2008).

- Entrepreneurial cells should be established at local level such as school premises/colleges, public libraries, study centres, etc. They should impart trainings; update information on various sources to get raw material, marketing and credit facilities available.

Create better awareness

- Data and details of successful women entrepreneurs should be made available. This will provide guidance to others.
- There should be a continuous attempt to inspire, encourage, motivate and co-operate women entrepreneurs (Hariharaputhiran, 2014). One can make extensive use of media (print, electronic and social media) to create awareness amongst people, especially women, about various government schemes to avail loans.

Role of Universities in promoting Entrepreneurship

India declared National Policy on Skill Development and Entrepreneurship (MSDE) in 2015. This has emphasised skilling India. The role of universities in skill India has increased. Introducing courses in entrepreneurship and establishing incubators are the two important areas, where universities can contribute.

India has around 400 million youth who are just going to kick start their career. Hence, it is very necessary to provide them guidance to take up entrepreneurship as their career. Many of them are in a dilemma about their career. Globalized world has created knowledge based economy. This has now focused on entrepreneurship. Education plays an important role in developing and fostering the mind-set of youth. To fulfil the demands of markets, universities can start short-term, diploma and degree courses in entrepreneurship. It can be offered as a compulsory or under Choice Based Credit System (CBCS). Such courses will help to develop skills and attitudes of younger generation to take up entrepreneurship as a career.

Traditionally youth is exposed to limited areas. Nurturing the spirit of entrepreneurship at an early stage of life will change their world. The courses on entrepreneurship should focus on communication skills, problem solving skills, goal setting skills and negotiation skills. It should stimulate innovative thinking skills. Leadership qualities should be developed during the course period. Skills and capacities of enterpriser could be developed through systematic and planned training. These students should be given hands-on experience through internship and/or apprenticeship. The curriculum should focus on three M's namely money, market and management.

Entrepreneurship course should include both- theoretical as well as practical components. Innovative and creative teaching methods should be used. Universities can develop case studies of successful enterprisers. They should explain how they started their enterprise, what barriers did they face initially and how did they overcome them. Such case studies will encourage students and will provide them motivation to go ahead. By using activity based teaching methods, students can learn while doing the activity. Students should be given more opportunity to interact with various people- from industry, raw material suppliers, finance providing institutions and consumers as well. For this universities can organize seminars, conferences, workshops, fairs, exhibitions and other events, where students could get opportunity to interact with people. Throughout the course, students should be given full scope to implement their innovative ideas and nurture their creativity. For this, universities have to establish networking with industry experts. They can mentor the students as well. Networking will also help to share the infrastructure. Internship/placement/apprenticeship should be part of curriculum. This will give an exposure to students to real work life.

Universities can establish incubators in the campus itself. Incubation is a new concept in India. An incubator includes various facilities such as training, mentoring, and sharing infrastructure under one roof. It also includes science laboratories, computer facilities, classrooms, technicians, reference reading material and so on. This facilitates learning and boosts confidence of students. Such facilities help students to launch their new business.

National Science and Technology Entrepreneurship Development Board has started incubators in India. Till 2016, India has more than 65 Technology Business incubators, 15 Science and Technology Entrepreneurship Parks, 38 Entrepreneurship Development Cells and 35 Innovation and Entrepreneurship Development Centres (nstedb.com).

Challenges in front of Universities

Bringing attitudinal change- from job seekers to job providers is a great challenge for all the universities. All these years society in general and students in particular believe that education is for seeking job. Jobs give fixed monthly income. Thus, very few students consider entrepreneurship as a potential career. Now, universities have a big challenge to convince the students and their parents to consider entrepreneurship as a career. Currently universities do not have sufficient number of specialized teachers, who can handle the entrepreneurship course. They have to either train the current teachers or hire experts from outside. This is not possible in a short-period.

Areas where the universities can contribute:

Introducing entrepreneurship in curriculum

- Universities should introduce a paper in entrepreneurship at undergraduate and post-graduate level and teach essential business skills.

- Universities can introduce diploma and/or certificate course in entrepreneurship. The students completing entrepreneurship course should be able to prepare a sound business plan and launch their own small businesses.
- Universities can start short term courses for skill development (soft skills) and other areas such as taxation, judiciary and legal system, licensing procedures and so on. There should not be any condition for entry level. These courses should be based on local and regional market demands.
- Universities should involve industry people in curriculum development of all the courses related to entrepreneurship. Industry/ business persons should also be involved in teaching as well. Sharing of their personal experiences will enrich the knowledge of students.

Creation of Favourable environment

- Universities can create a favourable entrepreneurship environment at the campus by organizing fairs/exhibitions and 'Entrepreneurship Week'. Such events will give students an opportunity to know the latest happenings, trends in the market. Students should be encouraged to put their projects in such events. This will give them an opportunity to interact with various people. It will also help to promote networking and collaboration.
- Universities can give an opportunity to students to put their business plans in exhibitions. The most promising ideas could be awarded a prize.

Internship/apprenticeship

- Universities should tie-up with various industries for apprenticeship of students. After completion of theoretical aspects, all students should be given internship or apprenticeship. This helps them to learn further, improve and gain experience under the trained personnel from the industry. This real life work experience boosts the confidence of youth and helps to overcome gaps in academic learning. This also gives them exposure to handle latest tools and technologies.

Fund

- Like development fund, universities can start capital fund that could provide start-up investments.
- To support students at initial phase of business, universities can adopt a variety of approaches to raise funds. This includes donations from established industries, private donors. For this purpose, they can use Internet and other marketing channels, celebrity sponsorship, and philanthropic joint ventures.

Business Incubators

- Universities can start building business incubators in the campus itself to

support the start-up firms. This facility will help the beginners of business. It will provide assistance in the form of infrastructure, business advice and services, access to investors and markets, and mentoring.

Conducting survey and research

- Every year, universities can conduct a regional survey of at least 2000 people within its adult population (Global Entrepreneurship Monitor (GEM) approach). It is a survey of attitudes towards entrepreneurship in the general population. They can collect data on whether youngsters have their own business or run their family business. This data will give information about entrepreneurial activities at various stages of the entrepreneurial process (UN Conference, 2015). Such studies will help to understand different trends in business. This information will also help the universities in revising their curriculum. Such survey studies also help to understand trends in local/district/regional business.
- Conduct a survey of established business owners. Established business owners are entrepreneurs who have paid salaries and wages to their employees for more than 42 months. Universities should prepare case studies of established entrepreneurs to understand the problems faced by them at different stages and the strategies to overcome them. These will guide/motivate/inspire the future enterprisers.
- Classify data based on entrepreneurial motivation (whether business owners are either necessity-driven or opportunity-driven, family-based entrepreneurs and social entrepreneurship). Further data can be classified based on product novelty, intensity of competition, employment and expansion plans, and use of technology, socioeconomic characteristics of populations, their subjective perceptions and expectations about the entrepreneurial environment. Such research will give them information on best practice in the entrepreneurship and enterprise development field.
- Universities can start a consultation and research centre in entrepreneurship and co-operatives. This can help to generate income to the university.
- Universities can take diagnostic studies of sick units of small scale industry. After thorough study of obstacles faced by them, it can recommend measures to overcome these obstacles.

Collaboration & networking

- Universities can collaborate with individuals and organisations working in entrepreneurship and share ideas, experience and expertise with them.
- Universities can start information and advisory centre. It should provide first hand information to business starters and entrepreneurs on various aspects of business. The centre should act as a mentor and provide one to one free counselling.

- University may select students, who are willing to take risks to start a businesses and blaze new paths to success.
- Like Spring Singapore, universities can start Information centres, where one can see calendar of events, and a link to a library of archived feature stories, articles, reports, speeches and press releases. It includes useful links to statistical sources, market research services and a deal flow portal, which connects businesses to sources of funds such as financial institutions, venture capitalists and investors.
- Organize conferences focusing on different aspects of growing small businesses.
- Universities can establish linkage with various Indian Institutions promoting Entrepreneurship. They include Associated Chamber of Commerce and Industry of India (ASSOCHAM), Confederation of Indian Industry (CII), The Council of Scientific & Industrial Research (CSIR), Entrepreneurship Development Institute of India (EDII), Export Promotion Councils (EPC), Federation of Indian Chambers of Commerce and Industry (FICCI), Federation of Indian Exports Organisation (FIEO), Indian Institute of Entrepreneurship (IIE), National Bank for Agricultural and Rural Development (NABARD), KVIC, Small Industries Development Bank of India (SIDBI)
- Universities can identify training needs and offer training programmers to Government and non-Government organizations engaged in promoting and supporting entrepreneurship. For this, they can take the help of industry experts.
- Universities could establish linkages with malls, export suppliers, wholesalers, etc. and encourage students to sale their products.

Documentation

- Universities can document and disseminate information needed for policy formulation and implementation related to self-employment.
- Universities can prepare and publish literature related to entrepreneurship and industrial development.
- Universities can organize seminars, workshops and conferences for providing a forum for interaction and exchange of views by various agencies and entrepreneurs.

Conclusion

The growth of women entrepreneurs in India is increasing, though at low pace. The growth is still at the nascent stage. It will significantly contribute to the socio-economic development of our nation. Emergence of large number of women entrepreneurs will definitely strengthen the industrial base. It will generate employment opportunities leading to balanced growth of the nation. Today, a large

number of women are entering in the field of entrepreneurship-in small scale industry. But unfortunately only a small section of women are able to take benefit of various government schemes. There is an urgent need to create awareness, especially among women about entrepreneurship. Women should be encouraged to enter business rather than being in paid employment. Micro-enterprise provides a platform to rural women to develop their entrepreneurial skills. It has successfully improved social status of women at many places, resulting in social and economic empowerment of rural women.

Universities have significant role to play in the development of youth, especially for girls as enterprisers, as they are breeding pools. It should promote interdisciplinary approach and introduce entrepreneurship component in all faculties. It should give more opportunities to students to express their ideas and encourage their creativity, enthusiasm and innovations. Such strategies will attract more students to opt for entrepreneurship course. This will reduce imbalance between rural and urban development. It will also help in the development of backward and regional areas, which will subsequently result in the overall national development.

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Peer-led Education for Health Promotion: A Sustainable Approach to Adult Education

Manali Pandit and Aarti Nagarkar

Universities prepare students for professional work and facilitate contribution to the scientific and technological growth of a nation. One of the mandate is teaching, research and extension that is transferring knowledge and skill for the benefit of larger society. It is expected that the universities and the educational institutes become sensitive to the learning needs of the surrounding communities and respond through relevant learning programmes and extension tools. Extension education is a rigorous process. It requires motivation, scientific knowledge, innovative approach to identify target group, assess their needs, formulate educational programmes, choose innovative instructional methodologies, low-cost management strategies and ongoing feedback mechanisms (Vasantha K 2001). One of the extension system's areas of expertise is non-formal education. Women's role in the non formal education is very vital and acknowledged world over.

There is currently strong interest in the transfer of health knowledge to communities by way of community participation. A large body of research on the intervention activities and innovative approaches to improve health exist (Iryani B 2011, Aaro L 2014). Participatory peer educational approaches have increased in both popularity and practice among health promoters in both rich and poor countries; they have met with varying degrees of success. Role of extension education in health education is well documented (Gillis D, English L 2001). Peer education remains effective in the case of reproductive and sexual health due to the fact of sharing same background, interest and use of language that facilitate knowledge transfer (Tolli 2012). It is seen through research that peer educators are often familiar with participant's knowledge gaps and have knack for motivating learners by using familiar styles, including the appropriate jargon (Grudens-Schuck N 2003).

Studies have shown that peer education is a successful approach in changing knowledge and behavior (Barua 2001; Malleshappa 2011; Farih 2014). It not only helps in community capacity building but also provides sustainable ways of delivering knowledge. Women are considered as a key resource in maintaining health of the family. As women's roles in public spaces increase, they become active and become advocates for family and community's welfare. Many ordinary women in the communities are motivated but lack professional knowledge, skills and direction in seeking health related information and assist their families and other women in the vicinity. It makes sense for Extension education to identify such motivated women who may play a pivotal role in transforming knowledge

and empowering communities. Therefore, this research paper examines how a university extension programme became involved in promotion of reproductive health knowledge among urban women.

Current research paper is a process documentation of experiences and methods used for peer education. It is based on the experiences of a research which aims at developing the peer educators at community level for health promotion and to study the process, methods, techniques, strategies and significance of peer educators training as a tool for community capacity building. The purpose behind this research is to learn implementation experience and with the help of it modify strategy and ultimately, policy.

Methodology

Study area

The present study is ongoing in an urban slum located approximately eight kilometers from the University in the Pimpri-Chinchwad Municipal Corporation area. The study area is a part of administrative ward No. 64 of the Corporation. It is divided into three parts; all the three parts of the study area are distinct and separated by distance of around 2 kms from each other. There are several Self-Help Groups of women, which are monitored by a Social Initiative Department of one of the corporate located nearby. According to a recent survey done by Pimpri-Chinchwad Municipal Corporation, total population of the study area is 7247 individuals and 1369 are the number of women in the age group of 18-49 years. Main occupation of the men in this area is class four level services in ammunition factory or work on daily wages. Women are homemakers or work on daily wages. Overall education levels of the community are low. There are very few health facilities in the area and community has to travel minimum 10 kilometers to reach any health facility.

Approach and Methods

The particular adult learning strategies that we have identified in this project are:

1. Integration of experience with learning
2. Focus group discussion
3. Capacity building of peer educators
4. Health promotion by peer educators

We planned each of these strategies in order to explicate how peer education become more effective in community based health education intervention.

1. Integration of experience with learning

At the time of selection of peer educators, it was firmly believed that they knew considerable amount about what makes them and their community healthy, although they did not possess any technical or scientific knowledge about it. Initially, at local level focus group discussions and community meetings were organized over a 6 month period. The basic criteria for selection of peer educators was that the women knew the community, had basic education, fluent in local language and she had an interest and enthusiasm in being trained as peer educator. Ten women who were confident and with good communication skills were selected for adult training. They were residents of project area for the last 5 years and more. This helped in establishing initial rapport and organizing community meetings.

2. Focus group discussion

Peer educators helped in conducting and facilitating meetings in community and also helped in organizing focus group discussion. Focus group discussion process helped in drawing different themes together and that further assisted in development of training module and educational material. This experience reflected in the unique way through their community sessions.

Focus group discussion was a key strategy in understanding perception and practices in the community. Women in different age group met in small groups and shared their views on reproductive health of women. To ensure all women were heard and all opinion was considered the facilitator kept the group size small and provided comfortable atmosphere. As a part of process documentation all the discussions were tape-recorded. From each discussion, a web of socio-economic, cultural, gender determining health issues unfolded. This process strengthened the adult learning possibilities and stimulated process of health education. With this experience peer educators began strategizing their health education session in the community.

Data analysis

Qualitative data was analyzed using latent and manifest content analysis. The themes emerged during the process of coding and categorization of data collected during Focus Group Discussions (FGDs). Thus, identified themes was used to gain understanding about the illness representation and used during intervention session to clarify misconceptions and raise awareness.

Quantitative data was analyzed using Statistical Package for the Social Sciences (SPSS) software Version 21. The main analysis consists of comparing mean- values of outcome measurement between groups. Data analysis includes parametric or non-parametric tests, depending on whether the various outcome data are normally distributed.

Ethics

Approval for conducting the study was taken from the institutional ethics committee. Written consent was taken from the participants for survey as well as prior to qualitative data collection. The names of the participants were coded and not used in analysis or in any part of the report. Referral linkages were established as a part of the study to provide support to those participants who reported symptoms.

Results

Results are organized in two parts. The first part describes the process of preparation and capacity building of peer educators and the second part describes the use of quantitative methods to assess effect of peer-led education in transfer of knowledge.

Preparation for peer educators training

Training module was prepared for conducting peer educators training. Different forms of health education material such as Slides, flipcharts, case studies were prepared and used as training and learning aids. Training module to provide comprehensive knowledge of reproductive morbidities was developed which consist of five topics related to reproductive morbidities of women. After review and validation from expert training module was finalized. A detailed handbook with a set of appropriately developed education tools was given to each peer educator. Necessary suggestions that came up during peer educators training and focus group discussion were incorporated in the handbook.

3. Capacity building of peer educators

Capacity building of peer educators was done through two days extensive training programme. Two refresher trainings were conducted after the main training. Pre test and post test were conducted for knowledge assessment. Training module with detailed sessions was prepared. Training techniques were used effectively and different activities such as individual and group assignment, role plays, games were used to understand subject in a better way.

During training along with technical sessions, emphasis was also given to developing communication skills. Mock practice of sessions was conducted after training. This process enabled them to understand basic knowledge about the subject and also in achieving confidence. Evaluation of peer educators performance was done at the end of the training.

4. Health promotion by peer educators

At the time of session in the community peer educators called monthly one meeting of community resident women. At most of the sites they were effective

in conducting meeting with maximum 30 women. They included women from community within reproductive age group, different cultural background, locale, occupation, education reflecting whole community. The most challenging women to involve were newly delivered women with a small child. Women gathered at one place at particular time decided by them to discuss factors that contribute women's reproductive health.

Sessions were planned in advanced and peer educators were aided with different educational material. A health education intervention programme was developed and implemented following collection and analysis of baseline data. Flipcharts, training module were used as educational material. Average session took about 45 mins.

As part of the adult education, peer educators played multiple roles. They not only conducted community trainings but prior and after to the training they provided necessary support to community. As an adult educator, to play various roles in the community a particular set of critical competencies is required, hence before conducting health education sessions in the community peer educators were equipped with knowledge, awareness and skills.

Quantitative assessment of effect of training and health promotion activities

Knowledge assessment of peer educators was done by arranging pre and post test. A Wilcoxon signed- ranked test showed that 2 days training programme on reproductive health did elicit a statistically significant change in knowledge of reproductive health in peer educators with existing knowledge ($Z = -2.670$, $p = 0.008$). Indeed, mean knowledge rating was 6.67 (SD=2.29) and 12.22 (SD=4.0) for pre and post test respectively. Refresher training was conducted with the gap of one month with post test knowledge assessment. Statistically significant change improvement ($Z = -2.724$, $p = 0.006$) was seen in existing knowledge. Evaluation of peer educators was also done on the basis of confidence, knowledge, communication skills.

Knowledge assessment of community women were also undertaken by conducting pre and post test. A paired sample T test (sig 2 tailed 0.000) did obtain a statistically significant change in knowledge after peer educators session. As the study is ongoing, our understanding of the process and mechanisms underlying peer education approach success and failures is still in infancy and 60 women are covered through peer education till date.

Discussion

Peer education sessions were monitored and evaluated by researchers. All the observations by researchers were documented. There were few lessons learnt from peer education health promotion programme:

- a. Peer educators need to be selectively recruited.
- b. Extensive training and refresher courses are key to successful peer education.
- c. At initial stage peer educators need to be supervised and supported during health education programme.
- d. Interactive training session along with different training aids improve training outcome.
- e. Drop-outs can be partially addressed by good support, reinforcement compensation and motivation.

It was also observed that women were enthusiastic and more involved in health education as an effect of peer education. The demand for referral services was also increased. However retention is a common problem in peer programmes that can be addressed by careful selection, reinforcement, compensation and other reward.

As an adult educator, it is important to understand a process, which helps in organization of needed field intervention method, coordination, financial management and human resource development. With current research, through process documentation a database is created in implementing a peer led health education programme. It will help to reduce dropout rate in future and also will give insight to future adult educators to improve quality and efficiency.

Our goal in involving peer educators in health education was to promote a sense of health empowerment among members of community. Also successful peer education relates to the importance of promoting community context that enables and support desired behavioural change that is increased health seeking behavior. We hope that our work would contribute to much-needed research into the extension approach wherein our understanding about community-level processes right from selection of peer educators to equipping them to deliver goods in the community and community's response to such efforts. However, the researchers felt that the success of peer education led health promotion depends on several interlinked factors. Availability of health promotion material and resources in the community increased the likelihood that the women got engaged in health-promoting behaviors. This validated documentation will help future researchers to undertake complex form of research as part of extension programme.

Conclusion

In the current project we utilized best educational practices to meet women's learning references, interacted with women and built connections to teach, share research, experience and information. The interaction resulted in a collection of ten motivated peer educators dedicated to exploring issues affecting women in reproductive age beyond pregnancy and post partum. The peer

educators' programmes provided learning avenues for common women in the community and have gained enhanced access to resources developed through research-based extension programme. This documentation is important to guide in further research process.

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Lifelong Learning and Skill Development

V.Mohankumar

I am privileged to give the Keynote address in this national seminar, the topic of which is Lifelong Learning and Skill Development. The chosen topic is not only appropriate but also time related as the government is giving a lot of importance to skill development to enable the Indian youth to be productive and trained manpower. Both are also given importance in the United Nation's 2030 Agenda for Sustainable Development also. Goal 4 states "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". 4.4 states that "by 2030 substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship".

I would like to start the address with the quote by Sri Aurobindo, a great Philosopher of modern India. He said that "*Education which will offer the tools whereby one can live for divine, for the country, for oneself and for others and this must be ideal of every school which calls itself national*".

Education and learning is as old as human society. It plays an important role in transformation of society. Traditionally education is passed on by a generation to the generation next through language, working skill and search for new things. Education is a continuous, systematic and lifelong process through which a child or an adult acquires knowledge, experience, skill and attitude. It is the process of development from childhood to the rest of life. That is the reason the famous saying is 'human beings learn from birth to death'. For a civilized society education is the only means and its goal is to make an individual perfect. All societies give utmost importance to education as it is considered to be a perfect solution for all evils and key to solve the problems of life. It is dynamic (and not static) which develops the child according to changing situations and times. Education encompasses everything which influences human personality and the driving force for social development which brings improvement in every aspect of the society. It also motivates, encourages and induces the individuals to take the path of progress apart from helping to modify the human behaviour. All aspects and incidents need education for a broad based and vast development. It reconstructs the society according to the changing needs of the time and place of the society. Education implies in the change of behavioural pattern of human beings as well as the indicator of change in human society. Hence, without education life of an individual is meaningless.

Learning and life are closely linked and hence, lifelong learning is embedded in all the societies. According to the French Philosopher Marquis de Condor "Education should not lead the individuals after they have left school. It should embrace all ages because learning is necessary for everybody. Education should be provided to everybody of all ages. It should provide facilities for retaining what they have learnt or to acquire new knowledge".

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Education refers all kinds of learning that take place, i.e. formal, non-formal and also informal (which may include incidental also). It is a term under which all the educational efforts – nursery, kindergarten, primary, secondary, senior secondary and tertiary (collegiate/university) are included. The formal education in an institutional set-up comes to an end at a particular point of time and can again continue at any time according to the desire/wishes of the persons concerned.

Learning and education is traditionally transmitted from one generation to the other. In earlier time it was more through oral tradition as most of the people were not literate. But in the modern times apart from the traditional methods, learning also takes place through mass media (print and electronic), reading books, listening to others, seeing the happenings, witnessing the incidents, advice of elders, community and society. Learning and education are complimentary to each other. Learning has various forms such as pre-learning, reinforcement learning, classroom learning, individualized and independent learning both in small and large groups, enrichment learning, self-learning and self-directed or self-managed learning. Learning itself is ultimately an individualized and lifelong process, whereby transformation occurs within the individual but the final outcome of the learning is the application of knowledge and skill for the benefit of the society, nation and the world at large.

Learning and education is always kept at the high pedestal as it leads to enlightenment; it enriches, empowers and opens the world of knowledge. But it is not enough a person simply learns and not assimilates and converts whatever he/she has received into action or use in the life situation. Day-in and day-out learning takes place in one way or other but if the persons do not understand the components of learning in strict sense it may not come under the broad category of learning. This is amply reflected in a column written by Rajesh Mahapatra in the national daily that "India needs education not just schools as those lacking meaningful education are likely to be left powerless and therefore, become victims in any society based on informed decision-making".

The human being's life is broadly divided into four stages, i.e. childhood, adolescent, adult and old age. At each stage everyone needs new information, knowledge, skills and practice to follow. The primary education for children in schools is fundamental to lifelong learning which is expected to continue in other stages so that knowledge and skills are updated periodically. Unfortunately, for long our education system miserably failed not only to update the knowledge needed for the students but also discouraged independent thinking by students themselves. It is adequately proven that children learn fast by play-way method which in our schools either not practiced or done less. The teachers are interested to complete the curriculum within a prescribed period of time with the result children learn the least. The Right of Children to Free and Compulsory Education Act, 2009 ensured education of children a fundamental right in India. One important clause in the Act is no detention of children upto class V simply to avoid terrorizing children in the name of examination. Instead a comprehensive assessment needs to be followed to know the progress of learning in children. Unfortunately, this clause has been utterly misused equally by students, parents and teachers. The students thought they need not study anything as promotion to higher class is already assured and

automatic, parents thought that even if the children do not go to school they will get promotion and hence, most of them have not ensured their children to go to school regularly and teachers almost stopped teaching ultimately students are compelled to start learning the alphabets in class VI. Fortunately, this grave situation came to the notice of parliamentarians and educational administrators and the result is government now has taken action to introduce examination both at the end of class V and VIII with adequate opportunity for the students who fail in the examination to reappear within a month or two.

Most of the students in secondary and senior secondary schools are in adolescent stage. They are also taught the lessons from the text books. Our examination system does not testify the knowledge gained but only assesses the memorizing capacity and reproducing the same. This is precisely the reason that large number of students pass out every year could not get gainful employment. Another failure is on the part of both the parents and students. Every parent wants the child to go for higher education after completing senior secondary level knowing well that it in no way is going to give any immediate benefit. The employment opportunity not comes in the way because the person has no skill and knowledge for the post for which he/she can apply or has applied for.

The Economic Survey 2016-17 released on August 11, 2017 also indicates the need for improving the quality of education. It states that the government must work to provide quality education to help families get good return on education investments. As India emerges as knowledge based economy 'quality and relevant education' will play a significant role in economic development. The survey also states that the focus of school education so far has been on creating physical infrastructure which is underutilized and needs to shift to improving utilization of assets. Though, access to schools and enrollment has improved significantly "the challenge of quality in terms of learning outcomes remains to be addressed".

Again the students entering into the institutions of higher learning are adults and choose the subject of study, particularly arts and science with no or least planning about their future. At the end degree is in their hands but less job opportunities. They do not know that degree is only like a passport which is not enough for foreign travel. Skill is like visa which enables a person to perform. The educational institutions do not teach or practice skill aspects and hence, students with degrees in their hands roam around seeking employment. There was a time that government was the major employer. After open market policy, economic boom, introduction of electronic devices to improve the administrative machinery and above all the policy of downsizing the number of staff to reduce the administrative cost recruitment in government offices has been reduced drastically. At the same time employment opportunities are available in the private sector but they are strictly on the basis of merit and skill for which there is an acute competition.

Recently there was a news item in one of the national dailies that as per the latest survey conducted by Kelly Global Workforce Insights (KGWI) globally around 60% of the candidates in technical sectors lack right balance of hard and soft skills. As per the managers of professional/technical sectors ability to listen and team work as key soft skills they look for in potential candidates. The most important five

hard skills referred in the survey are analytical thinking, communication, evaluation/analysis/ accuracy/ trouble shooting, technical including systems/computers/software and complex problem solving. It has also been mentioned that team work is even more critical for engineering talent. This is an important information that needs to be given due care both by the institutions which impart education and training in the technical and vocational sector but also for the students/trainees participating in the programmes.

When the traditional education system failed to enable the students to compete in the employment market for jobs, the system turned to the need for imparting vocational skills. Hence, today the world countries including India give a lot of importance to vocationalization of education so that there is a trained manpower available for getting suitable employment. But this will be proved negative if the above said soft skills are not known to the candidates appearing in the interview as the managers are interested to pick and choose the candidates for different jobs based on both hard and soft skills. So, the vocational training and technical educational institutions should broad base the curriculum which includes both hard and soft skills so that trainees/students are not only aware of this but also practice during the academic sessions.

The career guiding institutions which enroll persons in search of jobs for further training also need to give specialized training in the soft skills – both theory and practice so that they are able to perform well in the interview before the managers who hire the manpower.

Candidates should be open to interning or taking temporary positions either in the beginning or in the middle of their career to build experience. Starting as a temporary employee or completing an internship gives talent and edge with professional/technical hiring managers, especially for the engineering candidates.

The survey also reveals that relationships play the most important role in personal branding and it is changing the way people network. Even the freelancers tap their personal and professional network to find jobs via word-of-mouth and reference. Here also the skills possessed by the freelancers have given them reputation.

Another aspect is under-preparedness in adapting new technologies which will lead to unemployment in IT sector. As per McKinsey report nearly half of the workforce in the IT services firms will be irrelevant over the next 3-4 years. According to Arvind Subramanian, Chief Economic Advisor India's current employment challenge is particularly difficult as sectors that did well in generating jobs in the country's previous economic boom years – IT, construction and agriculture are in trouble now. IT sector thought to be always a dynamic sector for India is now the new problem.

We have to appreciate the role played by open schools and open universities in providing opportunities for the students who could not pursue further education in formal system of education. For those who have discontinued their studies for many reasons, those could not get admission in formal educational institutions, those who desire to acquire additional qualification while on job and those looking for career promotion the open distance learning has provided the

best opportunity to study from home itself. However, this system being a self-study method the students lose the luxury of learning from the teachers through fact-to-face. Unfortunately, this type of learning also is of the same to that of the formal system of education in which the students' learning ability is tested through examination in which they reproduce the contents of textbooks they have learnt.

As per The Economic Survey 2016-17 also states that while the number of higher educational institutions had expanded the quality of students passing out had come under scrutiny, affecting their effectiveness in the labour market.

Another side of the coin is growing number of adult illiterates. As per a Professor of National Institute of Public Finance and Policy no amount of skill development can work without a solid foundation in basic education. India's long neglect of the education system is coming back to haunt its economic ambitions.

India with a large number of youths is expected to be one of the developed countries in the world and big supplier of human manpower. At the same time the worrying factor is that even after spending enormous amount on education in different Five Year Plans, the overall literacy rate of the country in the age group 7 and above stood at 73% as per 2011 Census with male literacy at 80.9% and female at 64.6%. The compounding factor is low literacy level of the socially and economically weaker sections of the society. The absolute number of illiterates in 7 and above age group in the overall population was 282.70 million (28.27 crore) out of which female was 179.90 million (17.99 crore) while male 102.80 million (10.28 crore).

Soon after India became independent the progress of the country was accelerated through Five Year Plans. In the social sector education got large allocation of funds due to which the number of schools, colleges and universities increased enormously. Adult education has always been an integral part of education sector to eradicate illiteracy and hence, a number of adult education programmes have been implemented by the government. As on date the on-going programme is Saakshar Bharat. Though each of the adult education programme was good there found to be a lot of gap in between planning and implementation and hence, the desired results could not be achieved. Unfortunately, with no or less assured follow-up after basic literacy programme (post-literacy and continuing education) most of the neo-literates who gained literacy proficiency have relapsed into illiteracy. It is also true of many languages in India. As per the survey conducted by the People's Linguistic Survey of India (PSLI) there are 780 different languages spoken by people of India out of which 250 languages had already being lost in the last five decades. Another 400 languages are at the risk of dying in coming 50 years. Each time a language is lost, the corresponding culture is also killed. Most at risk are marginal tribal communities whose children receive no education or if they do go to school, they are taught in one of the India's 22 officially recognized languages. The survey also says that 'Maithili' which is spoken in Bihar is at least 1000 years old. Similarly, there are several languages which are surviving somehow in India but are hardly passing them on.

As per Census 2011 the total population in the age group 15+ was 838.41 million (83.84 crore) out of which 257.58 million (25.76 crore) alone was illiterates. The number of illiterates in the age group 15-34 years was 79.10 million (7.91

crore) out of which 51.40 million (5.14 crore) was female and 27.70 million (2.77 crore) male. This age group is considered to be productive and reproductive and hence, needs more attention in the area of skill development as they are the bread winners for their families. This illiterate population may slow down the progress of development as they have low skills or no skills at all with the result they are either less paid for their work or unemployed. To enable them productive and be an integral part of economic progress they need to be skilled either by improving the existing skills for horizontal mobility or by giving additional skills for vertical mobility. For those who are not skilled need to be introduced to some skill of their choice/ability so that they are able get employment and economic stability. **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 may be required in consultation with all the stakeholders.

The learning in old age will help to meet the needs of individual health, engaging in productive employment and for self-enrichment apart from strengthening the family and community.

With the advancement of technology many new things are invented every time which almost made the entire world a global village. Anyone including the elderly people who are not well versed with the new technology will be lagging behind and left alone in course of time. Education once considered being a privilege of the people in higher echelons of society, today is for everyone with the result many from the poor families have got education and moved out of their villages/home towns to other big cities and towns and even to foreign countries for jobs. In this situation the electronic gadgets have become handy for easy and fast communication. This necessitated parents and close relatives knowing the new knowledge to operate the gadgets. The learning takes place from known to unknown, trial and error method, gadget related information booklets and a brief training.

Also quite a few of the elderly people wish to learn a new skill in the leisure time or improve the existing skill in their hands primarily for earning more or spend their time usefully and productively. Many old age homes provide these opportunities for the elderly people to learn new things but not in all the places or in a big way.

To conclude I would like to quote Dr. APJ Abdul Kalam. He said that "Education is not just the ability to read and write but also process of human transformation. Hence, the synergy between education and learning has to be perceived and operationalised. Education is an aid to generate learning". The

Indian education system is yet to go a long way to achieve quality and content. The institutions of higher learning need to strengthen the research components so that the outcome of such studies is useful to common folk. All the educational institutions should encourage to develop independent thinking so that not only they grow but also contribute for the growth of the community and society. A country's progress cannot be judged just by constructing long roads, tall buildings and vast stadia but by learning society and well informed population who are part of inclusive growth. Swami Vivekananda rightly said that "Death is better than a vegetating ignorant life, it is better to die on the battle field than to live a life of defeat".

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Mainstreaming ICT among Muslim Minority Women: A Diagnostic Study

*Neha Kumari
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India is a land of diversities. This diversity is also visible in the spheres of religion. The major religions of India are Hinduism (majority religion), Islam (largest minority religion), Sikhism, Christianity, Buddhism, Jainism, Zoroastrianism, Judaism and the Bahá'í Faith. India is a land where people of different religions and cultures live in harmony. This harmony is seen in the celebration of festivals. The message of love and brotherhood is expressed by all the religions and cultures of India. Whether it is the gathering of the faithful, bowing in prayer in the courtyard of a mosque, or the gathering of lamps that light-up houses in Diwali, the good cheer of Christmas or the brotherhood of Baisakhi, the religions of India are celebrations of shared emotion that bring people together. People from the different religions and cultures of India, unite in a common chord of brotherhood and amity in this fascinating and diverse land. Above all As per Article 14 of the Indian Constitution "the State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India".

Minority Religions

The Union Government set up National Commission for Minorities (NCM) under National Commission of Minorities Act, 1992. As per the Gazette notification under Section 2 (c) of the National Commission for Minorities Act, 1992 the minority communities include Muslims, Sikhs, Christians, Buddhists, Zoroastrians (Parsis) and Jains. However, the Ministry of Minority Affairs in Government of India established in 2006 is the apex body for the Central Government's regulatory and developmental programmes for the minority religious communities in India.

Literacy rate of Minority Religious Groups

As per Census 2011 Jains have 13.57% illiterates aged seven and above among all communities. This number is 36.4% for Hindus, 32.49% for Sikhs, 28.17% for Buddhists, and 25.66% for Christians. The Census figures show that Jains have the highest percentage of educated members who are graduates and above. With 17.22 crore Muslims (Census 2011) who form the second largest community and constitute 14.6% of the total population of India is having the highest percentage of illiterates (42.72%) in the age group 7 and above. Only 2.76% of the Marginalized Muslims are educated till graduation level or above.

This article is made out of Ph.D thesis submitted by the author to University of Delhi.

Role of Madrasas in Education of Muslim Children

Educational backwardness of Indian Muslims is a national problem. But so long as they do not respond to remedial measures, it is difficult to be resolved. Madrasas must be transformed into modern educational institutions with Islamic subjects as optional courses.

Madrasas by and large initiated during the medieval period and got constitutional provisions to promote education and culture of Islam. Majority of mosques have separate space called "Maktab" where students learn Islamic principles and recite Quran. Maktab was meant for primary level education and Madrasas at Senior Secondary level. The establishment of "Darul Uloom" at Deoband was a major landmark in Madrasa education primarily dependent on public donation. Their founders initiated chain of Madrasas all over the country. It is observed that there was a lack of uniformity in the curriculum in Madrasas across the country. Some of them favored only traditional Islamic education and culture. After independence, efforts have been made to provide English and modern opportunities in Madrasas as well. Few of them incorporated labour market education in Madrasas. Jamia Milia Islamia and Aligarh Muslim University initiated some modern technology based education in India. Marginalized Muslim population preferred joining Madrasas than government schools due to economic and religious issues.

However, Madrasas still have a lot of affinity towards religious education compared to modern curriculum. Although, some of the community people articulated that modernization of Madrasas education is the need of the hour and that learning mere religious values is not a sufficient to avail good employment opportunities but leaders of Madrasas still have inhibitions about incorporation of technology into Madrasa curriculum. They assert that science and technology education along with Madrasa education will dilute the real purpose of Madrasa which play a prominent role to impart education among Muslim population. Many schemes have been introduced over the years seeking the importance of Madrasa in mitigating educational backwardness of Muslims. Government propounded and implemented the schemes to incorporate science and technology in Madrasa curriculum but their lackluster implementation has restrained them from reaching deep to the grassroots level and the desired level of achievement.

Apart from Madrasa, Muslim children prefer to go to those schools which have Urdu medium. Unfortunately, in India Urdu is directly connected to Muslim minority community rather than recognizing it as an age old language with rich culture but the pathetic state of Urdu schools needs to be looked into and remedied. These schools suffer from general neglect; they have very limited infrastructure, their teachers lack motivation; in many states appropriate textbooks simply do not exist; and a large number of vacancies have been left unfilled. It is high time that English is made a compulsory subject in these schools and even it can be used as the medium of instruction for mathematics and the natural sciences, while Urdu can be the medium for other subjects. This would help the students improve

English language without which they will not be able to gain admission in good universities or compete in the job market.

Educational backwardness of Indian Muslims is a national problem. But so long as they do not respond to remedial measures, it is difficult to be resolved. Madrasas must be transformed into modern educational institutions with Islamic subjects as optional courses. A new pedagogy of development from the perspective of Muslim Indians needs to be developed which can enable them to overcome barriers to access and equity by building on existing knowledge, experience and skills, in order to open up highly relevant and effective new understandings and competencies.

Manifestation of Communication and Emergence of ICT

Communication has been there with the very genesis of civilization and culture. Human beings have been communicating through verbal and non-verbal means. Effective communication plays a pivotal role in resolving problems and forming a network. Communication patterns were initially limited to non-verbal and later on incorporated verbal communication by encouraging dialogues.

With the advent of globalization and urbanization from the 20th century onwards, there were considerable changes in ways of communication. Those who heavily dependent on writing letters now do the same through e-mail which is the fastest mode. Other modern facilities available are web and social networking where abundant information is available.

There are four phases of development of Information Technology and Communication and they are - Pre mechanical phase, Mechanical Phase, Electromechanical Phase and Electronic Phase. It started from "pre mechanical" phase between 3000 BC and 1450 AD where communication was done through drawings on stones called "petroglyphs". The Mechanical Phase was between 1450 and 1840 AD. It was noted as the beginning of the foundation of technology where Blaise Pascal invented mechanical computer and Charles Babbage developed "difference engine" for evaluating polynomials. The phase of 1840 to 1940 AD is called as Electromechanical phase. This phase witnessed the beginning of telecommunication. During this phase telephone and Radio came into existence. This phase earmarked the invention of the first digital computer around 1940 in United States. Initially, computer was programmed using punched cards.

The time from 1940 till today is called electronic phase. The "ENIAC" was the first high speed digital computer that can be reprogrammed to solve many complex computing problems. The phase witnessed the development of Graphical User Interface, Programmable logic circuits and Integrated Circuits and microprocessors. From then onwards technology changes rapidly every day, "Use of Computer", first transformed into Information technology (IT) and then into Information and Communication Technology (ICT). The advent of Internet revolutionized the world and created "Information Infrastructure". Information became power and a basic tool

of life globally. In the 20th century, world witnessed lots of advancement in Science and Technology. Efforts were made to pass on the traits of science and technology in the field of education. All these dimensions as an extension of alternate education, helps in creating knowledge and empowered society. ICT thus helps in socio-economic development of the various sections of the society.

ICT Integration in Education and Teaching Pedagogy

ICT as a pillar in education induces learning and inculcates new skill sets among the students. It replaces traditional learning environment with student centric interactive sessions. With the integration of technology, education & learning is not only confined to classrooms. Students sitting in their respective rooms can access lectures of the top universities with access to shared resources and material. Technology transformed conventional classrooms into smart ones, motivates students for further research and exploration. It can revitalize classroom discussions, improve understanding of students and can keep them captivated and attentive throughout the session.

Mainstreaming ICT in Madrasa Education

Dissemination of Information and Communication Technologies remain exceedingly low in marginalized communities. Many girls from minority community lack freedom of speech and decide their own career choices. Mostly decisions are enforced on them by male members of the family. Additionally, girls residing in Madrasa are not allowed to use any ICT tools in the premises. The environment in Madrasa is rather conservative. The curriculum followed in madrasa includes theology, philosophy, scholasticism and logic which alone do not assure employment opportunities in the competitive world. Madrasa education seems to be working on traditional pattern with no emphasis on research components. Hence, many of the madrasa graduates turn to petty business, instead of employment in organized sectors. Some of the major shortcomings of Madrasa education system are:

- Absence of definite aims and objectives
- Lack of basic facilities like proper building, classrooms, furniture, blackboard and other equipments
- Outdated traditional methods and technique of teaching-learning
- Isolation from modern developments in the area of natural and social sciences and over emphasis on the traditional subjects, with a negative outlook towards modern subjects.

People live in competitive world today. Curriculum of the educational institutions should emphasize on the needs and requirements of the employment market. Mere religious education is not sufficient to sustain in the Knowledge Economy. Hence, it is essential that Madrasa education should be mainstreamed and urgent need to incorporate science and technology in the curriculum.

In view of this, the article highlights the potential of ICT as a weapon to bridge the socio-economic gap and its role in empowering the disadvantaged sections of the society. It also discusses the perception of Muslim minority girls towards ICT and the factors hampering their learning. Income, religion, gender were some of the factors that are correlated with learning technical skills. ICT can be the only tool that can mitigate the poverty, educational backwardness and weapon to fight with the norms of patriarchal society.

Related Literature

Digital India is an ambitious programme launched on 2nd of July 2015 by the Government of India. It is a vision to transform India into a digitally empowered society. The focus is to digitally empower the citizens of India. The Digital India Programme is a mission and the idea to prepare Indian masses for a knowledge future by making technology as an essential part of life. Technology has the power to transform lives. It can empower and connect the citizens of the country. It can be used as a bridge to fill the socio economic gap and can mitigate poverty.

Khan and Ghadially (2009) in "Empowering Muslims in Computer Education: A Gender Analysis" highlighted the importance of ICT in bringing changes at social-economic level and promote empowerment of minorities and marginalized. This research paper has been contributed by professors from Indian Institute of Technology, Mumbai as part of innovative project in local Muslim Minority Community. Again this paper as part of the digital library initiatives, accommodated uses and barriers of computer education such as internet use educational, psychological and social use of computers by the minorities.

15 Point Programme, the recent initiative of Govt. of India also covered modernization of Madrasa Education to the background Muslim Minority Population. The scheme covered scholarships and providing special grants for creating infrastructure including setting-up of Computer Labs and providing Smart Classrooms. The objectives of 15 Point Programme is to enhance education and improving living conditions for minority groups.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is one of the most important initiative of the government at Secondary and Higher Secondary level (class IX to XII). The scheme was launched in 2009 by the Union Ministry of Human Resource Development (MHRD) with funding 75% by Centre and 25% by State. The scheme highlights the importance of secondary education after the success of Sarva Shiksha Abhiyan at the elementary level. It includes the idea of "Mobile Schools" and "Khul ja Sim Sim" project to extend ICT based interventions to the community level.

ICT is an essential component of secondary schools and hence, computer aided learning has been incorporated and assimilated in 2004 with specific changes and modifications in 2010 for capacity building of the students. The major objective of the scheme is introduction of multimedia labs in government and government aided schools, especially in lower socio-economic regions. Promotion of Smart Schools, motivation and capacity building of teachers regarding adoption of technology and improving pedagogical methods of teaching are some of the common capsules of the programme. Government also decided to award scholarships to meritorious students and felicitating competent teachers. Approximately 150 smart rooms, 3500 model schools have been constructed at the district level. A new scheme of vocationalisation of secondary education started in 1988 which had provided multiple IT based centrally sponsored programmes of vocationalisation of the secondary education. It is also linked to employability. However, women need gender sensitive policies and programmes which should ideally be supervised by women for growth and development. The focus on development programmes should be women centric.

Methodology

Present study was descriptive in nature. Descriptive design was selected to understand the research problem in-depth. The study was conducted in Delhi. The investigator covered all the nine districts of Delhi for data collection. Exhaustive Schedule was constructed for Data Collection. Further Focus Group Discussions were conducted in Madrasa to delve into their perception towards ICT. Data Collection was done in two stages. In the first stage, Stratified Random Sampling was used to select Madrasa and the government schools from various districts. In the second stage purposive sampling was used with major focus on girls studying in Madrasa. Sample size of the study was 300. Bivariate Correlation and Independent Sample T test were used to assess the income and religion as one of the factors hampering the technical progress of Muslim Minority girls.

Analysis

The underlying section discusses the role of ICT, its usage and barriers restraining them to progress.

Table – 1

Number of Respondents in Madrasa and Government Schools

Schools	Number of Respondents
Madrasa	250
Government Schools	50
Total	300

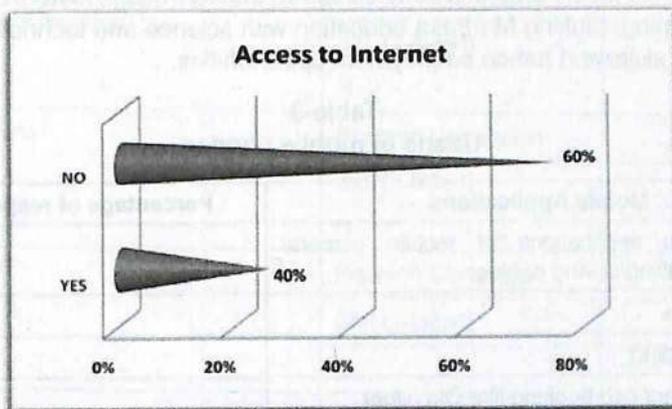
Figure-1: Number of respondents having access to internet

Figure-1 reveals that 60% respondents out of 300 do not have access to Internet.

Pearson's Bivariate Correlation test (Table-2) was used to study adoption of technical skills when access to ICT was present. This test was used to assess the potential to learn and explore when they were given ICT facilities.

Table-2

Bivariate Correlation between Access to Computer and Adoption of Technical Skills

		Access to computer
Access to computer	Pearson Correlation	1
	Sig. (2-tailed)	
	N	441
Using e-mail	Pearson Correlation	.522**
	Sig. (2-tailed)	.001
	N	441
Online learning	Pearson Correlation	.508**
	Sig. (2-tailed)	.001
	N	441
Using social networking websites	Pearson Correlation	.539**
	Sig. (2-tailed)	.000
	N	441
Using power point	Pearson Correlation	.500**
	Sig. (2-tailed)	.001
	N	441
Using excel	Pearson Correlation	.481**
	Sig. (2-tailed)	.001
	N	441

Results indicate that Pearson correlation coefficient was statistically significant at .01 level percent. It can be inferred that ICT usage fosters creativity and induces learning. Linking Madrasa education with science and technology subjects will upgrade skills and hence employment opportunities.

Table-3
Usage of mobile phones

Mobile Applications	Percentage of respondents
Major basic applications of mobile camera/calculator/calling/saving contact	65.10%
Google maps	40%
Online shopping	60%
Ticket booking/ cab booking like Ola /Uber	50%
Mobile banking	50%
Paying bills through mobiles	60%

Table-3 indicates that respondents having access to mobiles are more inquisitive and tech savvy. Most of them use advanced mobile applications like Google maps, M-banking, etc.

To understand how use of ICT tools in institution enhances learning and makes the environment more interactive, Pearson Correlation test (Table-4) was used between the variables – (1) Use of ICT tools in institution and (2) Adoption of technical skills.

Table-4
Bivariate Correlation between Use of ICT tools in institution and adoption of technical skills.

		Use of ICT tools in Institution
Use of ICT tools in institution	Pearson Correlation	1
	Sig. (2-tailed)	
	N	441
e-mail	Pearson Correlation	.736**
	Sig. (2-tailed)	.000
	N	441
Learning from educational resources available online	Pearson Correlation	.769**
	Sig. (2-tailed)	.000
	N	441

Using social networking websites for professional networking	Pearson Correlation	.869 ^{**}
	Sig. (2-tailed)	.000
	N	441
Microsoft Word	Pearson Correlation	.549 ^{**}
	Sig. (2-tailed)	.000
	N	441
Power Point	Pearson Correlation	.889 ^{**}
	Sig. (2-tailed)	.000
	N	441
Excel	Pearson Correlation	.544 ^{**}
	Sig. (2-tailed)	.002
	N	441
Understanding of the subject	Pearson Correlation	.724 ^{**}
	Sig. (2-tailed)	.001
	N	441
Retention of facts and figures	Pearson Correlation	.853 ^{**}
	Sig. (2-tailed)	.001
	N	441
Classroom presentations make classes more interactive	Pearson Correlation	.739 ^{**}
	Sig. (2-tailed)	.002
	N	441

It is noticeable from Table-4 that Pearson correlation coefficient was statistically significant at .01 level i.e. (99% level of confidence). Since the Pearson Correlation Coefficient r is positive, it indicates positive correlation. Use of ICT tools in institution is positively correlated with adoption of technical skills. It can be inferred that ICT usage in the institution whether Madrasa or government schools has positive impact on learning as it fosters creativity, exploration and makes the environment interactive and student centric.

To draw comparisons between the learning environment of Madrasa and Government Schools, an independent samples t test was used between the two.

Table-5
Comparative Study of Adoption of Technical Skills between Respondents in Government Schools and Madrasa

Using Mobiles								
SMS	Equal variances assumed	5.34	.021	1.15	439	.028	.043	.037
	Equal variances not assumed			1.15	429.49	.027	.043	.037
Online learning through mobile	Equal variances assumed	15.62	.000	1.99	439	.048	.084	.042
	Equal variances not assumed			1.99	428.76	.048	.084	.043
Mobile_apps	Equal variances assumed	25.36	.000	2.67	439	.008	.120	.045
	Equal variances not assumed			2.67	430.67	.008	.120	.045
Social messenger	Equal variances assumed	4.12	.043	1.01	439	.03	.042	.042
	Equal variances not assumed			1.01	433.51	.03	.042	.042

It can be inferred that environment of Madrasa is rather conservative restricting use of ICT aids as compared to government schools.

Table – 6
Correlation between Gender Biasness and Adoption of Technical Skills

		Feel biasness as a girl in learning ICT at home
Feel biasness as a girl in learning ICT at home	Pearson Correlation	1
	Sig. (2-tailed)	
	N	450
e-mail	Pearson Correlation	-.432**
	Sig. (2-tailed)	.000
	N	450
Online learning	Pearson Correlation	-.443**
	Sig. (2-tailed)	.000
	N	450

Social networking websites	Pearson Correlation	-.443**
	Sig. (2-tailed)	.000
	N	450
SMS	Pearson Correlation	-.125**
	Sig. (2-tailed)	.008
	N	450
Google_mobile	Pearson Correlation	-.386**
	Sig. (2-tailed)	.000
	N	450
Mobile_apps	Pearson Correlation	-.249**
	Sig. (2-tailed)	.000
	N	450
Social messenger_mobile	Pearson Correlation	-.385**
	Sig. (2-tailed)	.000
	N	450

** . Correlation is significant at the 0.01 level (2-tailed).

It can be inferred from the Table-6 that gender biasness is negatively correlated with adoption of technical skills. The results indicate differences in adoption of technical skills between boys and girls. It can be clearly interpreted that females are less exposed to technology as compared to their male counterparts, one of the major drawbacks of patriarchal society.

Table-7
Cross Tabulation between Access and Gender

Response		Gender	
		Female	Male
Yes	% within Gender	83.6%	96.0%
No	% within Gender	16.4%	4.0%
Total		100%	100%

Results from Table-7 indicate that boys are more technically sound, primarily due to access to ICT tools. 96% of boys out of the total respondents have access to ICT as compared to 83.6% girls.

Conclusions

- i. Majority of the schools and Madrasa where concentration of lower income Muslim minority population is high, still do not have proper labs, functional computers, computer instructors and computer teachers.
- ii. It can be concluded from the statistical inferences that access was positively correlated with the adoption of ICT skills. It indicates that minority girls are lagging behind not because of lack of capability but due to lack of opportunities.
- iii. Many girls mentioned during Focus Group Discussions that they come from conservative families where using mobile or Internet is not so prevalent. Girls accentuated that their elder brothers have access to mobiles but the family is apprehensive about the usage of mobile phone by a girl. Using internet is not very prominent among Lower Income Group Muslim Minority girls. Also few girls during group discussion mentioned the problems they face due to strong affinity towards the religion.
- iv. The results indicate poor understanding of technical concepts. Technical fundamentals are not very strong. Few students have the basic knowledge of internet and various software but they need guidance and mentoring for further polishing their technical skills.
- v. The barriers regarding ICT are lack of technical facilities, no computer labs, many computers could not meet educational needs. Gender and Religion also are the barriers but the major barrier is lack of Income.
- vi. It can be concluded from the findings that first and foremost thing is to provide the minority children access to ICT. Access will provide them the requisite opportunities to explore and learn.
- vii. Use of technology in teaching and learning will replace the traditional concept of teaching pedagogy and will transform a monotonous classroom lecture into interactive sessions. Teachers also said that technology has the capability to connect teachers and students round the clock. Students can take benefits of online lectures without any restriction as learning is not confined to classroom lectures only. With the advent of technology, students can learn and connect with the mentors worldwide.
- viii. It can be concluded from the responses of students and teachers during the focus group discussions that classroom sessions need to be more practical and skill oriented to sustain the Knowledge Economy. Theoretical sessions should be reinforced with practical.
- ix. Every student has different interest, caliber, understanding level and pace of learning. It is difficult for a teacher to keep the pace with each and every student. With the help of digital resources students can learn and

understand at their own pace. Online courses motivate students to do self-learning. Students should be persuaded to learn additional concepts from Internet. ICT training of teachers is equally important as skilled teacher induces curiosity and learning. Developing Knowledge Economy is a continuous process which requires persistent and diligent efforts from every stakeholder. Innovation begins from competent teachers. Technological aids can also be used as a tool for formative and summative evaluation.

- x. Bivariate Correlation between use of ICT in teaching pedagogy and adoption of ICT skills indicate positive impact of technological aids in teaching.
- xi. Current ICT infrastructure in Madrasa is in shambles. The curriculum of Madrasa is outdated and has not been able to keep-up the pace with the modernized education. It is imperative to mainstream Madrasa education to cope-up with the upcoming challenges of the globalized world.
- xii. It can be inferred from the field study that boys are more technically sound than girls, mainly due to gender discrimination in the patriarchal society. The results reveal that girls are often more into household chores rather than learning as compared to their male counterparts. The results of t test between gender and adoption of technical skills indicate gender biasness as one of the barriers.
- xiii. Girls studying in Madrasa also articulated to align modern education with religious education and integrating technology leading to better employability. The girls in Madrasa stated that mere religious education cannot provide ample opportunities for employment but learning mainstream subjects may help to sustain in Knowledge Economy.

Recommendations

Digital Literacy - Internet and ICT tools should be incorporated into teaching pedagogy. Internet fosters creative ideas and imagination and supports collaborative learning. Software such as Excel, Database, etc. can be helpful in managing data of students and every stakeholder.

Knowledge Integration - To make classroom discussions more interactive and knowledge based, it is imperative to integrate technology. Assessments should include collaborative project work, extensive discussions making it more research exploratory in nature.

Knowledge Creation - Incorporation of technology in pedagogy will lead to improved curiosity and critical thinking which in turn will open avenues for new meaningful ideas and innovations for which the following will be of great use:

1. Classroom teaching needs to incorporate technology in terms of internet, smart boards, projectors, etc. to make them more interactive and to become a breeding ground for extensive discussions and innovative ideas.

2. Capacity building programmes and technical workshops should be organized at government schools and Madrasa.
3. Government Schools need to provide proper infrastructure for ICT labs within their premises.
4. Maintenance of labs and equipments is critical for their long life. Qualified lab technicians can be involved to manage such labs.
5. Qualified computer teachers should be appointed for the schools and Ulema for Madrasa to teach required technical skills. Innovation begins with competent teachers. A good computer teacher can also arouse interest in students to adopt and embrace technology in order to compete with the globalised world. To infuse technology in classrooms, it is imperative for the teachers to have clarity in understanding of Technological, Pedagogical, Content and Knowledge (TPACK) Framework.
6. Homework should involve good amount of research which increases curiosity in students to delve more into the subject matter on their own using internet, online tutorials blogs, etc.
7. National and international level workshops should be conducted inviting representatives from such schools to spread awareness for leveraging ICT in education.
8. Majority of respondents are uninformed about the fact that they are already using ICT tools like television, radio, mobile, etc. Even attending calls or SMS comes under application of ICT. They are also ignorant about the fact that any small business also requires IT integration. But their perception is that using ICT means using a computer for difficult and complex tasks. Technical workshops are needed at different levels to make them understand that even if they are using normal keypad phones for calling that also comes under usage of ICT. Additionally, small business or vocational courses like beauty parlour, tailoring also needs networking and customer management. One can expand the small business or profit with the assimilation of technology. Now-a-days technology finds its place in almost every profession. Fusing technology with vocational skills will further expand their horizons to a higher level.
9. Skill enhancement programmes need to be conducted at national level. Students need to be sensitized towards bright career prospects in information and communication technology.
10. It is imperative to monitor socio-economic conditions of minorities and implementation of schemes at regular intervals. Monitoring committees should be appointed at district level for continuous evaluation of ICT schemes in schools and Madrasa.

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Green India Mission - A study on Awareness among B.Ed. and M.Ed. Students

Asma
Farooq Ahmad

About the importance of forests Nund Rishi, a famous Kashmiri Sufi saint said in Kashmiri that ***"Ann poshi teli yeli wann poshi"***, meaning ***"Food will last as long as forest lasts"***

Climate change is a burning issue in today's world and its impacts are felt in every corner of life. According to experts climate change is the biggest threat to the world economy (Guardian, UK). So, adverse effects of climate change are discussed in various platform of the world as it leads to loss of human lives. Unfortunately, the main victims of this change are third world countries. Hence, both the national governments and international agencies have come forward to mitigate the bad effects of climate change. India is a great supporter of all the efforts taken in this direction. The Indian government promised in Paris Submit 2015 to plant more trees and increase the forest cover by 2030 so that carbon emission is absorbed from 23% to 33% (Guardian, UK). Even in the year 2008 an action plan was framed by the then government headed by Prime Minister Dr.Manmohan Singh which was the combination of eight missions and they were:

1. National Solar Mission
2. National Mission for Enhanced Energy Efficiency
3. National Mission on Sustainable Habitat
4. National Water Mission
5. National Mission for Sustaining the Himalayan Ecosystem
6. National Mission for Green India
7. National Mission for Sustainable Agriculture
8. National Mission on Strategic Knowledge for Climate Change.

Of the eight missions which are in operational, each of which is a sectoral response to the impacts of climate change. Three of them — on solar energy, afforestation and energy efficiency seek to slow down the growth of India's emissions. Another three — on agriculture, water and Himalayan eco-systems are about initiating measures to adapt to the effects of climate change. The remaining two — on sustainable habitat and strategic knowledge are service missions and seek to create more knowledge on useful climate responses.

After the new government headed by Prime Minister Narendra Modi came to power four new missions were added to National Action Plan on Climate Change (NAPCC) in 2015 and they were:

1. Promote Wind Energy
2. Build Preparedness to deal with Impacts on Human Health
3. More Effective Management of India's Coastal Resources
4. Harness Energy from Waste.

The Wind Mission is modelled on the National Solar Mission which seeks to increase the share of renewable energy in India's energy mix. The Solar Mission has been one of the most important components of NAPCC as it has the maximum impact on slowing down the growth of India's greenhouse gas emissions. The government recently enhanced the target of electricity production under the Solar Mission from the original 20,000 MW by 2022 to 100,000 MW.

The Wind Mission is likely to be given an initial target of producing about 50,000-60,000 MW of power by the year 2022. Already, there is about 22,000 MW of installed capacity of wind energy in the country. Like the Solar Mission, the Wind Mission will be serviced by the Ministry of New and Renewable Energy.

The Health Ministry, meanwhile, has been working on finalising a 'mission' on dealing with climate impacts on human health — an area that got overlooked when the original eight missions were being finalised. The 'mission' is to carry out a comprehensive assessment of the kind of effects climate change is likely to have on human health in different regions of the country and build up capacities to respond to these and also to health emergencies arising out of natural disasters.

The 'mission' on India's coastal areas is to prepare an integrated coastal resource management plan and map vulnerabilities along the nearly 7000 km long shoreline. The Environment Ministry, which already regulates activities along India's coasts through the Coastal Regulation Zone (CRZ) rules is supposed to house and service this mission.

The waste-to-energy mission to incentivise efforts towards harnessing energy from all kinds of waste and is again aimed at lowering India's dependence on coal, oil and gas for power production.

Key objectives of the Missions

- To enlarge forest/tree cover to the extent of 5 million hectares.
- To get better quality of forest/tree cover on another 5 million hectares of forest/non-forest lands;
- To improve/enhance eco-system services like carbon sequestration and storage (in forests and other ecosystems), hydrological services and biodiversity along with provisioning services like fuel, fodder, and timber and non-timber forest produces
- To increase forest based livelihood income of about 3 million households.

Mission Targets

The following targets to contribute towards achievement of the overall goal/outcomes of the missions:

- Improvement in quality of forest cover and ecosystem services of forests /non-forests, including moderately dense, open forests, degraded grassland and wetlands (5 m ha).
- Eco-restoration/afforestation of scrub, shifting cultivation areas, cold deserts, mangroves, ravines and abandoned mining areas (1.8 m ha).
- Improvement in forest and tree cover in urban/peri-urban lands (0.20 m ha)
- Improvement in forest and tree cover on marginal agricultural lands/fallows and other non-forest lands under agro forestry /social forestry (3 m ha)
- Management of public forest/ non-forests areas (taken up under the Mission) by the community institutions.
- Adoption of improved fuel wood-use efficiency and alternative energy devices by project-area households.
- Diversification of forest-based livelihoods of about 3 million households living in and around forests

Importance of Green India Mission

Deforestation is one of the main causes of climate change and that was the precise reason programme of Green India Mission merged in the National Climate Change Action Plan. One of the core objectives of this mission is to increase the forest cover of India through massive plantation programmes so that the carbon emissions are absorbed to the desired level. Plantation is an important and easy tool for the mitigation of climate change through the carbon sequestration.

Worth of forests in relation to climate change

The Green India Mission recognizes the influence and potential of forests and other natural ecosystems on climate adaptation/mitigation, food, water, environment and livelihood security of tribal and forest dwellers specifically and the nation at large in the context of climate change. The mission is thus in a unique position to significantly contribute to sustainability of other missions for the following reasons:

Improvement in climate

Over the past decades, national policies of conservation and sustainable management have transformed the country's forests into a net sink of CO₂. From 1995 to 2005, carbon stocks stored in our forests was estimated to have increased from 6245 million tonnes to 6622 million tonnes thereby registering an

annual increment of 37.68 million tons of carbon or 138.15 million tonnes of CO₂ equivalent.

Food security

Forests are essential for maintaining favourable and stable conditions needed for sustained agricultural productivity. In Nayagarh, Odisha, maintaining agricultural productivity is one of the key reasons for forest protection by the community. According to a study by Nadkarni, as much as 50% of the productivity of paddy fields in the Western Ghats is actually attributed to leaf litter collected from the forests. Organic matter is essential to maintain the fertility, structure and water-holding capacity of soils in the high rainfall region. Forests provide food directly in the categories like fruits, flowers, leaves, stems, seeds, roots, tubers, mushrooms, etc.

Water security

Forests are vital for maintaining the hydrological cycle and regulating water flows and sub-soil water regimes, recharging the aquifers and maintaining the flow of water in rivers and rivulets. However, the relationship between forests and water flows, especially the low base flows, is not always as straight forward as often believed. Forest ecosystems are the source of a large number of rivers and rivulets in the country. The forested watersheds have better availability as well as quality of water than watersheds under alternative land uses. For example, the Shimla catchment forest was established in the early 20th century exclusively for securing the catchment and to protect 19 springs and streams that provided drinking water supply for Shimla town, the summer capital of British India. It comprises more than 1000 hectare of very dense forest.

Livelihood security of local communities

Forests provide a range of provisioning services, particularly fuel wood, fodder, small timber, NTFP and medicinal plants, and artisan raw material like canes and bamboo, that are crucial to livelihood security of forest-dependent communities. Nearly 27% of the total population of India, comprising 275 million rural people, depend on forests for their livelihoods. This number includes 89 million tribal people, who constitute the poorest and most marginalized section of the country. NTFP sector with an annual growth rate between 5-15% also contributes to 75% of the forest sector export income.

To make the Green India Mission more effective the government headed by Shri Narendra Modi announced that this mission will be linked to MGNREGA to facilitate afforestation of 10 million hectares of land cover in the next ten years to provide forest based livelihood income to three million households (Economic times).

Rationale of the study

Uttarakhand is the state in the lap of Himalayas which is full of plant and animal diversity. The total area of the state is 53,483 km² of which 86% is mountainous and 65% is covered by forests. According to the research reports forest cover of the state is decreasing fast. As per Times of India, December 12, 2015 around 268 sq.km of forest cover has been lost in two years and the first reason behind is development projects for which a lot of forests have been cleared and the second reason is forest fire.

The people of this hilly state are directly or indirectly depend on the forests for their livelihood. It is very important for the people to be eco-sensitive and also be aware of Green India Mission. Already a number of disasters have taken place due to environmental degradation like flood in Kedarnath in the year 2013 in which heavy human and properties were lost. Hence, this is the time every citizen of the state should know how to protect and preserve the environment, particularly the students who are the guardians of the future. Unless they know well the policies protecting environment, they cannot contribute to preserve the same. Hence, a study has been done and the data collected from B.Ed, M.Ed students who are certain to be the teachers in future and shape the characters of the students.

The objective of the study was to assess the level of awareness among the B.Ed. and M.Ed. students regarding Green India Mission.

The methodology used in the study was quantitative approach. Data was collected from primary and secondary sources apart from consulting internet and websites.

The area of study was Almora District in Uttarakhand and the population of the study was B.Ed. and M.Ed. students of S.S.J Campus, Almora.

The sample was 37 co-researchers selected through random sampling method.

The tool used for the collection of data was self-made close ended questionnaire which was administered for collection of data. The tool consisted of 9 items and the responses were based on "Yes" or "No" and the 10th item was open ended in which one can give detailed opinion/information.

The data collected was analysed question-wise as shown in the tables below with the help of SPSS. Apart from this the data was also classified into four categories - on the basis of educational qualification, arts and science stream, students from rural and urban areas and gender.

Question-wise analysis

Table - 1

Have you heard the name of National Green Mission?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	24	60.0	60.0	60.0
No	16	40.0	40.0	100.0
Total	40	100.0	100.0	100.0

60% of the students only have heard the name of National Green Mission while 40 % not heard at all.

Table - 2

Do you know which Government introduced this Mission?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	31	77.5	77.5	77.5
No	9	22.5	22.5	100.0
Total	40	100.0	100.0	100.0

77.5% knew which Government introduced this mission while 22.5% did not know the information at all.

Table - 3

Do you know why National Green Mission was introduced in the country?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	10	25.0	25.0	25.0
No	30	75.0	75.0	100.0
Total	40	100.0	100.0	100.0

Only 25% of the respondents knew about the reason for introducing National Green Mission while 75% was ignorant.

Table - 4

Are you aware of the key objectives of National Green Mission?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	19	47.5	47.5	47.5
No	21	52.5	52.5	100.0
Total	40	100.0	100.0	100.0

47.5% found to have been aware of the key objectives of the mission while 52.5% were ignorant on the same.

Table - 5

Have you seen any activities of the mission in your area?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	33	82.5	82.5	82.5
No	7	17.5	17.5	100.0
Total	40	100.0	100.0	100.0

82.5% of the respondents have told that they have seen some activities but 17.5% have informed that they have not seen.

Table - 6

Have you heard the name of National Climate Change Action Plan?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	32	80.0	80.0	80.0
No	8	20.0	20.0	100.0
Total	40	100.0	100.0	100.0

80% found to have heard the name while 20% did not.

Table - 7

Do you know the eight Missions regarding Climate change Mitigation?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	5	12.5	12.5	12.5
No	35	87.5	87.5	100.0
Total	40	100.0	100.0	100.0

Only 12.5% of respondents were in know of the eight missions while 87.5% did not know at all.

Table - 8

Have you heard the name of forest cover?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	13	32.5	32.5	32.5
No	27	67.5	67.5	100.0
Total	40	100.0	100.0	100.0

32.5% have informed that they have heard about forest cover while 67.5% did not hear at all.

Table - 9

Do you know the forest cover of Uttrakhand?

Category of response	Frequency	Percent	Valid %	Cumulative %
Yes	7	17.5	17.5	17.5
No	33	82.5	82.5	100.0
Total	40	100.0	100.0	100.0

17.5% respondent positively while 82.5% in negative.

Level of awareness about Green India Mission on the basis of Educational Qualification

The analysis of the data revealed that 67% of M.Ed. and 52% B.Ed. students were aware of Green India Mission, while 33% and 48% of M.Ed. and B.Ed. students found to be not aware of.

Level of awareness about Green India Mission on the basis of Art and Science stream students

In this 54% of the students from science stream and 52% of arts stream students were in know of Green India Mission while 46% of science stream and 48% of arts stream expressed that they do not know about the mission.

Level of awareness about Green India Mission on the basis of Rural and Urban students

According to the data available 50% of B.Ed. and M.Ed. students living in rural areas of Almora were aware of Green India Mission and the remaining 50% were not aware.

On the other hand 64% of B.Ed. and M.Ed. students living in urban areas reported to be aware of the mission while 36% only found to be not aware.

Level of awarness about Green India Mission on the basis of Gender

The data reveals that female students found to be far ahead of male students in knowing about Green India Mission. As per data 63% of female B.Ed. and M.Ed. students told that they knew about Green India Mission while only 37% informed that they did not know.

At the same time only 38% of male students of B.Ed and M.Ed. courses found to be aware of the mission while the large chunk of 62% students did not know it at all.

Finding

On the basis of the findings it may be said that there found to be a difference in the level of awareness about Green India Mission among B.Ed. and M.Ed. students. The major difference found that girls have better awareness in comparison to boys, may be because they are the active participants in agricultural operations/activities in their homes. In the hilly areas of Uttarakhand females play a vital role not only in agricultural production activities but also in collecting the flora and fauna. Also there are a number of organisations like Mahila Mangal Dal working for the welfare of villages and conservation of local biodiversity.

The second main difference in the level of awareness is found to be more in urban students. This may be due to better and modern facilities available for them in comparison to the students living in rural areas. This gap can very well be narrowed down by the local panchayats which can organize discussion on the governmental programmes beneficial to the villagers so that each one is informed.

Conclusion

To conclude it is to state that a number of schemes are brought out by the government specifically focussing on groups to benefit. Unless persons for whom the schemes are brought out, they may not be able to avail the benefits. Secondly, the general public should also be aware of the schemes so that they are able to disseminate the information to others, particularly the focussed groups so that the benefit goes to the persons really in need of. In this study Green India Mission is the central focus. The state like Uttarakhand can benefit a lot from this mission as it has vast forest cover and quite a good number of population lives from the forest produce. Unless they know well the benefits of this mission, they will not be able to avail at all or avail fully for their benefit. Students perusing B.Ed./ M.Ed. are the future teachers who not only transact lessons from the text books in the classes but also create awareness by discussing selected topics of interest to the learners. Hence, they are supposed to master not only in the subjects of study but also of general knowledge. In that sense the study taken and analysed in this article has revealed where our future teachers stand. Hence, it is high time that B.Ed. M.Ed. colleges tune to train the future teachers to deal with the subjects which are beneficial to the common folk who are outside the formal system of education.

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Teachers: A Beacon of Self Learning to Redefine Real Life Education

G. Sekar

"Tell me I forget, Teach me I remember, Involve me I learn"

- Benjamin Franklin

Learning is normally associated with the formal education in all the institutions. The formal education is important to get a degree and highly remunerative occupation to lead a comfortable life. The learning happens throughout one's life. It is a deliberate and voluntary act of the learner, because it enhances the understanding of the subject and the surroundings at large.

Getting a degree is a normal phenomena but understanding the subject, retaining the knowledge for the life, recollecting the subject and making use of the subject knowledge is possible only by learning and understanding the subject. Therefore, learning particularly self-learning becomes an important component in the process of education. Here the term education means a process of socialization. "Education starts at Womb and ends at Tomb".

In addition to the subjects taught in the class, the students are expected to study some additional courses, at their own will. The study of additional courses depends on the academic caliber and efficiency of the students. Most of the higher education institutions offer such additional courses. The advanced learners take advantage of such courses. Some institutions thrust the courses upon the mediocre and slow learners. They find it very difficult to cope with the demands. This article focuses the constraints faced by the students and suggests some remedial measures to make the students more comfortable with self-learning.

It becomes a fashion to talk about 'Self Learning' in all the walks of life. But, the feasibility in our society is a question. Unless the question is answered, self-learning at all the higher educational institutions becomes a mirage.

Socially and economically poor students, who opt to study in vernacular language in public schools, may find it very difficult to cope with the demands of self-learning. The students, who are not fluent in English, particularly hesitate to take any course to learn on their own. Even though the courses are optional, they have a fear of failure, to opt the self-study course. The students, who are fluent in English, often tease the students who fail to take any self-study paper. At times the authority forces the students to take some self-study papers to get a good name in the eyes of the public. Instead, such students may be permitted to take a course in vernacular language or in their own mother tongue. This system will remove the language fear in the minds of the learners by giving an opportunity to learn a subject on their own.

On February 12, 2017, I read an article in a regional newspaper. A speaker, after a lecture in English gave some time for question-answer session. Only a few girls asked some questions. At the tea time, some boys approached speaker and asked some relevant questions. The speaker asked the students the reasons for not asking the questions on the floor. With lot of hesitation, the students told the speaker that they were shy to ask question in front of the girls, because they might tease the boys if the language is not correct. This is the situation in some of the institutions.

Academic caliber of the students is another lacuna. The institutions seldom analyze the capacity of the learners before introducing self-learning system. Instead, the core subjects which would get the students gainful employment or develop the skills to become entrepreneurs may be given more importance. If the students are made aware that the bright future is related with the additional core courses along with the successful completion of their course, they may be motivated on their own to learn some more subjects. It can be achieved when the teachers have the bent of mind to help the students to choose the subject depending on their caliber.

The time availability of the teachers is very minimum. Their concentration is to complete the prescribed syllabus within the allotted time. The teachers do not have enough time to encourage the participation of the students in the learning process. Dr.Palanidurai (2016) rightly termed it as "Mechanical Engagement". The only available option to the institutions is to offer the self-study courses. This is possible only in the autonomous colleges. The involvement of the teachers in motivating the students in offering a student centered learning should be very high.

Social relevance of the subject was not properly explained to the students. When I was heading an educational institution, during my routine visit to the departments, I entered a class and couldn't find the teacher and the hour was meant for the Labour Laws. So, I asked a few questions about the State Act and the Central Act, the Acts and Rules, the mode of enacting the Acts of the State and Central. But surprisingly no one answered my questions. This shows that the teacher concentrated only on the Acts prescribed in the syllabus and prepared them for examinations. Further, the teacher did not have enough time to explain the aims, objectives and purpose of the acts. The students are also to be made aware of the way in which the knowledge of the laws can help the students in their career.

Are the syllabi framed to suit the demands and requirement of the industries and employers? Two aspects in this issue are ironically missing - one is the market survey about the skill required for the industry and the second one is on the market auditing of the syllabi (Palanidurai 2016). The syllabi, already approved may be modified based on the market auditing. In this, the students will be benefitted. If the syllabi of the courses is skill and industry oriented, the learners will take interest and choose the routine hours as well as they will learn the courses in depth on their own.

With great difficulty, the teachers allot some time for the class room interaction. The teachers guide them to interact purposely / purposefully. Very rarely the interaction becomes clueless. If this is avoided, the interaction will meet the purpose.

The students' seminars become a ritual in the absence of clear cut assessment patterns. It has to be done by a team of teachers. In the seminars the students ought to make mistakes in the language, in the presentation and in the content. It is the responsibility of teachers to point out the mistakes (of course without hurting the students) with the corrective measures. Any mistakes pointed out, without corrective measures will never serve purpose. On the other hand, it makes the students to lose interest in the seminar sessions. Hence, one part of self-learning is closed as far as the students are concerned.

In an occasion, I was invited to give a talk on a topic. Before I started my talk, casually I asked the participants about the topic, no one answered. Later, I came to know that the students were asked to sit in the hall, even without informing them the topic, about the speaker and relevance of the topic to their core subject. Who is at fault? How do we expect the students to be receptive? Is it not the responsibility of the organizers to orient the students in advance?

I have my own reservation, in using PPT for the class room teaching. It makes the work of the teachers easy. I observed, in a class, that some students took photos of the PPT in their mobile, they do not observe what the teachers tell and do not take notes. Frequently the students get a copy of PPT from the teachers. In the examination, they rewrite only the points given in the PPT. We have been talking about self-learning. I am not against the use of e-media in teaching. The mindset of the student community has to be changed.

The present system lost the good practices which were in vogue. Some decades ago, the college teachers used to give home assignments to the students. For example the English lecturers asked the students to write annotations. The students had to read the chapter thoroughly and wrote the annotations with a detailed content and context. This practice served two purposes - one is that the students referred many books or read the chapter in the book thoroughly to complete the home assignment and the second purpose is that the students were kept engaged in the late evenings, preventing them from wasting the precious time on non-productive activities. The new nomenclature is ERC - Explain with Reference to Context which has been seldom used. Why? The reasons are best known to the academicians.

The home assignment may be given by e-media. The students will study a topic at home by watching a video prepared by their teachers, in advance of their regular class and regular lesson. It provides an opportunity for the students to ask questions and perform practical activities under the guidance of their teachers (Dr. Anandakrishnan 2017).

Guided field visit is another self-learning method. This is not effectively carried out because of the lack of financial resources. However, field work, project based learning are advocated for the benefit of the learners.

After 20 minutes of continuous lecture assimilation falls off rapidly. Therefore the teacher may ask questions, then and there on the topic he has covered in the hour or he may reframe the concept into a statement, and ask the students whether they agree or disagree. The students can be selected at random to justify the answer. It can be inferred that the students who maintain neutrality might not have been attentive in the class or the lecture.

There is another way to bring back the attention of the students. They may be made to listen to the lecture, without taking any notes for 10-15 minutes and then asked to write the notes in their note books. The teacher at random, selects a student to read the note he/she has written. If the notes are found to be relevant, the lecturer may continue the lecture further or clarify the misunderstood concepts and then proceed.

At the end of the hour, the teacher may ask questions, which require one word answers. It is something like a subject quiz. This practice may increase the retention power of the students.

To make the class more interesting, teachers may talk about the relevant, related topics apart from the given syllabus, current affairs related to the subject, etc.

The teacher has to be a voracious reader and must have the habit of reading 'Newspaper' daily. Only when the teachers equip themselves to answer questions on the subjects, the students come prepared to the class to raise questions. At times, the teacher may not be in a position to answer a question raised by a student, and then the teacher can tell the student that he would get the answer in the next class, and the teacher ought to give the answer positively in the next class. This should not be a regular practice. Making the students to ask questions is a difficult task. Teaching-Learning will be effective only when the students ask questions/clarifications in the class immediately after the lecture hour.

Another method of Teaching-Learning is group discussion. The method is effective if the topic for the discussion is interesting on the current affairs and the students must know the concept clearly. In such case, the level of participation will also be high.

There are ways and means of making the group discussion interesting and fruitful. The teacher himself prepares a concept note with the contradictory views. For example, "Co-education: Pros and Cons". Some people are for Co-education and some others are against it. The concept paper should have both the views. Normally, if there is a dichotomy, the students will join with any one and argue to drive home their points. Here, the teacher, even though he prepared the concept note has to play the role of a moderator, and must avoid taking the sides.

In the discussion, the students are encouraged to relate their personal experiences with the concept given. That will be interesting to the other members of the group. Students may actively participate, to narrate their own experience, if they listen to the experiences of the members of the group.

In a group discussion, each member has to write the deliberations viz the points discussed, questions raised and answers given. At the end of the discussion, each member has to present a brief note on the deliberations to the members for editing, and the final report is prepared. This may be placed to a larger group, may be a class. Ideal strength for the group is eight to ten.

The case study is another method of 'student centric learning'. It is an in-depth analysis of the unit. In totality, the collection of data, relating to the subject of the study is required. It includes all the aspects viz social, economic, political, psycho dynamic. The data from all the sources are deliberately recorded. The data collected is dependent on a time frame. Therefore, the case analysis and reporting may be done within a time frame fixed.

The teacher may guide them to prepare the case study. I believe that the case study may be conducted in any field. If the unit for case study is a community or organization, the unit may be analyzed in all the angles, probable solutions are written and then the most appropriate one is selected. To write two or more solutions, the student has to read a number of research articles, to articulate with the experienced people. Here also, the students are made to learn on their own. At the same time, the teachers should think that it is a learning exercise and hence right answer to a problem under the study cannot be expected always. The learners will develop their ability to frame their thoughts in the categorical terms as they practice more.

Role playing is another student centered learning method, which is seldom used in the regular classes. It is more than a seminar or paper presentation. The student may be asked to play the role of teacher to take the class on a given topic. The class teacher may give the topic in advance, to orient the student on teaching methodology, and guide the student to prepare for a question and answer session. The class teacher must be present in the class to help the 'Student-Teacher'. Here the student teacher learns the subject in depth, at the level of answering any questions raised by the fellow students. While explaining the concepts, the student-teacher may have a new insight in the concept.

In the process, he gains the self-confidence to face a group of audience, improves the communication skills, understands the students' psychology, class room atmosphere (students' attitude towards the subject, their behavior etc). The student-teacher himself learns 'What to do' and 'What not to do' in the class which cannot be taught theoretically.

The right kind of questions opens the door to the participation of students. Once the concept is explained, the teacher asks a right question to the students

to know the level of understanding; then he may go for the second question to relate the concept with a current problem or the context and content. This type of provoking questions makes the students to think i.e. students learn to think on their own way according to the concept taught in the class room on the day. Little advanced process is to ask the probing questions, on the answers given by the students. In asking such probing questions, the teacher must also be very careful not to bully or tease.

To facilitate the self-discovery and self-appropriated learning, the teacher may share his opinion on the subject without any deviation and domination but with the mutual respect. This improves the potentiality of the learner. At times, the learner may not have an appropriate answer to the queries raised, the teacher may encourage and give chances to other students to give answers. Further the students may be motivated to relate the subject taught in the class with their personal experiences. If a group of students do this exercise successfully, the others also are inspired to analyze their own experiences which are relevant to the subject.

The teacher may give a question to a group of students; each one has to write the answer, referring the text book / reference book; each student has to display their answer on the board, in front of all the students. After a brief discussion the correct answer is pointed out and wrong answer is removed. The second question is given to the second group and so on. Dr. Anandakrishnan (2017) advocated collaborative learning, which encourages team work and mutual support.

The students are asked to contribute a popular article relating to their subject to the journal published at the departmental level. If the students can write article after analyzing the materials available, the practice will make them to read the subject in depth.

A set of leading questions may be given to a group of students to develop the concepts on their own way. The class may be divided into groups. In each group, one student may be given a topic, the student prepares and takes the class to his/her team members. This is made by rotation. Instead of teaching the subject in the class, the student may feel comfortable to talk to a small group. In due course, the students may develop the self-confidence to face a larger audience.

The text materials may be given to the learners individually in advance, with a set of questions and the required inferences for which the direct answers are not given in the text. Once the learner completes the question-answer session, they may share the answers/inference with other learners of their group for deliberations to find a correct answer or inferences. The correct answer or the inference forms the key for the questions raised and the key forms the basis for assessing the answers of the individual learner.

This can also be practiced in another way. One member of a group may share the answers with learners of other groups to compare the answers or inferences and come to a consensus. The work may be displayed as a poster so that the learners of the whole class may contribute to develop the answers or inferences. The students may clarify the doubts raised by the classmates. This practice may improve the creativity and communication skills of the students.

The learner himself may be permitted to evaluate his own test papers or assignments. The course teacher may give him the key to evaluate the script. This system not only makes the student to know the standard of the answers in the test or the assignments, but also makes them to realize the shortcomings. The student gets an opportunity to compare the work with other students. The teacher may help the student to get the correct answer and puts marks on the earlier version of the test paper. This system involves cent percent transparency and makes the student to correct his mistakes and learn the subject.

In the self-learning process, highly sensitive, and committed teachers who treat the students with love and affection, who have affinity, loyalty and identity with the institution are required. The learners require love, affection and recognition from the teachers but not the work pressure.

Some of the students are lethargic in attitude towards their own education. When one institution introduced self-study papers, the students were little hesitant to take the papers. The reasons could be that they are lazy or they had a fear or they may not have the confidence in themselves. The only way to overcome this problem is self-motivated, and well informed teachers. They can induce the confidence in the minds of the learners to overcome the initial fear, lethargic attitude and laziness. Once the students start learning a subject on their own, of course with the guidance of the teachers, they will continue to take up more self-study papers in the subsequent semesters.

The students may be given freedom to select the topic, subject and time to learn i.e. there should be a flexibility in these aspects. If the students are pressurized they may not like it and may not take interest in it. In case of seminars, the students have to select the method of presentation-oral, poster or ppt. If the method of presentation is thrust on them without considering their limitations, the students may develop a tendency to skip. The students' seminars and assignments are considered as a criteria for marking in continuous assessment. It is the responsibility of the course teacher to put the utmost effort to evaluate the seminar presentation or assignments. The unbiased, impartial valuation will improve the morale of the students and motivate the students to take their work seriously.

The feedback on the self-learning of the students in terms of topics/subjects, time frame, evaluation methods have started getting importance nowadays. The in-depth, honest analysis is required on the feedback collected. The superficial analysis to satisfy the higher authority will not at all serve any cost or purpose. The

students are to be made aware of the purpose of the feedback, and oriented on the methodology.

In the self-learning process, it is presumed that it is the learners' work. But it is not so. In the learning process the teachers and learners are the two sides of the same coin. Here the teacher plays the roles of facilitator, guide and helper. In other words the teachers are the planners and the students are the executors. Ultimately the learners are the beneficiaries. They learn on their own. And it is explained well by the proverb, "Give the hungry person a fish, and then teach him to fish".

It is the responsibility of the teachers to arouse the interest of the learners in the subject. There were some topics, in MSW programme on the urban slums, tribal settlements, caste conflict and the like. The class of 25 was divided into five groups and the groups were given one topic each. One group was told to visit a tribal settlement, and observe the main features of the settlement and to submit the report. Really they did well. The students would not forget their experience in their life time what they learned. All the five groups presented their reports along with the photos in a common platform. This could be a better method than teaching theoretically such subjects in the class. The students enjoyed the assignment given to them. Another benefit in this method is that the students observed the phenomenon, and understood it, so they would not have any hesitation in answering the questions in the examination.

Role of the Teachers

- Teachers are the source of inspiration.
- The students academically may be average. The teachers are the best motivators; they should avoid de-motivating the interest of the students.
- The teachers have to update their knowledge, and take the students along with them in updation.
- The teachers have the duty/obligation to guide the students to learn the subject on their own instead of dictating the notes, giving handouts, giving a copy of PPT materials to the students.
- The teachers ought to give the objective feedback on the assignments and answer scripts to the students promptly.
- The teachers have to be gentle on the beginners, because they have a great potential to become experts. The students learn on their own, if they are treated gently and impartially. (The teacher should always remember that they should teach the students where the students have to go, not the teacher's agenda).
- The teacher should change the system oriented education into process oriented education. The teachers may focus their attention on "How to Learn", instead of "What to Learn".

- The teacher has to give opportunity to the students to develop on their own, and unearth their inherent potential.
- The teacher has to remember that each and every student has their own unique qualities. The role of a teacher is to identify the qualities and help the students in their development, as the student might not know his own capabilities unless it is put to test. So the teacher must give the students, the right platform, to test their own capabilities.

Conclusion

The students have to apply their mind and soul to be educated in the real sense. They should understand that the education is for their life. The Saint-Poet Thiruvalluvar stated that "*whatever is to be learnt should be learnt flawlessly so that the learning imbibed shapes one's conduct*". (Kural 391)

Here, in the lifelong education the role of teachers need not be re-emphasized, again and again. They are the beacon of the students.

Mediocre Teacher Tells, Good Teacher Explains, Superior Teacher Demonstrates, Great Teacher Inspires - William Arthur Ward

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Industry - University Collaboration to Promote further Learning Opportunities to Apprentices

V. Balasubramanian

University and industry have been collaborating for over a century, but the rise of a global knowledge economy has intensified the need for strategic partnerships that go beyond the traditional funding of discrete research projects. World class research universities are at the forefront of pioneering such partnerships. Designed to run longer, invest more, look farther ahead and hone the competitiveness of the companies, universities and regions. In short, they transform the role of the research university for the 21st century, anchoring it as a vital center of competence to help tackle social challenges and drive economic growth.

Growing skills gap and fierce competition for global talent have prompted some forward- looking companies to partnership with universities specifically aimed at modernizing teaching learning. The partnership becomes a ground breaking experiment in developing new skills for next generation workforce and a conduit for future recruitment of top talent.

Another groundbreaking approach involves partnerships that establish a multi disciplinary research institute in which industry researchers and academics pursue solutions to complex, systems-level problems that require cross-disciplinary expertise. The creation of high-profile multi disciplinary institutes can help break down traditional academic silos by creating incentives for new areas of research, seeding new courses of study and multidisciplinary degree programmes,

A new vision should include producing the highly skilled workforce for a globally competitive economy. The university in the 21st century should be viewed not just as a generator of ideas but as a source of knowledge and competence that can benefit society.

When Industries and Universities work in tandem to push the frontiers of knowledge, they become powerful engine for innovation and economic growth. Silicon Valley is a dramatic example. For over five decades a dense web of rich and long- running collaboration in the regions have given rise to new technology at breakneck pace and transformed industries while modernizing the role of the university.

Since founding Massachusetts Institute of Technology (MIT) has fostered a problem- solving approach by collaborating with over 700 companies. With regards to Entrepreneurship and Innovation at MIT, MIT alumni have launched 30200 active companies, employing roughly 4.6 million people and generating roughly \$ 1.9 trillion in annual revenues. MIT has vibrant patenting, licensing activity with 800 new invention disclosures in the financial year 2016 and generating \$62 million

in total license renewal fee. Bold and visionary partnership between industry and university can accelerate innovation and help deliver solutions to pressing social challenges.

Microsoft, Cisco and Intel have all had long-running individual programmes to boost skills in the classroom, with the University of Melbourne." If Microsoft had chosen to do this work alone, it would have had minimal impact. There was tremendous value in partnership" says Microsoft senior Director, worldwide education strategy and visiting Research Associate for School of Business Management, Open University of UK Mr. Greg Butler.

In a country the size of India with 29 states and 7 union territories, geographical spread of 3,287,240 square kilometers and a population of 1.3 billion, there are myriad interactions taking place at various levels. India has the third largest higher education system in the world, after the US and China, with more than 600 universities and over 35,000 colleges. The Gross Enrollment Ratio in higher education has increased from 12 percent till five years back to roughly 18 percent now. There are centrally funded institutes, state-run universities, state-legislated private universities and various autonomous institutes.

Industry Institution collaboration has been foreseen in various policy statements of the Government of India. During the preparation of the National policy on Education, a document entitled "Challenge of Education-A Policy Perspective" was prepared by the Ministry of Education which had noted that "The collaboration between Industry and technical institutions which is so crucial for ensuring relevant quality and cost effectiveness, subsequently the National Policy on education adopted by the Parliament in 1986 emphasized the need for collaboration.

The technology policy statements prepared by the Department of Science and Technology, in 1993 for widespread dissemination had emphasized the collaboration between Industries and Engineering Educational Institutions to launch programmes for training retraining industrial and technical personnel in numbers significantly more than what has been attempted hitherto.. Industries would be involved in this process of upgrading the human skills.

The Committee to set-up the Council for Industry and Higher Education collaboration (CIHEL) to facilitate Industry-Institute collaboration is indeed the way forward. Many students who venture into the corporate world aren't job ready. The Ministry of Human Resource Development has taken steps to increase their employability quotient. (Pallam Raju 2013)The current university education framework develops the students analytical, reasoning and logical skills but is unable to develop employability skills .So as to develop him/her in a position to find meaningful employment.

The National Vocational Qualification Framework (NVEQF) offer employment and provide an opportunity to acquire a degree or Diploma...Skill

building can only be imparted by the industry. The MHRD also launched National Employability Enhancement Mission (NEEM) through AICTE to offer on the job practical training to enhance the employability of persons either pursuing his/her graduation/diploma in any technical field.

Exploring the strategies to overcome the skill gap and manpower demand Aqua group of Industries, Coimbatore initiated a joint venture in collaboration with Karpagam Academy of Higher Education - Deemed to be University (KAHE), Coimbatore in the year 2012 to conduct part time Bachelor Degree Course in Mechanical Engineering to their Apprentices who possess Diploma in Mechanical Engineering.

KAHE established under Section 3 of UGC Act 1956 is approved by Ministry of Human Resource and Development, Government of India. The President of the trust which formed the Academy is a philanthropist, industrialist, entrepreneur and culture promoter. The KAHE conducts arts, science, medical and engineering courses. It has excellent infrastructure, modern teaching aids, career oriented training, placements and well educated faculty members. Besides technical expertise, KAHE has made a mark for itself since its inception by developing communication and soft skills, enlightening knowledge, extending holistic education and creating a strong value system, Today, with a strength of 6000 students and over 750 teaching and non-teaching staff, KAHE is setting a new benchmarks in the educational sphere.

Aqua Group is the maker of India's most reliable pump brands, TEXMO and AQUATEX. It has different units – Aqua pump Industries, Aqua Sub Engineering Unit – I, II, III, IV, Aqua Sub Engineering Foundry – I, II, III, IV, Aqua Sub Engineering Wind Farm – I, II, III, IV, V and VI. With more than 3000 pumps manufactured per day. Aqua Group hosts a wide range of water pumps for the agricultural, commercial and domestic sectors. This group is the award winning manufacturer with captive foundry, motor lamination and winding wire units. Manufactured in Coimbatore, TEXMO borewell submersible pumps are India's most preferred due their consistent quality and robust design. The firm has earned favourable reputation in the Middle East, Africa, France, Germany and Japan.

Industry-University Partnership: Lessons from Successful Collaboration

Industry-University Partnership/collaboration is ongoing for the last many years both at international, national and local level. It may be difficult to enumerate all in this paper and hence, only a few are given below:

International Experience

a. Partnership to tackle application of modern biology to energy problems

The Energy Biosciences Institute (EBI) is a ground-breaking strategic research partnership created in 2007 to tackle the application of modern biology to energy problems. The main focus now is on developing sustainable next-generation

bio-fuels and reducing the impact of fossil fuels on global warming. Biosciences (BP) supports the institute with a 10-year, \$500 million grant. Its partners are the University of California, Berkeley, the Lawrence Berkeley National Laboratory and the University of Illinois at Urbana-Champaign. The institute hosts 60 research groups including 129 faculty members and over 300 postdoctoral researchers and graduate students.

BP's desire to bring multiple disciplines to bear on the challenge of creating sustainable biofuels through the EBI forged a new academic field – energy bio-sciences – integrating biology, chemistry, engineering, environment, agriculture and economics. The institute combines a long-term research vision with a mission to drive step-change innovations that will pave the way for sustainable fuels. It covers the entire value chain, from crop selection and sustainable farming all the way to conversion of crops to fuels.

b. Partnership to solve Real World Problems

Massachusetts Institute of Technology (MIT) since its founding has fostered a problem-solving approach that encourages researchers to work together cross departments, fields, and institutional boundaries. The resulting collaborations have included thousands of fruitful partnerships with industry and other leading research institutions.

MIT welcomes all industry partners who seek practicable and pragmatic solutions, and who share and celebrate the entrepreneurial spirit that brings new ideas to life MIT serves companies across the globe and is organized both geographically and by industry. Together, MIT and industry can make great progress in creating new knowledge, in shaping new leaders and in making important gains against the challenges of our generation.

National Experience

Ministry of Human Resource Development, Government of India brought out a report in the year 2013 in collaboration with the Confederation of Indian Industry (CII), examining how industry interactions are taking place at different institutes. In this report Indian Institutes of Technology (IITs)-- Bombay, Kanpur, Madras, Delhi and National Institute of Technology-Karnataka (NITK), Surathkal were selected for study. Many institutes have developed successful models which are industry-led and are driven by the actual requirement of the market.

a. Industry – IIT, Kanpur Collaboration

IIT-Kanpur has industry and institutional collaboration arrangements with a wide range public and private owned entities of research excellence. The institute has a large number of research engagements with the private sector, where the institute's faculty provide expert technical and technological research support in the form of operating models (simulation or prototypes), designs and analytics. Some of the notable industry partners include Moser Baer India Limited,

Boeing, Chevron Corporation (USA), Hindustan Petroleum Corporation Limited, Qualcomm Incorporated, Intel etc.

As a result of industry collaboration and active research, IIT-Kanpur was able to increase the number of patent filing in India by over 4 folds in the past 5 years. In addition to Indian Patents, the institute has also filed for 4 international patents and has contributed to 24 technology transfers after 2009 worth approximately Rs.67 lakh. A majority of the patents proposed by the faculty and students have been procured by Intellectual Ventures (IV) Ltd., a- Bangalore-based multinational company. In 2010, IIT Kanpur was the top source of inventions for IV India, both on invention volumes and filed patents.

District Experience (Coimbatore)

Karunya Institute of Technology and Sciences - Deemed to be University established in 1986 collaborated with governments, government departments, Industries and institutions at the local, state, national and international level for academic excellence in the areas of faculty exchange, students internship, research, etc. Some of the Industries and institutions are Ministry of Science and Technology and Innovation, Republic of Panama, Nanonics Ltd Israel, Raffles Academy, Singapore, IDBI, NSE-Mumbai, Microsoft Corporation India Pvt. Ltd, Salim Ali Center for Ornithology and Natural History for Research, BSNL, New Delhi, BVK Biosciences Pvt. Ltd. Hyderabad, Oracle India Pvt. Ltd, CISCO Systems SIEMENS Ltd, Mumbai, Robotics Institute of Technology Solutions Pvt. Ltd, Tata Elxsi Ltd, etc.

Origin of the Study

The author has been engaged as Consultant (Employees welfare) in Aqua Sub Engineering from February 16, 2017. Immediately after joining duty he started learning about the industry by meeting people, through discussion and from available written documents apart from visiting different sections and shop floor. One such a place he visited was the Aqua Group of Industries Training Center in which apprentice workers were undergoing technical course. He found it interesting to see teaching taking place in the premises adjacent to the production centre. During the discussion it was found that the industry recruits technically qualified persons (Diploma in Mechanical Engineering) as Apprentice and train them in various job related technical areas during which period they are paid Rs.9000/- as stipend. However, it did not stop with that as the company in order to enable its workers to pursue the path of progress by moving upward in their qualification also provides an opportunity to join in three and half years bachelor degree course in Mechanical Engineering in collaboration with KAHE. The duration of the course is of three and half years with 7 semesters. Those who join this course will be there in the company for five years not only with the stipend of Rs.9000/- but also with annual increment of Rs.500/-. The apprentice period and the course period is for four and half years and another six months the company helps to the students to get employment opportunities through referral services.

The author with 32 years of previous experience in the field of education and vocational training immediately decided to conduct a study about the programme and proposed the same to the Vice President (Information Technology and Finance), Aqua Group of Industries who immediately agreed to. Hence, the study was done. This article has been made out of the study report.

Design of the Study

The design of the study is descriptive in nature. A questionnaire was prepared based on the facilities available and challenges faced by the apprentice workers as students while undergoing part time B.E programme. At the time of the study 295 apprentice workers were undergoing B.E programme – 126 from 2014 batch, 94 in 2015 batch and 75 in 2016 batch. The total number of all the three batches came to 295 and hence, it was decided to cover all the students in the study. It is a census study by nature.

As a first step the author conducted an orientation programme to the students in which the author briefed them about the study. Then each one of the student was given a questionnaire to fill-up and the collected primary data was analyzed and the result given in the following tables:

Table - 1

Habitation-wise Distribution of Respondents

Batches	Rural	Urban	Total
2014	116 (92.06%)	10 (7.94%)	126 (100%)
2015	80 (85.11%)	14 (14.89%)	94 (100%)
2016	66 (88%)	9 (12%)	75 (100%)
Total	262 (88.81%)	33 (11.19%)	295 (100%)

Coimbatore is one of the 32 districts of Tamil Nadu which was ranked 7th place in Census 2011 among the highest population size of the state. It is not only the third largest city of Tamil Nadu but also the most industrialized cities of the state. It is known as the textile capital of South India or the Manchester of the South. The Census 2011 also revealed Coimbatore recorded 3rd lowest percentage of agriculture labourers to the total workers in the districts.

Though, Coimbatore is the most urbanized district with urban population of 26.19 lakh (75.73%) in comparison to rural population 8.39 lakh (24.27%), the Aqua group of Industries have provided more employment opportunities (Apprenticeship) for the persons with rural background (88.81%) in comparison to urban areas (11.19%) which is appreciable as most of the rural population are lacking livelihood opportunities.

Table-2
Caste-wise Distribution of Respondents

Batches	Backward Castes	Most Backward Castes	Scheduled castes	Other castes	Total
2014	89 (70.64%)	28 (22.22%)	5 (3.97%)	4 (3.17%)	126 (100%)
2015	63 (67.02%)	21 (22.34%)	7 (7.45%)	3 (3.19%)	94 (100%)
2016	58 (77.33%)	11 (14.67%)	4 (5.33%)	2 (2.67%)	75 (100%)
Total	210 (71.19%)	60 (20.34%)	16 (5.42%)	9 (3.05%)	295 (100%)

Caste demographics in India is indicated uniformly into four groups – Other Backward Classes, Scheduled Caste, Scheduled Tribe and others. But traditionally and for long Tamil Nadu followed the division into five categories – Backward Class, Most Backward Class, Scheduled Caste, Scheduled Tribe and others. However, in tune with all India classification the Backward and Most Backward Classes in Tamil Nadu fall under the category of Other Backward Classes. As per 2011 Census the Caste demographics of Tamil Nadu was Scheduled Castes (20.01%), Scheduled Tribes (1.10%) and Other Backward Classes (68%).

Table- 2 reveals that out of 295 respondents 270 (91.53%) belonged to Backward and Other Backward Castes while 16 (5.42%) SC and 9 (3.05%) other castes. This trend corresponds to the caste categories of the total population of Tamil Nadu.

Table-3
Age-wise Distribution of Respondents

Batches	Between 19 & 23 years	Between 24 & 28 years	Total
2014	85 (67.46%)	41 (32.54%)	126 100%
2015	83 (88.30%)	11 (11.70%)	94 100%
2016	73 (97.33%)	2 (2.67%)	75 100%
Total	241 (81.69%)	54 (18.31%)	295 (100%)

Table-3 reveals that out of 295 respondents 241 (81.69%) belonged to the age group 19-23 years which indicates that the respondents have become productive at a very young age. The remaining 54 (18.31%) was in the age group 24-28 years. It is clear that Aqua Group of Industries not only provides employment opportunities for the youth but also encourages and provides opportunities for them to pursue higher education while on job which is appreciable.

Table - 4
Qualification-wise Distribution of Respondents

Batches	DME (after completing Secondary/ Metric Level)	DPE (after completing Secondary/ Level)	DAE (after completing Secondary Level)	Total
2014	125 (99.21%)	NIL	1 (0.79%)	126 (100%)
2015	93 (98.94%)	1 (1.06%)	NIL	94 (100%)
2016	74 (98.67%)	1 (1.33%)	NIL	75 (100%)
Total	292 (98.98%)	2 (0.68%)	1 (0.34%)	295 (100%)

Aqua Group Industries provide opportunities for apprenticeship to diploma holders in engineering who come from different streams like mechanical engineering, production engineering and automobile engineering. However, the opportunity is more availed by candidates who are from the stream of mechanical engineering as the industries specialize in that field. As indicated in Table-4, out of 295 respondents 292 (98.98%) were Diploma holders in Mechanical Engineering (DME) while 2 (0.68%) were Diploma holders in Production Engineering (DPE) and only one (0.34%) was Diploma holder in Automobile Engineering (DAE). Hence, the decision of the management of Aqua Group Industries to start three and half years course in mechanical engineering is a well thought out decision and beneficial to those persons who join the industries as apprentice.

Table - 5
Educational Qualification of Parent of Respondents (Father)

Batches	Illiterate	Primary	Mid secondary	Secondary	Higher Secondary	Diploma/ Degree	Post Graduate	Father not alive	Total
2014	42 (33.33%)	16 (12.70%)	10 (7.94%)	25 (19.84%)	8 (6.35%)	4 (3.17%)	NIL	21 (16.67%)	126 (100%)
2015	37 (39.36%)	17 (18.09%)	9 (9.58%)	14 (14.89%)	5 (5.32%)	5 (5.32%)	1 (1.06%)	6 (6.39%)	94 (100%)
2016	20 (26.67%)	16 (21.33%)	10 (13.33%)	17 (22.67%)	5 (6.67%)	1 (1.33%)	1 (1.33%)	5 (6.67%)	75 (100%)
Total	99 (33.56%)	49 (16.61%)	29 (9.83%)	56 (18.98%)	18 (6.10%)	10 (3.39%)	2 (0.68%)	32 (10.85%)	295 (100%)

Table - 6
Educational Qualification of Parent of Respondents (Mother)

Batches	Illiterate	Primary	Mid secondary	Secondary	Higher Secondary	Diploma/ Degree	Mother not alive	Total
2014	61 (48.42%)	17 (13.49%)	14 (11.11%)	22 (17.46%)	6 (4.76%)	3 (2.38%)	3 (2.38%)	126 (100%)
2015	43 (45.75%)	21 (22.34%)	11 (11.70%)	7 (7.45%)	9 (9.57%)	NIL	3 (3.19%)	94 (100%)
2016	27 (36%)	15 (20%)	12 (16%)	14 (18.67%)	7 (9.33%)	NIL	NIL	75 (100%)
Total	131 (44.41%)	53 (17.97%)	37 (12.54%)	43 (14.58%)	22 (7.46%)	3 (1.01%)	6 (2.03%)	295 (100%)

Table 5 and 6 reflect the educational status of the parents (father and mother) of the respondents. The analysis clearly reveals that 60% of fathers and 74.92% of mothers studied only upto mid secondary (upto 8th standard) followed by 25.08% of fathers and 22.04% of mothers studies upto secondary/higher secondary. Both the tables also reveal that diploma/degree holders of father and mother were only 3.39% and 1.01%. Hence, most of the respondents were first generation diploma holders in their families and also became degree holders in mechanical engineering. This is a quantum jump in the educational status of the families.

Table-7
Source of information to respondents regarding apprentice job in Aqua Group of Industries

Batches	Placement by Aqua Group Industries in the Polytechnics	Friends and other sources	No opinion	Total
2014	49 (38.89%)	35 (27.78%)	42 (33.33%)	126 100%
2015	43 (45.74%)	20 (21.28%)	31 (32.98%)	94 (100%)
2016	39 (52.00%)	7 (9.33%)	29 (38.67%)	75 (100%)
Total	131 (44.41%)	62 (21.02%)	102 (34.57%)	295 (100%)

It is not enough that service provider has all the facilities and the beneficiaries not know such facilities are available for them. In community development programmes this happens always with the result the beneficiaries who really need the services are out of frame and the facilities created are un-availed and go waste or availed by someone else who is not the real clientele. This is precisely the

reason, a question was posed to know from where the respondents got information regarding apprentice job available in Aqua Industries and also there is a facility to pursue further education through lateral entry in bachelor course. As shown in Table-7 majority of the respondents 131 out of 295 (44.41%) joined as apprentice in Aqua Group of Industries by the placement provided by Aqua Group Industries in the Polytechnic directly. While 62 respondents (21.02%) came to know about the availability of apprentice job and opportunities to pursue BE in Mechanical Engineering as part time from their, seniors, faculty members of the polytechnics, friends, family members, relatives, staff members of Aqua Group of Industries and KAHE and Job Melas conducted in Polytechnics by Aqua Group Industries.

It is surprising that 102 respondents (34.57%) did not give any information in the questionnaire they have filled with regard to the source of information they got about the opportunity. There is a possibility that people living in local area (Coimbatore and its periphery) know well about Aqua Group of Industries which not only manufacture quality motors and pumps but also conducts Volleyball Tournaments in which youths enthusiastically participate and hence, that would have motivated them to take apprentice job. Those who do web search for employment opportunities normally get information regarding placements. Respondents received placements In Brakes India, another famous company left the company as opportunity to do part time BE Mechanical Course along with job is available only Aqua Group of Industries. That may be an added attraction.

Table-8
Job-wise Distribution of Respondents

Sl. no.	Type of Jobs handled	2014	2015	2016	Total
1	CNC machine operator	26	21	21	68
2	CNC machine Operator-cum-Setter	21	13	5	39
3	Coil winding	4	1	1	6
4	Dispatch	2	1	1	4
5	Design And Development	5	-	-	5
6	Export	-	2	-	2
7	Fabrication	-	1	-	1
8	Foundry	7	8	15	30
9	Heat Treatment	1	3	-	4
10	Machine shop	2	2	8	12

11	Motor assembly	7	2	2	11
12	Metro logy	2	-	1	3
13	Maintenance	5	2	1	8
14	Pump assembly	3	1	2	6
15	Planning	6	5	-	11
16	Purchase	1	1	-	2
17	Pattern development	2	-	3	5
18	Product development	7	3	-	10
19	Press shop	5	5	7	17
20	Quality control	4	6	3	13
21	Service	3	3	-	6
22	Tool, Die making and maintenance	5	8	1	14
23	Time office	1	1	-	2
24	Vendor development	1	-	-	1
25	Welding	6	5	4	15
Total		126	94	75	295

One can see from the above table the types of jobs handled by the respondents which include machining of jobs in various types of high-tech Computer Numerical Control (CNC) machines, welding, Coil winding, Motor and Pumps assembly, fabrication, quality control and inspection, marketing, dispatch, exports, service, planning, product design and development, trial follow-up, purchase, logistics, administration, foundry, EDP and TPM. The outcome of such a multiple handling of jobs the respondents can develop the skills in managing larger group of employees, time management, handling workload, attending minor and major repairs including break downs and preventive maintenance, reduction in rejection of components and rejection control, managing critical situations and find solutions, joyful working, importance of all the processes of production, product planning, production control, materials planning, materials management, materials moving, materials follow-up, sub-contract follow-up, handling vendors, possibility to increase productivity, planning in a big industry, product assembling

and quality plan, manpower control, safety and simulation programme, Purchase of raw materials, sourcing, grading and inventory control, knowing the functions of purchase department, marketing and EDP, new product development, trial follow-up, analysis of casting rejection, ISO work, files analysis methods and designing new machines at low cost.

The respondents also had an opportunity for live project work during 7th semester in the industries wherever they are placed. This is a unique opportunity for them to develop skills in invention and designing of new products and methods in production.

Table-9
On the Job Training in Industry – Views of Respondents

Batches	Able to understand theory & practical at early stage of work	Application of theory & practical knowledge in Industry (place of work)	Good experience gained in Industry for full 5 years	Job, B.E Degree, 5 years experience with stipend in one place	Any other	No opinion	Total
2014	40 (31.75%)	7 (5.56%)	45 (35.71%)	19 (15.08%)	11 (8.73%)	4 (3.17%)	126 (100%)
2015	28 (29.79%)	10 (10.64%)	17 (18.08%)	25 (26.60%)	8 (8.51%)	6 (6.38%)	94 (100%)
2016	29 (38.67%)	4 (5.33%)	15 (20%)	18 (24%)	9 (12%)	Nil	75 (100%)
Total	97 (32.88%)	21 (7.12%)	77 (26.10%)	62 (21.02%)	28 (9.49%)	10 (3.39%)	295 (100%)

As per majority of the respondents (257 out of 295 which is equal to 87.11%) B.E, programme offered by Aqua Group of Industries not only enables them to understand theory and practical at early stage of work but also they were able to apply the theory and practical knowledge in their in the industry apart from gaining good experience and a degree. Above all stipend during the apprentice period provides a lot of financial support also. They also indicated in response in the questionnaire that they have learnt values and ethics during the 5 year period of work and study. They liked the job as the company had good work environment, convenient timings with shift system and class timings for learning and supportive learning opportunities in the shop floor. Above all along with the job they could get a Bachelor Degree in Mechanical Engineering which they have never dreamt of.

Table - 10
Quality of Teaching Theory - Opinion of Respondents

Batches	Able to understand easily	Unable to understand	Total
2014	122 (96.83%)	4 (3.17%)	126 (100%)
2015	88 (93.62%)	6 (6.38%)	94 (100%)
2016	74 (98.67%)	1 (1.33%)	75 (100%)
Total	284 (96.27%)	11 (3.73%)	295 (100%)

The theory classes are taken by faculty from KAHE. From Table - 10 it is clear that 284 out of 295 respondents (96.27%) have opined that they could understand well theory as it was directly related to the job they were already doing in the industry, good teaching methodology followed by the teachers with the support of well prepared teaching aids. After every theory class was over short notes given to students became handy for reading, reinforcement and reference.

Of course, a small group of 11 respondents (3.73%) said that they could not understand theory properly in view of the subjects being taken by more than one faculty and the delivery system was very fast. This percentage found to be almost negligible.

Table - 11

Applicability of Theoretical Knowledge in Practical – Opinion of Respondents

Batches	Able to apply	Able to apply partially	Not able to apply	Total
2014	117 (92.86%)	5 (3.97%)	4 (3.17%)	126 (100%)
2015	84 (89.36%)	6 (6.38%)	4 (4.26%)	94 (100%)
2016	70 (93.33%)	3 (4.00%)	2 (2.67%)	75 (100%)
Total	271 (91.86%)	14 (4.75%)	10 (3.39%)	295 (100%)

Table-11 reveals that the majority of the respondents - 271 (91.86%) have opined that they were able to apply their theoretical knowledge in practical while a small number of 14 (4.75%) expressed their inability to do the same in full but only partially. However, 10 respondents (3.39%) have said that they were not able to apply at all.

Table - 12
Opinion of Respondents on Stipend Received

Batches	Sufficient	Not sufficient	No opinion	Total
2014	80 (63.49%)	32 (25.40%)	14 (11.11%)	126 (100%)
2015	63 (67.02%)	24 (25.53%)	7 (7.45%)	94 (100%)
2016	53 (70.67%)	19 (25.33%)	3 (4.00%)	75 (100%)
Total	196 (66.44%)	75 (25.42%)	24 (8.14%)	295 (100%)

All those who are engaged as apprentice in Aqua Group get a stipend of Rs.9000/- per month with Rs.500/- as annual increment. Hence, a question was asked about the sufficiency of stipend for which 196 respondents (66.44%) said that the amount received was supporting to pay tuition fee, meet the expenses towards food, accommodation and travel. They have also expressed happiness and satisfaction by stating that they were not a burden for the bread winners of the family who already find it difficult to both the ends meet. The stipend made them to feel it was pride for them to earn by working, stand on their own legs and which is the first step in their life to manage everything.

However, 75 respondents (25.42%) have told that the amount was not sufficient as they could not spare any money for the family. Around 24 respondents (8.14%) expressed no opinion on the sufficiency of the amount received as stipend.

Table-13
Opinion of respondents regarding their future plan

Batches	Employment in organized sector	Self Employment	Teaching profession after Post- Graduation	Others	Total
2014	35 (27.78%)	58 (46.03%)	6 (4.76%)	27 (21.43%)	126 (100%)
2015	41 (43.62%)	39 (41.49%)	4 (4.25%)	10 (10.64)	94 (100%)
2016	33 (44%)	27 (36%)	3 (4%)	12 (16%)	75 (100%)
Total	109 (36.95%)	124 (42.03%)	13 (4.41)	49 (16.61%)	295 (100%)

Apprenticeship training provided by the industries to the technically qualified persons who are just out of the technical institutions is more to polish and sharpen the knowledge gained in the educational institutions where they have got course completion certificate. But life after apprenticeship period is more important as the persons with qualification and guided training need to choose career for their life. Hence, a projected question was asked with regard to the future plans of the respondents. As indicated in Table- 13, 124 out of 295 (42.03%) preferred to go for self-employment which is not only appreciable but also amply reflect the confidence gained during their apprenticeship. In fact, their choice of self employment shows that they would like to be employment providers rather than employment seekers. At the same time 109 (36.95%) respondents desired to take employment in organized sectors and a small number of 13 (4.41%) expressed their eagerness to pursue further study to take teaching job.

49 respondents (16.61%) did not give any specific plan or preference for their future. This may be due to indecisiveness. They are called 'fence sitters' and in course of time they may either go for employment or self-employment.

Conclusions

This study mainly focused on the gain of apprenticeship in Aqua Group of Industries and the opportunities provided for them to pursue further education when they were on job. At the end it revealed certain important aspects which are as follows:

1. Though, Coimbatore district is predominantly of urban areas, opportunities provided by Aqua Group of Industries have been availed mostly by persons from the rural background where the employment opportunities are not adequately available.

2. Bifurcation of castes at the national level mostly of four categories – Other Backward Castes, Scheduled Castes, Scheduled Tribes and other castes. However, a few states in India have their own bifurcation. In the case of Tamil Nadu it has five categories – Backward Castes, Most Backward Castes, Scheduled Castes, Scheduled Tribes and other castes. Tamil Nadu predominantly has Backward and Most Backward Castes. The study revealed that 91.53% of the respondents belonged to Backward and Other Backward Castes which is appreciable. At the same time the coverage includes 5.42% Scheduled Castes also which again is appreciable.
3. It is appreciable that 81.69% belonged to the age group 19-23 years which indicates that the respondents have become productive at a very young age. The persons in the age group 24-28 also were 18.31%. Grooming at young age is not only good for the persons individually but also for the nation as a whole as they will be an integral part of economic development.
4. Around 98.98% of the respondents were Diploma holders in Mechanical Engineering. Hence, the decision of Aqua Group of Industries to start three and half years course in Mechanical Engineering for the apprentices while on job is a well thought out decision and will be of beneficial to them.
5. Most of the respondents were first generation diploma holders in their families and also became degree holders in mechanical engineering. This is a quantum jump in the educational status of the families.
6. 65.43% of the respondents who have joined as apprentice in Aqua Group of Industries came to know about the opportunity available from the polytechnics where they were students or based on the advice given by friends, seniors, relatives and faculty members. However, 34.57% did not give any information about the source of information they have got. This percentage shows that better information system needs to be placed so that more number of persons avail the opportunity.
7. The practice followed by Aqua Group Industries placing apprentices in different jobs will enable them to learn more than one skill which will go a long way to help them to get employment in the competitive job market.
8. 87.11% of the respondents were of the opinion that the Bachelor Degree Programme offered by Aqua Group Industries not only enables them to understand theory and practical work at the early age and stage of work but also they could apply theoretical and practical knowledge in the industry. Stipend given also gives a lot of financial support to pursue the course part time through lateral entry.
9. The shift system in industries, part time BE classes, location of training

centre and hostels for out station apprentice workers found to be planned meticulously. The respondents found to be posted in three shifts and classes are conducted from 10.30 a.m. to 1:00 p.m. and 5:30 p.m. to 8:00 p.m. from Monday to Saturday to suit the working hours in different shifts. The students attend practical at KAHE laboratory from 10.00 a.m. to 12:00 noon and 6.00 p.m. to 8.00 p.m. once a week, according to their shift of work.

10. Around 96.27% apprentices were appreciative of the delivery system followed by the faculty of KAHE as they could understand well and it was directly related to the job they were doing in the industry. However, 3.73% respondents opined that they could not understand theory properly in view of the subjects being taken by more than one faculty and the delivery system was very fast
11. Around 66.44% of the respondents expressed satisfaction with regard to the sufficiency of the money paid to them as stipend as they were not burden to the bread winners who already find it difficult to meet the family expenses. However, 25.42% found to be not satisfied with the quantum of amount paid as stipend and another 8.14% did not give any opinion. Hence, the opinion of 33.56% (25.42%+8.14%) cannot be ignored as it is a good percentage.
12. 42.03% of the respondents preferring for self-employment as their future plan is quite appreciable. This is the recent policy of the Govt. of India to enable the youths to be employment providers rather than employment seekers. At the same time 36.95% respondents desired to take employment in organized sectors and 4.41% wanted to pursue further studies to take-up teaching jobs. It is quite appreciable that the training in Aqua Group Industries has given a lot of confidence in them to make a firm decision about their future plans.

Recommendation

1. The experience of Aqua Group of Industries enabling the apprentices to acquire Bachelor Degree in Mechanical Engineering through lateral entry system is appreciable. But the number of persons benefiting is very small in comparison to the number of students coming out of technical/vocational institutions after completing their diploma courses. Coimbatore is not only the district as a whole but also the city is a highly industrialized place with large number of big, medium and small industries. The success story of Aqua Group of Industries can be taken forward by others also, of

course it need not be only in mechanical engineering but in other streams of engineering subjects where the industries are strong.

2. While appreciating more number of backward and most backward castes availed the opportunity provided by Aqua Group of Industries, it may be essential to increase the coverage of Scheduled Castes and Scheduled Tribes as they are still not able to reach the desired level of the position in the social hierarchy. Better education and employment can facilitate them moving up in the ladder.
3. Though, at a very young age the apprentices have got work experience in the organized industry but also could acquire a degree in engineering while on job. It may be appropriate they are given hand holding after the training so that they become successful in choosing proper career in the competitive employment market. Also for those who desired to be self-employed may require entrepreneurial skills which should also be taught as part of curriculum when they undergo the course in engineering or a standalone short term course after completing the engineering course.
4. The Aqua Group of Industries may like to give little more publicity to the apprenticeship programme and the facility available for bachelor degree course in engineering through lateral entry as at present it has only limited way for the students to know about the opportunity. Enlarging the scope of information may bring in much more committed students into the system.
5. Though, a small percentage of respondents opined about the difficulty in understanding the subjects taught in the classroom due to the subjects being taken by more than one faculty and fast delivery system, it cannot be ignored. The ultimate aim is to make everyone joining in the course complete the same successfully. Hence, it may be appropriate to discuss with the specific faculty who seems to be following fast tract mode so that they understand and appreciate the difficulties faced by the respondents in the classroom for rectification.
6. Though, majority of the respondents appreciated the sufficiency of stipend they received during the apprenticeship, quite a good percentage expressed the insufficiency also. In case, it is really a difficulty then the problem needs to be addressed immediately. In case, the apprentices consider the stipend as salary, then also they need to be convinced to understand better so that they come out of their mental pressure.

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Gender Resource Centre: Empowering Women in Urban Slums

Mandakini Pant

The Context: Urbanization, City Slums and Women

Urbanization is a process characterized by more and more people living in the urban areas. In India, the urbanisation process has accelerated unprecedentedly in the past few years. The total urban population in the country as per Census 2011 was more than 377 million constituting 31.16% of the total population. By 2039, 50 per cent of India's population would begin to live in urban areas (projections based on UN World Urbanization Prospects). (NIUA, 2011)

A population boom, associated with rapid and unplanned urbanization, has led to a proliferation of informal settlements without durable housing, secure tenure, sufficient living area, adequate provisioning of basic services such as safe and affordable water, sanitation, drainage, electricity, and solid waste management. The slum dwellers experience varying degrees of deprivations due to residential crowding, environmentally hazardous living conditions, inadequate access to educational, health, social and legal services, low income opportunities and scarce basic services. They are continually being exposed to the risks of social fragmentation, exclusion and violence. (Nolan, Laura, 2015)

Delhi has urbanization level of 97.50%. (MoUD, 2016) The phenomenal population growth is predominantly a result of large scale migration. The bulk of the migrant population coming to Delhi is from the northern states of India such as Uttar Pradesh, Haryana and Bihar. Poor people migrating to Delhi in search of livelihood generally find employment in the informal sector where there is no access to secure work, social security benefits such as welfare protection, representation or housing. Most of these migrants land up in slums including unauthorized and resettlement habitations in Delhi. Due to the unplanned nature of habitations, basic service provisioning like health, education, skill development have been inadequate.

Men and women experience urban slum dwelling in different ways as a result of gendered constraints and opportunities (in terms of access to income, resources and services). Widely pervasive patriarchal attitudes affect their access to paid work (inclusion in or exclusion from certain kinds of work), health, education and legal services as well as resources or information to enforce their rights to safety and dignity. The gendered belief systems perpetuate and condone violence against women and girls. The violations of legal rights get exacerbated by women's lack of awareness about their rights as well as barriers to accessing their rights within family, community and the workplace.

Conditions of women and girls living in Delhi slums are particularly

precarious. Adverse sex ratio of girls and its declining trend in Delhi, low female work participation rate, high incidences of violence and crime against women, disturbingly high prevalence of anaemia amongst women along with other areas of vulnerabilities such as RTI/STI TB, reproductive errors, protein malnutrition are some of the challenges that need to be addressed on priority basis to make the city more women friendly.

While central government has taken many steps and policies to ensure better women participation, state governments have also done their part to ensure women empowerment. Establishment of Gender Resource Centre (GRC) is one such step taken by the Government of NCT of Delhi¹ in this direction. Government of NCT of Delhi under the Plan scheme -"Bhagidari: New Initiatives in Social Development"² launched project *Stree Shakti* to empower women, especially those belonging to the economically weaker section of the society living in slums. To achieve the objective of the Project *Stree Shakti*, two intervention mechanisms were planned viz, *organising Stree Shakti Camps* and *establishment of Gender Resource Centres (GRCs)*. NGOs were identified and selected to take on GRC essentially to address holistically all the above dimensions of women empowerment. The Indian Adult Education Association (IAEA) was one of the many NGOs selected in 2012 to undertake a GRC-*Stree Shakti* Suvidha Kendra (SSSK) at Kirti Nagar, Delhi North District.

The case study, '*Gender Resource Centre: Empowering Women in Urban Slums*', is primarily about community education practices of IAEA towards empowering women through GRC-SSSK at Kirti Nagar, New Delhi as per the plans and funds provided by the Delhi government. Section II *Stree-Shakti: Women Empowerment Initiative of Govt of NCT Delhi* highlights the empowerment initiative of Govt of NCT of Delhi towards addressing issues of women empowerment in urban slums. Section III *Community Education Practices* specifically looks at IAEA's initiative towards empowering women living in slums through GRC. Section IV *Impact* examines impact of GRC-SSSK, Kirti Nagar on women empowerment in terms of their agency for improving their well-being and taking steps to bring about positive changes in their lives. Section V *Conclusion* draws key lessons from the case study.

Stree-Shakti: Women Empowerment Initiative of Govt of NCT Delhi

The Government of India had declared the year 2001 as the Year of Empowerment of Women for the benefit of women in India. The Government of NCT of Delhi, recognizing the multi-faceted and multi-dimensional problems of the marginalized urban women in slum clusters, launched the initiative *Stree Shakti* (Power of Woman) in the year 2002 under the Plan scheme -"Bhagidari: New Initiatives in Social Development". The project *Stree Shakti* aimed to empower women, especially those belonging to the economically weaker section of the society. It was an integrated capacity building project through 'Bhagidari' (partnership) with NGOs to strengthen the ability of women to participate equally

in the mainstream of society. The project focussed on reaching out to poor women and providing them, social, economic and legal empowerment, through access to healthcare facilities, non-formal education, vocational training and awareness on legal issues. The Social welfare Department of Delhi Government implemented this programme from 2002 to 2007.

The Stree Shakti Camps were organized to achieve the objectives of the Project Stree Shakti. This camp approach was different from the conventional approach where members of the target group would reach the institutions/programmes; here institutions/programmes reached the target group at almost their doorstep within a period of two years. One day Stree Shakti camps were held all over the NCT of Delhi, closer to the communities, nearer to the target group. The primary focus of this program was on women's health. The programme evolved over the years with lots of innovations. Later it became a holistic programme for economic and social empowerment of women in slums. Establishment of Gender Resource Centres (GRCs) was a sequel to Stree Shakti Camp Programme. It was a shift from the Camp based approach to a permanent set up based approach to give it more stable and permanent look. The GRCs became the central focal point for all issues relating to the empowerment of women concerning health, literacy and income generation.

In the year 2008, Govt of NCT of Delhi initiated *Samajik Suvidha Sangam* also known as *Mission Convergence* as a single window facilitation centre for delivery of welfare entitlements to the urban poor. The focus was on women and reaching out to families through women. The *Stree Shakti- Suvidha Kendras* (SSSKs) were created and attached to GRCs to mobilize and enrol women under different schemes and services including Self-help Groups. The GRCs were envisaged as interface between people and government, taking services to community doorstep and bringing awareness about governmental schemes and programmes.

The Delhi Government sought to partner with NGOs active in the field of gender and women's rights in order to strengthen its women's empowerment initiatives. The collaboration with NGOs was significant in terms of scale and impact. Sharing of power and authority with NGOs demonstrated a new model of GO-NGO collaboration. Under this model NGO's were selected to establish and maintain GRC and SSSK that would act as inter-face between service providers and the community members. More than 120 local NGOs became partners and served as extended arms of government for mobilizing people at grass roots to avail pensions, and other social security schemes, besides undertaking a range of activities within the community relating to education, health, vocational trainings, and building of legal and social awareness through GRC-SSSK. IAEA was selected in September 2012 to manage one GRC-SK Kirti Nagar at Delhi North District. This GRC covers slum clusters of Furniture block, Chuna Bhatti, Jawahar Camp, Sanjay Camp, Mansarovar Garden, Ramesh Nagar, and Wadhwa camp.

The Mission Convergence and Gender Resource Centers, which were launched by the Congress government in 2008, have of late been abruptly discontinued by orders from the current ruling AAP Govt. Consequently, GRC-SSSK Kirti Nagar at North District Delhi under the aegis of IAEA ceased to function from 2016.

Community Education Practices: Programme, Process and Methods

Programme

The IAEA's community education practices emphasised nurturing rights-bearing citizens who can articulate clearly their concerns and priorities; access resources and opportunities; and with increased capacities make strategic life choices to reduce their vulnerabilities. It worked towards expanding people's capabilities through information dissemination, awareness raising, building capacities and practical skills. Its community education initiatives through GRC-SSSK Kirti Nagar, Delhi aimed to make women change agents by (a) generating awareness about their economic, social and legal rights ;(b) helping them to avail the benefits of welfare schemes of Govt and (c) enabling them to get access to services and facilities under the Mission Convergence of Govt of NCT Delhi.

There are many aspects to empowerment of women in urban slums, all of which are interlinked viz. *economic empowerment*, i.e. appropriate skills, capabilities and resources and access to secure and sustainable incomes and livelihoods; *social empowerment*, i.e. a process that helps people gain control over their own lives, being able to act on issues that people define as important for their lives; *political empowerment*, i.e. the capacity to analyse, organise and mobilise, participate in collective action for change, related to empowerment of citizens to claim their rights and entitlements; and *legal empowerment*, i.e., the ability of women and disadvantaged groups to use legal and administrative processes and structures to access resources, services, and opportunities. The programme activities of the IAEA through GRC-SSSK Kirti Nagar focused on *economic empowerment* through vocational training courses to women and financial reliance through SHG Formation; *social empowerment* through non-formal education and literacy, health & nutritional awareness, advice and services; and *legal empowerment* through legal awareness , advice and services; *information sharing* of key development schemes and services to facilitate poor women's access to services and entitlements and *celebration of special events* to foster a sense of community and national solidarity.

The IAEA followed *Bhagidari* (public-private and community partnership) model emphasising collaboration of GRC with all the state Government Depts. / Agencies concerned with women issues, legal, health, vocational and educational experts. GRC-SSSK programme team comprised of chief functionary from IAEA; project coordinator, programme officer, 2 community mobilizers, 1 SHG mobilizer and 1instructor for non-formal education and 2 vocational instructors. Services of medical practitioners, viz General Practitioner, Gynaecologist, Paediatrician,

Dentist, Ophthalmologist and Cancer specialist & nutrition experts; para legal advisor recommended by DLSA (Delhi Legal State Authority) were taken to implement health, nutrition and legal awareness programmes.

Education Process

(i) Setting the programme agenda within community

The community mobilizer began the process of developing a shared understanding about broad perspective and objectives of women empowerment programme by identifying and organizing the disadvantaged marginalized women from SHGs around their unmet priority needs and sharing with them about empowerment programmes through GRCs, which would address their prioritized unmet needs and transform their lives positively.

(ii) Eliciting Participation and Conscientization

The community mobilizers initiated dialogue with women both individually and collectively with SHG members to reflect on their problems, understand their learning needs and goals, and finding ways to change their problem situation. When women participated and reflected on their situation and gained knowledge about the existing oppressive reality, community mobilizer motivated them to participate in empowerment programmes through GRCs and also be informed about the govt development schemes and services.

(iii) Educating Women

Stree Shakti camps were organised to generate awareness through information dissemination on health, nutrition, legal rights and vocational opportunities. Structured programmes like non formal education and vocational educational programmes focused on building literacy and entrepreneurial skills. Essential information sharing and celebration of national events were other ways to reach out to women and educate them about important issues. Highlights of ways to educate women from 2012-2015 are elucidated below.

(iv) Awareness Camps

(a) Food and Nutrition Awareness camps

Awareness camps were organised for women. Nutritionists gave talks on the need for nutritious food for pregnant and lactating women, growing children and elderly people, balance diet, importance of vitamins and calcium and menstruation. Demonstrations were given on the ways to prepare cost effective food. 39 camps were organized in different slum clusters. Total 1258 women participated and benefited.

(b) General Health Camps

Eye check up camps were organised from time to time at different slum clusters such as Kamla Nehru camp. Out Patient Department (OPD) was organised

at Bal Vikas Kendra, Kirti Nagar for the period of 18 days to bring health care services at the doorstep of the community people. OPD services focused mostly on women, children and the aged. Key services rendered through OPD included diagnosis of disease, free distribution of medicines, referral to big hospitals, and counselling by specialised doctors viz, Gynaecologists, General Physicians, Paediatrician, Dentist, and Ophthalmologist on common ailments and preventive measures. Total 33 such camps have been arranged for the community. About 3614 community residents attended general health awareness camps and 4015 community residents benefited from the services rendered through OPD.

(c) *Water and Sanitation Awareness & Training Camps*

About 47 water and sanitation awareness programmes were undertaken to provide information on preserving water, water sources, personal hygiene and environmental cleanliness. About 23 water and sanitation training programmes were given to group of people on personal hygiene and hygienic food preparation, purification of potable water who in turn organised water & sanitation awareness training programmes for the community people. *Sehat Ka Paigam* was used as a resource book. About 8492 community residents attended the camps to benefit.

(d) *Dengue Awareness camp*

To generate awareness on Dengue epidemic awareness camps were organized where doctors were invited to give talk on causes of dengue and ways to prevent it. GRC functionaries and vocational course trainees participated in awareness rally to spread information on deadly dengue and its preventive measures. University students on their field visit to the community organised *Nukkad Natak* (Street Plays) to generate awareness.

(e) *Vocational Opportunities Awareness Camp*

A *Career Mela (Fair)* was organised under the Scheme of Swarna Jayanti Shahari Rozgar Yojana (SJSRY). Leading agencies viz., Intelligent Communication Systems India Ltd (ICSIL), DAV-ITC, Indian Cellular Association, and Vandana Luthra Curls and Curves (VLCC) shared information on career opportunities.

(f) *Legal Awareness Camp*

Total 57 Legal awareness were organised with the help of Delhi Legal Services Authority (DLSA)¹ and legal experts to generate awareness on various legal issues such as IPC Sections 498(a), 406, corruption, right to information (RTI), domestic violence, sexual exploitation, human trafficking, rape, child labour, female foeticide, and child marriage dowry, sexual harassment, self-defence, Labour Acts, laws for the care of old people, and protective Laws for common people to take legal course. Advocates designated by DLSA provided legal counselling in 8 centres. Total 3460 women attended legal counselling and awareness camps.

(v) Structured Programmes

(a) Vocational Skill Training Programmes

Vocational Skill Training programmes were conducted on cutting and tailoring, beauty culture and hair care. Till date total 425 women and girls have benefited from the vocational courses. JSS¹ Peeragarhi conducted examination for both the courses. Successful beneficiaries were given certificates of participation. An orientation programme for vocational trainees was undertaken on use of waste clothes and materials to prepare decorative items.

(b) Non-Formal Education Classes

Non-formal education classes for school drop outs, remedial classes for non-literates women and girls above 15 years and adult education for women and girls were launched. Basic Literacy Programme for 6 months duration was started. Women were taught basic literacy primer *Meri Kitab* prepared by Jami Milia Islamia. Towards the end of year women's progress was evaluated. National Institute of Open Schooling (NIOS) provided learner evaluation and certification. Total 325 beneficiaries benefited from this programme.

(vi) Information Sharing

GRC-SSSK Kirti Nagar also acted as information help desk to facilitate community residents to understand, enrol and avail entitlements of welfare schemes of the various Departments covered under Mission Convergence.

Door-to-Door survey for *Anna Shree Yojana* was conducted to (a) identify the most vulnerable categories amongst *Above Poverty Line families* who were not getting subsidised ration, and (b) to transfer Rs 600 per month/ per household through electronic transfer in the account of women who headed the families. Identification was done through Aadhar cards, voter ID cards and Ration cards. Total 218 bank accounts were open.

Enrolment drive for *Pradhanmantri Jan Dhan Yojana*² was undertaken. Around 3600 people opened bank account. Enrolment drive carried out for *Pradhan Mantri Jeevan Evam Suaksha Bima Yojana*³ resulted in getting more than 300 people enrolled for the scheme.

Community residents in various slum cluster attended information talk on Gol sponsored *National Food Security Programme*.⁴ Total 105 forms were distributed to avail the benefits of the schemes. Total 13467 people benefited from the information on schemes.

(vii) Celebration of Events

Special events were celebrated viz., World Water Day, Global Hand Wash Day, World Toilet Day, World Malaria Day, World Environment Day, Republic day, Independence day, Holi / Diwali, Teachers day, and Gandhi Jayanti. Lectures,

seminars, rallies, drawing and painting competition, group discussion, quiz, street plays and cultural programmes were organised to create awareness on crucial issues and foster a sense of community feeling.

Community Education Methods

The community education practices were located in empowerment paradigm to facilitate women to express and communicate their concerns clearly, decide and act on their concerns and priorities. IAEA, to fulfil Delhi Govt's mandate of women empowerment through its Mission Convergence programme, adopted following methods.

- i. **Face to face dialogue** with women in slums facilitated reflections and sharing of needs, opinions and expectations. It was through iteration of listening, hearing and speaking that trust was built and sense of a shared mission towards empowerment programme was created.
- ii. **Campsas** open public awareness meetings served the purpose of disseminating information and providing health services. Discussion took place around the issues of relevance to the community.
- iii. **Counselling** (usually one-on-one) from legal and vocation expert facilitated personal decision-making. The content of the counselling varied according to the client's problems or concerns and her individual circumstances.
- iv. **Structured non formal learning situations** ensured access to education, eradicated illiteracy among women and improved their access to vocational training, and continuing education.

Impact

Women reported a number of qualitative changes in their lives under the GRC-SSSK project, which could be deemed as empowering. Changes like improved self-esteem and self confidence, increased participation in household decision making, enhanced articulation, knowledge and awareness on health, nutrition reproductive health, law and literacy, and participation in economic activity may be seen as challenging deep-seated social norms and being truly transformative.

Social Empowerment

Literacy skills brought the cognitive and behavioural changes in women. They were initially reluctant to attend NFE programme. *'Why study? Now at this age? What would I do? ...* were some of the resisting remarks. But when on insistence of community mobilizers, they came to NFE centre and were exposed to the world of words, expressions, their life changed with improved self-esteem and self confidence. They motivated other women to come to NFE centre to learn reading, writing and simple calculations. They are using their skills to write provision list, read scrap of papers and bus numbers. They have internalized the importance

of education and are sending their children including daughters to school as well as monitoring their progress in school.

I came from village to Delhi to join my husband here. I was neither educated nor did I have city etiquettes. I lacked self confidence. I did not have the courage to face the dazzle of mega city like Delhi. I would remain confined to my home. My husband would ridicule me most of the time as I was dependent on him for very thing. As I was illiterate my husband and my children accorded me no respect. My husband did not heed to my opinions and suggestions. My children just did not take me seriously. I was very uncomfortable with inadequacies and wanted to take steps to change myself. Ever since I joined GRC NFE centre, on insistence of community mobilizer from IAEA, I began to feel and see qualitative difference in me. I learnt to write my name. I cannot forget the thrill of being able to write my name...I used to put thumb impression always ... Familiarity with words and numbers boosted my morale high... Today I can go anywhere on my own... read the bus no ... dial the telephone number to talk on phone... I now run a small grocery shop in my area independently, making significant contribution to meet household expenses. . The attitude of my husband and children changed. They respect me now. They listen to my opinions on important household issues.

Interview: Kamlavati, married, age 36 years, Chuna Bhatti, Kirti Nagar (Source: IAEA: GRC Case Studies)

I was married to a driver who was educated up to class X. As I was illiterate my husband hesitated to take me out. He was an alcoholic and would and beat me every day. This was a daily ritual. I had accepted such violence as part of my destiny. One day he committed suicide. I was alone with no source of income. I had the responsibility of bringing up with three children. I started working as domestic maid doing sweeping, swabbing, washing utensils and clothes. I used to curse myself for being illiterate. One day I saw a woman in my neighbourhood going out with a notebook. I asked her if she was studying. She said that she goes to NFE centre to learn to read and write. I decide to join NFE centre. Every day after work I would come to NFE centre to learn to read and write. It was very difficult for me to do so because I was working at 10 houses as housemaid, I would be very tired by the time I finished working. Yet I was determined. I wanted to study at any cost. I would go to NFE centre at a time when remedial classes for children were going on. I am grateful to my instructor Susheela madam, who taught and paid extra attention to me. Now I can read, write and do simple calculations. Today I am working in a municipality school with responsibility of distributing school uniform and stationeries. I am leading my life with dignity. Economically I am doing fairly well compared to the times when I was totally dependent on my husband.

Interview: Savita, widow, age 30 years, Reshma Camp, Kirti Nagar (Source: IAEA: GRC Case Studies)

Economic Empowerment

GRC-SSSK programme on vocational skill development training in tailoring and beauty culture widened income generation opportunities for women. Incomes have increased. Self-earned income has instilled in them a sense of pride and confidence of managing on their own. Their bargaining and decision-making power within the family has increased.

My husband works in a private company earning about Rupees 6-8 thousand per month. But this meagre income is not sufficient to meet expenses related to daily household subsistence needs, children's education and house rent etc. I joined GRC programme on vocational education. I took up six month course on stitching and tailoring. Generally one has to pay for tailoring course, GRC did not charge anything for this course. Equipments like stitching thread, needle and sewing machine were provided for free. After completion of course I started tailoring business from home stitching clothes for neighbourhood women and children. Now I earn about Rupees 4-5 thousand per month.

Sunita Devi, married, 29 years (Source: IAEA: GRC Case Studies)

I am a married woman, mother of three children. I had always wanted to learn, earn and gain social standing in society. But extreme poverty at home prevented me to fulfil my dreams. When GRC community mobilizer explained to me about the services provided by GRC, my dream found wings. I did 6 month course on beauty culture from GRC. I opened a beauty parlour at home. It was named Sheetal Beauty Parlour. My husband supported in my new endeavour. As the number of clients increased, I moved to a rented room at Sudarshan Park. My work and income expanded. Today I am offering training to girls in my beauty parlour. While big parlours provide training to girls charging Rupees 5-10 thousand, I am offering training charging only Rupees 200/ from the students. The programme has enhanced my self esteem and respect in the society. Today I am able to provide my children good education and quality life. It is said that boys and girls are equals but do poor girls get the opportunity to move ahead in their lives? GRC has fulfilled my dreams.

Kamlesh Devi, married, 32 years (Source: IAEA: GRC Case Studies)

Legal Empowerment

Only when women understand the law in the context of their social and economic position can they use the law as an instrument for empowerment which may mean many things such as having a sense of security and vision of a future, the ability to earn a living independently, increased decision-making power in the household, mobility and visibility in the community, and the ability to participate in nonfamily groups.

Legal empowerment initiatives under GRC project aimed to give women the confidence, information, training, and assistance. It intended that women would

apply these skills in protecting their legal rights and entitlements. With increased legal awareness and support women were able to come out in the open to fight against domestic violence, dowry and other forms injustices.

... We were leading a peaceful life till a family, comprising husband and wife, moved to our neighbourhood. The family would always fight and create problems for others. We kept quiet and did not raise voice against them thinking that this was family's way of living. One day man from that household entered our house in a totally drunken state and started molesting my 23 year old daughter. We were scared. We still remained quiet and did not take action against the family. One day I shared my problem with GRC mobilizer. She advised me to come to the GRC and meet the advocate for advice. The advocate decided to talk to the family. The wife of that man personally came apologised for her husband's behaviour and assured that they would leave the house immediately. But this did not happen. I went to GRC again. Then the advocate wrote a letter to SH0 (station House Officer) and asked me to go to the police station. She explained to me what and how I should talk to police officer in-charge police station. I followed her advice. Police came to our slum, made enquiries about the family and warned the family to behave. But the family did not leave the place and kept harassing us. I did not lose hope. I kept making complaint against the family at police station. Finally the family under pressure from police decided to move away from the slum. Now I have become messiah of my locality. My legal success in my efforts against the family has restored people's faith in the legal system. I have become voice of all those women in my locality who suffer cruelty silently out of fear and of shame. I gained confidence because of my orientation and training in GRC. It is essential that Govt opens more such legal aid centres for to empower women legally.

Interview with Damyanti Devi, A-508 Harijan Camp, Kirti Nagar (Source: IAEA: GRC Case Studies)

I am Kusum. My husband, Lal Bahadur, works in a factory. We have four children. Two years ago my husband, on the pretext that I should be staying in village for some time, left me in our village in Bihar. Later he married another woman. Despite my continuous and pleading telephonic calls to him that I want to be with him in Delhi, he did not bring me back from village. Finally I mustered courage to come on my own to the city. I found that he had remarried. When I protested he began beating me. One day he registered the house in his second wife's name and turned me and my children out of the house. I had no place to live and no support to look after me and my children. I started working as a domestic help. One day near our slum dwelling GRC was holding a meeting with some women on the issue of domestic violence and ways to address it. After the meeting I went the advocate and shared my case with her. She asked me to come to centre and wrote down my case. She sent GRC mobilizer to make enquiries. When she was convinced that I was telling truth, she decided to take steps to give me justice. She asked my husband to come to GRC and advised him to pay for my maintenance and take responsibility of his children. Initially he gave excuses that

he was poor and was unable to take our responsibility. The advocate warned him that he has already taken an illegal step by marrying again and if he refuses to take responsibility of his first wife and children then he may have to go to jail. She took a written undertaking from him. He has agreed to pay for my maintenance and since then he hasn't harassed me. I continue to work as domestic help. I am grateful to GRC for giving me a new lease of life. I have learnt that we need to fight for our rights. I keep advising other women in my locality, who are also victim of domestic violence, for taking legal aid for justice.

Interview, Kusum, 8/35, Jhuggi no 420, Kirti Nagar (Source: IAEA: GRC Case Studies)

Conclusion

The project GRC-SSSK aimed at an inclusive and gender specific growth. This programme brought into its fold poor women from slums, unauthorised and resettlement colonies providing them, social, economic and legal empowerment. It adopted a convergence mission approach with horizontal vision cutting across sectors and departments against the conventional approach of government's functioning in departmental mode or moving through vertical channels across departments. The convergence of various departments on a common platform such as health department, ICDS for Nutrition awareness, Legal Service Authority, Training & Technical Education, Education etc, and bringing services to the doorstep of poor women clearly brought positive changes in the lives of deprived women. They were provided with opportunities to empower themselves. Skill development trainings widened the income generation opportunities. Legal awareness increased and women came out in the open to fight against dowry related, family-related and other injustice. Increase in number of SHGs opened opportunities for accessibility to market and finance.

The project was a *Citizen-Government Partnership* initiative of the government, with NGOs becoming key instruments for community outreach. IAEA at Kirti Nagar, Delhi North District, by focusing on the needs and priorities of women such as literacy, poverty, access to credit, income, livelihood, and health services, drew women closer to the programme. Its community education practices were located in empowerment paradigm to facilitate women to clearly articulate as well as act upon their concerns and priorities. It aimed at enhancing women's ability to gain access to and control over economic, social and legal resources and opportunities. The empowerment process included providing health and legal services, counselling, information dissemination, raising awareness, literacy, and vocational skill building. By adopting participatory methods such as *face to face dialogue, counselling, public meetings, group discussions, NFE methods* and *participatory skill training* through participatory spaces such as camps, and community centre in the form of GRC, IAEA fulfilled women empowerment mandate of Govt of NCT Delhi through its Mission Convergence programme.

The new ruling government-AAP in NCT Delhi, however, decided to abruptly end the former Congress government's flagship GRC project under the Mission Convergence scheme. The reactions to scrapping of the project have, by and large, focused on the issue of non-payment due to financial problems; but there has not been any follow-up work on the implications of withdrawal of programme on empowerment of poor women in living in urban slums. The narratives of women in the case study, while highlighting the positive impacts of the programme on their lives, also give insights to the personal struggles which women in slums face in their day-to-day lives. Their struggles are intricately intertwined with the broader issues of gender-based violence, gender discrimination, and gendered poverty. The abrupt end of the programme implies forestalling of the empowerment process. The literacy initiatives through NFE programmes to address gender gap in literacy would receive a major blow. Health of poor women requires wide spread awareness and ease of access to door step health services such as easy contact with doctors, free availability of medicines, and medical consultation. Discontinued support in terms of information about legal rights and entitlements would constrain poor women's access to legal aid and to live in dignity. Women and girls would lose opportunities to learn vocational skills through various vocational courses such as beauty culture, stitching, sewing and computers.

Footnotes

The Govt. of National Capital Territory of Delhi

²The Bhagidari System (*people partnership*) is an initiative of the government of the state of Delhi in India to promote broad-based civic participation in local governance. It utilises processes and principles of multi-stakeholders (citizen groups, NGOs, the Government) collaboration to improve "the quality, efficiency and delivery of public services. The initiative was announced by erstwhile Chief Minister of Delhi Sheila Dixit in December 1998.

³DSLISA is a statutory body created under Act of Parliament. It provides free Legal Aid & Advise, organise Lok Adalats & spreads Legal Awareness in Delhi.

⁴ Jan Shikshan Sansthan (Institutes of People's Education) is a unique scheme crafted by the Government of India. JSS links literacy with vocational skills; provides vocational training to non-literate, neo-literate, as well as school drop outs by identifying skills as would have a market in the region of their establishment. They do not work in isolation but aim for convergence with other stakeholders in society. It is their endeavour to shape their beneficiaries into self reliant and self-assured employees and entrepreneurs.

⁵https://en.wikipedia.org/wiki/Pradhan_Mantri_Jan_Dhan_Yojana

⁶https://en.wikipedia.org/wiki/Pradhan_Mantri_Jeevan_Jyoti_Bima_Yojana,https://en.wikipedia.org/wiki/Pradhan_Mantri_Suraksha_Bima_Yojana

⁷https://en.wikipedia.org/wiki/National_Food_Security_Act,_2013

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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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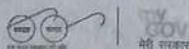
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In the recent past there are a number of instances of sex abuse of girl children happened in different parts of the country. Whenever such instance happens it becomes fodder for the mass media which are hungry for breaking news. While some people are concerned more about the safety of girls in general and young girls/girl children in particular, for some others it is a flashing point to attack the government, especially the police for not able to be vigilant against such crimes. Very few is really serious to find the reason(s) for such happenings and suggest tangible/implementable solution(s).

Sex is an instinct which can happen at any time if the situation is congenial and the prey is either cooperative or compelled under duress. An analysis of the instances happened so far clearly shows that unprotected areas, uncared/unattended children by the family members and showing over belief/ confidence on the best known persons who are either living in the same area/neighbourhood or frequenting the area often are the prime victims. Unfortunately, many times young boys also become prey in such cases. Hence, any solution for these things not to happen in future should be more on the reasons stated above.

Sex abuse is an age old one and happens all over the world. In India because of the over effect of mass media on the common man, the news reaches fast and also kept alive for more days through the programmes which analyse such issues. This time the voice of common people expressing concern about the safety of girls and children was so effective that even the government was compelled to promulgate the Criminal Law (Amendment) ordinance, 2018 which provides for death penalty for those convicted of raping girl below 12 years. The April 22, 2018 ordinance amended Section 376 of the Indian Penal Code (IPC) that deals with rape. It also changed Section 42 of the Protection of Children from Sexual Offence (POCSO) Act, a special legislation enacted in 2012 to address sexual offences committed against those below 18 years of age, to say that the newly amended IPC section would apply to children below 12 years of age. While POCSO is gender neutral, the amended Section 376 mentions the word "Woman". This means that those guilty of raping boys below the age of 12 years old would not be subject to the death penalty provision. To correct this, the Ministry of Women and Child Development has finalized a proposal to amend sections 4, 5 and 6 of POCSO Act which will make rape committed against "any child" below 12 punishable with the death penalty.

Now there are many voices against the newly promulgated Act also as most of the sexual crimes against minors take place within the four walls of a home and more often by a relative. Hence, the victim may be compelled to be silent against complaining, particularly because the consequences can be death for the offender. Here again death sentences are rarely executed in India. Even in the most infamous

terror cases, matters stretch on for a very long time (for decades) before the sentence is carried out. So the punishment is unlikely to achieve the deterrence.

Therefore, one of the most effective method or solution can be to change the mindset of men, which should start when they are young and ideally starting from home. Boys should be sensitized against sexism and taught to stand-up against others who harm or harass women. At the same time girls should be taught self-defence in school. This idea is also articulated by the Prime Minister very recently in one of his speeches.

Dr. V.Mohankumar

Determinants of the Attitude and Burden of Caregivers of Children with Intellectual Disability Enrolled in Special Schools: LLL for the Parents

*Bharath Narayan B
B.P.Sahu*

Introduction

The attitude towards Persons with Intellectual Disability (PWID) is mixed but more towards negativity. Every child is special to a parent while some children have special needs and others do not and this determines the parental care and treatment services in the developmental stages of life. No parent would like his or her child to have any deficits in intellectual functioning. Intellectual Disability typically reflects a misfit between the capabilities of an individual and the structure and expectations of the environment. All prospective parents look forward to a healthy baby and when an Intellectually Disabled child takes birth in the family, it comes as a traumatic experience and this involves a strong negative reaction. This profoundly influences the parent's opinions and attitudes towards their own children. It has been noted that mothers undergo a more intense psychological trauma or emotional imbalance. When a child is diagnosed to have ID the parental reactions include ambivalence, anger, confusion, denial, self-pity, blame, feelings of helplessness, depression, disappointment, grief, mourning, rejection, shock, and sometimes even impulses to kill the child.

Care giving stress is significantly related to subjective burden, affiliate stigma, high level of stress and stronger negative attitudes towards care giving (Mak et al., 2008). The caregivers had to cope with their child's communication deficits, lack of social responsiveness and stereotypical behaviours. (Hasting & Richard 2003; Pisula 2003; Shu & Lung 2005). The Caregivers with high levels of affiliate stigma are likely to have a sense of shame and inferiority as a result of their association with the ID child. They may feel despondent and may feel their lives are only worthy in that they revolve around taking care of their ID child. To avoid prejudice and discrimination, they usually withdraw from social circles and conceal their status from others. Further mothers of children with mental retardation also experience marital difficulties (Shamim, 2002). Again rejection of the ID child is also highly and positively correlated with total attitude of the parents.

On the other hand parents show much less agreement with ideas related to permissiveness or overprotection, and resulting in the practices the infantilisation of their children. Children with ID require constant supervision. As the parents have given birth to the ID child, favourable parental attitude is shown towards the child. They sometimes tend to overprotect the child and try always to provide special treatment over other children. Over protection of the child is shown more by the fathers than the mothers. At times the feeling of hopelessness is experienced by the parents. The parents find it challenging to encourage their ID child contact

between their children and other people (Arellano et al, 2013). Both depression and poorer life satisfaction is experienced by both the parents because of the conflicting behaviour and intermediate conflicting situations arising out of the presence of the ID child in the family. Adding to their woes, are the insulting and unpleasant comments made by the so called well-wishers. Although parents are worried about their child's future, their positive view about the ID child is also accompanied by negative feelings (Goswami et al., 2013)

The mothers of ID children are more confident in personal caregiving, safety, security, and well-beings of their child in homes than their fathers. The care giving ability is also dependent on many factors such as mothers' age, income, mental health, and the child characteristics like age, behaviours, and severity of ID (Bezruczko et al., 2011). Younger mothers are usually more affected with anxiety initially and but later on they develop more depressive symptoms compared to older care-givers (Dave D et al., 2014). A study conducted by Majmudar et al (2005) found that both male and female caregivers have significantly high anxiety scores. Mothers living with their husband get depressed due to social stigma attached to the ID child in the family, while divorced and separated caregiver may be depressed due to burden of caring alone without the help of spouse, and more economical responsibilities to cope up with their daily expenses. Further the caregivers who have less educational status and who were illiterate have high depressive symptoms and they often need psychological interventions (Yilidrim et al, 2010). Caring for a child afflicted with ID requires intensive time consuming contact with the child, medical service delivery system and educational institutions. Mothers with higher levels of education may be better positioned to garner resources that can reduce the socio-structural constraints of care (Green et al., 2007). It can also have devastating impact on family finances. For some parents, parenting an ID child can be a source of personal growth. Mothers love and value their children and find significant benefits in the experience of raising them. Therefore mothers spend more time with children while caring for them. However research studies have indicated that mothers being the primary care givers in the long run complain of physical problems, and suffer from arthritis, hypertension, thyroid problem, diabetes, cardiovascular diseases, depression, alcohol abuse and generalized anxiety disorders (Shanthi et al., 2015).

1.1: Objective of the study: The objective of the study was to determine the attitude and burden of caregivers of children with intellectual disability enrolled in special schools.

1.2: Hypothesis: There exists no significant difference in attitudes of mothers of children with Intellectual Disability enrolled in special schools.

1.3: Research Methodology

Keeping in view the purpose and importance of the present study, the investigator adopted survey method for collecting detail description of ID children from the parents and the teachers. Further the investigator used the self developed

Care Giver Attitude Scale of children with mild and moderate Intellectually Disabled Children for collecting the data from the mothers and teachers of the school where the child was enrolled.

Table 1.1: Universe of the study

Sl. No	Institutions Name/ Classification	Intellectually Disabled Children enrolled in special schools				Total	Teachers Total	Mothers of ID children
		Male		Female				
		Mild	Moderate	Mild	Moderate			
1	JyotiSroat School, Bethany Society Shillong	6	3	2	3	14	3	14
2	DwarJingkyrmen, Shillong	58	22	10	11	101	8	101
3	Asha School, Happy Valley, Shillong	5	2	1	6	14	6	14
4	Mary Rice Centre, Shillong	39	2	16	10	67	7	67
	Total	108	29	29	30	196	24	196

Source: School record (2014)

The Universe of the study is depicted in the table 1.1. In Shillong, there are at present four Special Schools for the mentally retarded children. The table shows the total number of mild and moderately retarded children enrolled in the schools in the year 2014. There were altogether 196 children enrolled in the school. Altogether 196 mothers of these ID children and 24 teachers comprised the universe of the study.

Table 1.2: Sample of the study

Sl. No	Institutions Name/ Classification	Mothers of Intellectually Disabled Children				Total	Teachers Total
		Male		Female			
		Mild	Moderate	Mild	Moderate		
1	JyotiSroat School, Bethany Society Shillong	6	3	2	3	14	3
2	DwarJingkyrmen, Shillong	58	22	10	11	101	8
3	Asha School, Happy Valley, Shillong	5	2	1	6	14	6
4	Mary Rice Centre, Shillong	39	2	16	10	67	7
	Total	108	29	29	30	196	24

All 196 Parents and 24 teachers of all the enrolled children comprised the sample of the study. The entire universe was chosen as the sample as the number of mothers and teachers were less.

1.4: Profile of the Study Area

The study was confined to Shillong City East Khasi Hills District of Meghalaya. The Northern portion of the district is bounded by Ri-Bhoi District, Karbi Anglong District on the North East, the Eastern portion is bounded by East & West Jaintia Hills, Bangladesh on the South and West and South Khasi Hills

District on the West. The population of East Khasi Hills District as of 2011 census was estimated to 8, 24,059 of which females population was 4, 13,699 and male population was 4, 10,360.

1.5: Analysis and Interpretation of data

Table 1.3: Factor loading, Mean, SD and Item - total Correlation of 26 items on Care Giver Attitude Scale of Children with Mild and Moderate Intellectually Disabled Children.

Items	MILD ID (N=137)			MODERATE ID (N=59)		
	Factor loading	Mean± SD	Item total Correlation	Factor loading	Mean± SD	Item total Correlation
Care given more to ID child	.923	2.42±0.578	0.150	.934	1.93±0.716	0.117
I am worried	.904	2.01±1.061	0.028	.914	1.39±0.492	0.119
Requires extra attention	.874	2.69±0.951	0.297*	.818	2.36±0.905	0.046
Child activity irritates me	.801	2.54±1.015	0.261*	.811	2.61±0.558	0.225
Accept child whole heartedly	.757	3.07±0.994	0.570*	.792	2.20±0.924	0.381*
Provide overprotection	.748	2.67±1.195	0.315*	.714	2.29±1.001	0.161
Accept the Violent Behaviour	.746	3.02±1.039	0.771*	.700	2.68±0.628	0.072
Accept hostility behaviour	.666	2.07±0.871	0.304*	.616	1.83±0.422	0.042
Keep away the child	.651	1.85±0.887	0.123	.276	1.68±0.471	0.316**
Taught the Child welcoming words to receive guest	.557	2.43±1.136	0.615*	.075	2.76±1.369	0.074
Scold the child for mistakes	.544	2.23±1.150	0.721*	.208	1.85±0.665	0.070
Beat the child for mistakes	.516	1.91±0.624	0.277*	.335	1.90±0.759	0.262**
Don't do anything	.498	2.05±0.622	0.760*	.453	1.73±0.520	0.379*
Submit myself to my child behaviour	.204	2.21±1.081	0.694*	.379	1.81±0.434	0.110
Feel rejected at times	.268	1.70±0.520	0.193**	.343	2.10±0.578	0.053
Tolerant towards over indulgence of my child	.103	2.21±1.172	0.671	.415	2.42±0.932	0.067
Tolerant towards my child's behaviour	.353	2.26±1.126	0.560*	.369	1.56±0.501	0.006
Rigid at times	.107	2.12±0.669	0.199**	.110	1.80±0.406	0.114
Flexible towards my child	.419	2.34±1.025	0.151	.228	1.59±0.893	0.005
Show favour to my MR child than others	.152	2.05±0.852	0.037	.015	1.98±0.777	0.140
Feel that my MR child could be educated	.499	2.26±0.965	0.375*	.184	1.71±0.929	0.150
Feel Proper training would help	.058	2.16±1.009	0.075	.464	1.63±0.613	0.154
Presence is always necessary	.150	1.83±0.625	0.182	.103	1.83±0.854	0.084
I don't have any ambitions	.041	2.07±0.769	0.090	.176	2.80±1.186	0.073
At times I feel belittling	.246	2.31±0.897	0.167	.062	2.32±1.090	0.115
I Avoid others	.304	2.22±0.715	0.099	.185	2.24±0.773	0.149
Percentage of Variance accounted		22.367			4.798	

* Significant at 1%level

** Significant at 5%level

The table shows the Factor loading, Mean, SD and item total correlation on 26 items on care giver's attitude scale of children with mild and moderate Intellectually disability. The analysis of mean score on 26 items for mild children reveal that the care givers accept the child whole heartedly and accept the violent behaviour of the child to a greater extent. The care givers also have moderate feeling for the child's requirement of extra attention and hence they provide over protection to the child. Feeling of irritation to a moderate extent was also observed among the care givers. Other 21 items show the mean as less than 2.5, which suggest that they have lower feelings or attitudes as subjective burden.

In the next step, factor analysis using Principal Components Analysis (PCA) with varimax rotation was carried out on 26- items of Care Giver Attitude Scale on both mild and moderate ID children. To determine the number of non-trivial factors, Eigen values (Kaiser, 1960) and Scree plots (Catell 1966; Vogelmann 1977) were drawn. PCA for mild ID yielded eight factors and for moderate yielded nine factors with eigen values > 1. Further, item total correlation of the 26 items (for mild ID children, N=137) ranged from 0.028 to 0.771. High item total correlation was found in 14 items for mild ID children which includes child always requires extra attention, irritation of the child's activity, total acceptance of the child behaviour, overprotection of the child, acceptance of hostility behaviour, taught welcoming words to receive the guest, scolding for their mistakes, beating the child, not doing anything when the child commits mistakes, submit themselves, and showing tolerance towards the child.

Being more conceptually interpretable, the model explained 22.37 % of total variance with factor loading ranging from 0.04 to 0.92.

Table 1.4: Eigen values of 26 item care giver attitude scale of children with mild Intellectually Disabled children

Compo-nents	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.640	29.38	29.384	7.640	29.384	29.384	5.816	22.367	22.367
2	3.313	12.74	42.128	3.313	12.744	42.128	2.561	9.850	32.217
3	2.097	8.066	50.194	2.097	8.066	50.194	2.504	9.633	41.850
4	1.926	7.407	57.601	1.926	7.407	57.601	2.153	8.280	50.129
5	1.508	5.799	63.400	1.508	5.799	63.400	1.925	7.404	57.534
6	1.280	4.923	68.324	1.280	4.923	68.324	1.780	6.847	64.381
7	1.140	4.383	72.707	1.140	4.383	72.707	1.664	6.402	70.782
8	1.072	4.125	76.832	1.072	4.125	76.832	1.573	6.049	76.832
9	0.893	3.433	80.264						
10	0.687	2.644	82.908						
11	.643	2.471	85.380						
12	.614	2.362	87.741						

13	.516	1.983	89.724					
14	.487	1.873	91.597					
15	.391	1.504	93.101					
16	.340	1.309	94.410					
17	.305	1.174	95.584					
18	.273	1.052	96.635					
19	.240	.923	97.559					
20	.203	.779	98.338					
21	.134	.516	98.853					
22	.086	.333	99.186					
23	.082	.314	99.500					
24	.058	.224	99.724					
25	.040	.155	99.879					
26	.031	.121	100.00					

Extraction Method: Principal Component Analysis

On the basis of Varimax Rotation with Kaiser Normalisation, 8 factors have been extracted. Each factor is constituted of all those variables that have factor loadings greater than 0.5. 26 variables were clubbed into 8 factors. 8 factors were extracted from the 26 variables used in the study. These 8 extracted factors explained 76.83% of the variability attitude of care giver towards mild ID children. This explains over three-fourth of the variability attitude of care givers towards mild ID children.

Kaiser-Meyer Olkin Test

The Kaiser-Meyer-Olkin is the measure of sampling adequacy, which varies between 0 and 1. The values closer to 1 are better and the value of 0.6 is the suggested minimum. The Bartlett's Test of Sphericity is the test for null hypothesis that the correlation matrix has an identity matrix. Taking this into consideration, these tests provide the minimum standard to proceed for Factor Analysis.

Kaiser-Meyer-Olkin and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.760
Bartlett's Test of Sphericity	Approx. Chi-Square	269.54
	df	325
	Sig.	.000

Here, KMO = 0.760 which indicates that the sample is adequate and we can proceed with the Factor Analysis.

The Kaiser-Meyer Olkin (KMO) and Bartlett's Test measure of sampling adequacy was used to examine the appropriateness of Factor Analysis. The

approximate value of Chi-square was 269.54, $df=325$, which was found to be significant at 0.05 Level of significance. The KMO statistic of 0.760 was also large (greater than 0.50). Hence factor analysis was considered as an appropriate technique for further analysis of the data.

In the present study the first 8 factors explained 76.83% of variance. The rotation sums of the squared loading represent the distribution of the variance after the varimax rotation with Kaiser Normalisation. The varimax rotation tries to maximize the variance of each of the factor.

Table 1.6: Eigen values of 26 item care giver attitude scale of children with moderate Intellectually Disabled children

Com- po- nents	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.419	25.67	25.676	6.419	25.676	25.676	5.700	22.800	22.800
2	2.746	10.982	36.659	2.746	10.982	36.659	2.421	9.684	32.485
3	2.362	9.449	46.107	2.362	9.449	46.107	2.330	9.319	41.803
4	1.786	7.146	53.253	1.786	7.146	53.253	1.754	7.016	48.819
5	1.611	6.445	59.698	1.611	6.445	59.698	1.741	6.965	55.784
6	1.432	5.727	65.424	1.432	5.727	65.424	1.643	6.571	62.355
7	1.218	4.873	70.297	1.218	4.873	70.297	1.559	6.238	68.593
8	1.105	4.420	74.717	1.105	4.420	74.717	1.304	5.215	73.808
9	1.045	4.179	78.897	1.045	4.179	78.897	1.272	5.088	78.897
10	.834	3.337	82.233						
11	.711	2.842	85.076						
12	.628	2.512	87.588						
13	.477	1.907	89.496						
14	.398	1.594	91.089						
15	.387	1.548	92.637						
16	.372	1.487	94.124						
17	.327	1.306	95.430						
18	.235	.942	96.372						
19	.215	.859	97.231						
20	.189	.754	97.985						
21	.159	.637	98.622						
22	.131	.524	99.146						
23	.108	.432	99.578						

24	.072	.288	99.866					
25	.033	.134	100.000					
26	.051	.121	100.00					

Extraction Method: Principal Component Analysis

On the basis of Varimax Rotation with Kaiser Normalisation, 9 factors were extracted. Each factor constitute all those variables that have factor loadings greater than 0.5. 26 variables were clubbed into 9 factors. 9 factors were extracted from the 26 variables used in the study. These 9 extracted factors explained 78.89% of the variability attitude of care giver towards mild ID children. This explains almost over three-fourth of the variability attitude of care givers towards moderate ID children.

Table 1.7: Kaiser-Meyer-Olkin and Bartlett's Test on care giver attitude scale for moderate Intellectually Disabled children

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.780
Bartlett's Test of Sphericity	Approx. Chi-Square	274.13
	df	325
	Sig.	.000

Here, KMO=0.780 which indicated that the sample was adequate and we can proceed with the Factor Analysis.

The Kaiser-Meyer Olkin (KMO) and Bartlett's Test measure of sampling adequacy was used to examine the appropriateness of Factor Analysis. The approximate Chi-square value was 274.13, df= 325 and it was significant at 0.05 Level of significance. The KMO statistic of 0.780 was also large (greater than 0.50). Hence Factor Analysis was considered as an appropriate technique for further analysis of the data.

In the present test the first 9 factors explained about 78.89% of variance. The rotation sums of the squared loading represent the distribution of the variance after Varimax rotation with Kaiser Normalisation. The Varimax rotation here tries to maximize the variance of each of the factor.

Table 1.8: Rotated Component Matrix on 26 items of Care Givers Attitude Scale of Children afflicted with mild Intellectually Disability.

Items	1	2	3	4	5	6	7	8
I accept the Violent Behaviour of the child	.900	.209	.044	-.088	.015	-.008	-.010	-.002
I don't do anything when the child commits some mistakes	.898	-.131	.051	-.089	-.063	.051	-.045	.023
I Provide overprotection to my child	.874	-.051	.015	.147	-.089	-.010	-.070	.035
I submit myself to my child behaviour	.769	.551	-.013	.058	-.105	.098	-.031	.079
I am tolerant towards overindulgence of my child	.758	.531	-.083	.055	-.179	.062	-.028	.150
I accept my child whole heartedly	.726	.061	-.127	.391	-.123	-.113	-.107	-.089

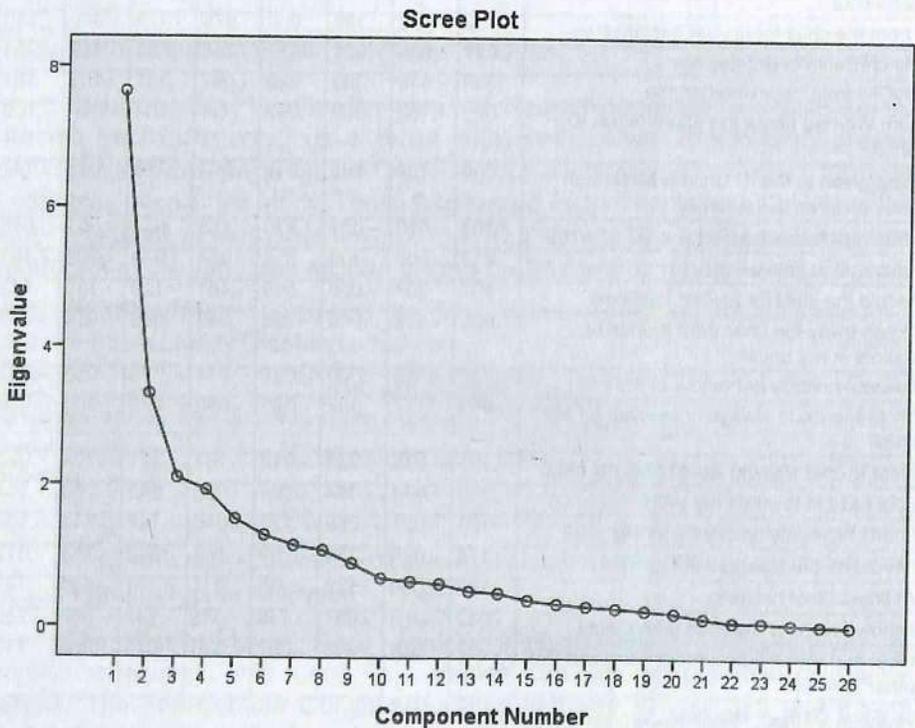
I have taught the child the welcoming words to receive the guest	.700	-.093	.093	.278	-.092	.036	-.035	.261
I am tolerant towards my child's behaviour	.657	.577	-.159	.239	-.256	.048	-.049	.100
I beat the child for his/her mistakes	-.152	-.822	.189	.000	.079	-.113	-.040	-.140
My child activity irritates me	-.027	-.635	.051	-.471	.265	-.064	-.119	-.244
My Child requires extra attention	.306	-.419	.300	.029	-.097	.387	.105	.181
I am Worried about the future of the ID Child	.025	-.169	.902	-.083	.111	.164	-.066	-.109
Care given to the ID Child is More than other children in the family	.084	-.139	.895	-.046	.072	.178	.043	-.147
I feel rejected at times	-.104	.010	-.051	-.838	.153	.031	-.061	.016
I am rigid at times	.212	.290	-.408	.615	.064	-.030	-.165	.181
I scold the child for his/her mistakes	.467	.207	-.066	.569	-.461	-.120	-.185	.142
I keep away the child from friends or visitors in my house	-.025	-.112	.060	-.293	.840	.000	.018	-.093
I accept hostility behaviour of my child	-.330	-.110	.090	.037	.814	.070	.058	-.007
My presence is always necessary for my child	-.009	.177	.302	.025	-.030	.730	-.300	.026
I feel Proper training would help my child	-.101	.073	.225	-.013	.131	.701	.193	-.022
I am flexible towards my child	.215	-.074	-.454	-.204	-.020	.645	.068	-.264
I don't have any ambitions for my child	-.161	.021	.089	.121	.046	.144	.742	.133
I avoid others because of my child	-.178	-.029	-.279	-.082	.166	-.006	.731	.012
At times I feel belittling	-.198	.050	.128	-.095	-.111	-.111	.558	-.192
I show favour to my child than others	-.042	.256	-.057	.148	-.085	-.147	-.065	.788
I feel that my Child could be educated like other children	.397	.024	-.245	-.057	-.043	.076	.069	.710

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization. (Rotation converged in 9 iterations)

The above matrix gives the correlation of the variables with each of the extracted factors. Usually, each of the variables is highly loaded in one factor and less loaded towards the other factors. To identify the variables, included in each factor, the variable with the value maximum in each row is selected to be part of the respective factor. The values have been highlighted in each of the rows to group of the 26 variables into 8 core factors. Thus after rotation, Factor 1 (accepting the behaviour of the child) accounts for 22.37% of the variance; Factor 2 (Don't do anything when the child commits mistakes) accounts for 9.85 % of variance; Factor 3 (provide overprotection to the child) accounts for 9.63 % of variance; Factor 4 (Submitting to the child) accounts for 8.28 % of the variance; Factor 5 (Being Tolerant towards over indulgence of the child) accounts for 7.40 % of the variance; Factor 6 (Accepting the child whole heartedly) accounts for 6.84 % of variance; Factor 7 (taught welcoming words to receive the guest) accounts for 6.40 % of variance and Factor 8 (being tolerant towards the child) accounts for 6.04 % variance . All the 8 factors together explain for 76.83 % of variance in terms of care giver attitude towards mild ID child.

Fig. 1.1: Scree Plot on care giver attitude scale of children with mild Intellectually Disabled



The scree plot graphs the Eigen value against each factor. It is seen from the graph that after factor 3 there is a sharp change in the curvature of the the scree plot. This shows that after factor 3 the total variance accounts for smaller and smaller amounts.

The factor analysis has thus identified eight core factors that affect the attitude of the care givers towards mild ID children. They are categorized as

- 1 Accepting the behaviour of the child
- 2 Don't do anything when the child commits mistakes
- 3 Provide overprotection to my child
- 4 Submitting herself to the behaviour of the child
- 5 Being tolerant towards over indulgence of the child
- 6 Accepting the child whole heartedly
- 7 Taught welcoming words to receive the guest
- 8 Being tolerant towards the child

1.6: Implication of the results (1)

Factor 1- I accept the Violent Behaviour of the child: This factor suggests that care givers tolerate the violent behaviour of mild ID children. The factor explains 22.37 % of variance. Caregivers believe that they will be normal in future. This is the core factor, which contributes to the positive attitude of mothers towards their ID mild children.

Factor 2- I don't do anything when the child commits some mistakes: This factor relates that care givers concerns are more favorable towards the ID child. The factor explains 9.85% of variance. Caregivers are thus show favour and help the child.

Factor 3- I provide overprotection to my child: This factor suggests that care givers provide over protection to the ID child. The factor explains 9.63 % of variance. Thus caregivers are provide good care and more sentimental.

Factor 4- I submit myself towards to the child: This factor suggests those care givers are submitting themselves, to the child needs and demands. The factor explains 8.28 % of variance thus showing high patience and utmost cooperation towards the ID mild child.

Factor 5- I am tolerant towards overindulgence of my child: This factor suggests caregivers accepting the child's extravagance to give enough comfort and helping the child for better adjustment. The factor explains 7.41% of variance and thus the caregivers are ready to satisfy the child'sdemands. Care givers are more coddle to bring their child to be like a normal child.

Factor 6- I accept my child whole heartedly : This factor suggest care giver are showing positive attitude towards the Intellectually disabled children. The factor explains 6.85% of variance showing that care givers are accepting the child whole heartedly, and helping the child to lead a normal life as far as possible.

Factor 7- I have taught the child the welcoming words to receive the guest suggests that care givers are teaching the good manners, and hospitality though they are tolerating and submitting themselves to the child's behaviour and at the same time teaching their child to receive the guest. The factor explains 6.40 % of variance. This is a reinforcement factor which contributes to the attitude of mothers towards their ID mild children for their social adjustment.

Factor 8- I am tolerant towards the child behaviour. This factor suggests that caregiver is liberal towards their ID child. This factor explains about 6.41 % of variance. Thus care givers are tolerant towards the child behaviour to reinforce the mild ID children to do activities for their better adjustment in their life. This is one of the key factors that contribute to the positive attitude of mothers towards their mild ID children.

Table 1.9: Rotated component Matrix of 26 item on care giver attitude scale of children with moderate Intellectually Disabled.

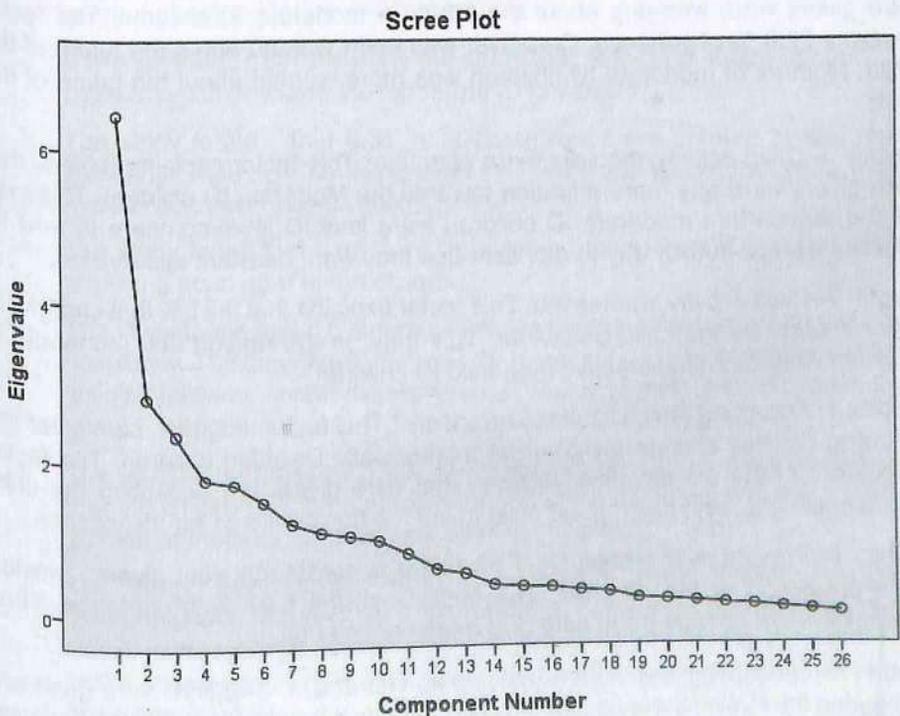
Items	1	2	3	4	5	6	7	8	9
I am Worried about the future of the ID Child	.092	.410	-.146	.015	-.397	.243	-.621	.136	-.063
Care given to ID child is more than the other children in the Family	.094	.583	-1.39	.016	-2.67	.641	.143	-0.68	.173
My Child requires extra attention	.064	.136	.199	.800	.005	-.151	.185	-.031	.104
MyChildactivity irritates me	.743	.079	-.264	.008	.245	-.054	-.057	.078	-.275
I accept mychild whole heartedly	.736	-.084	.119	-.217	.114	-.081	-.142	-.147	-.069
I Provide overprotection to my child	.861	-.216	-.293	.013	-.072	.041	-.155	.091	.040
I accept the Violent Behaviour of the child	.227	-.008	-.376	-.262	-.146	.500	-.136	.178	.034
I accept hostility behaviour of my child	.095	-.131	-.209	.784	-.023	.077	-.053	-.047	-.168
I keep away the child from friends or visitors in my house	.835	.080	-.177	-.016	.078	-.046	.231	.007	-.159
I have taught the child the welcoming words to receive the guest	.802	-.157	-.117	.117	-.072	.134	-.087	.091	-.107
I scold thechildforhis/her mistakes	.040	.424	-.122	-.409	-.201	.256	.327	-.049	-.020
I beat the child for his/her mistakes	.563	-.431	.037	.324	.050	.103	-.134	.390	-.265
I don't do anything when the child commits some mistakes	.146	-.038	-.080	.071	.022	.002	-.065	-.917	-.004
I submit myself to my child behaviour	.184	.128	-.102	.094	-.067	.090	.809	.111	.010
I feel rejected at times	.891	.042	-.157	-.090	.077	-.052	.026	-.084	-.058
I am tolerant towards overindulgence of my child	.892	-.015	-.188	.021	-.206	.030	-.053	.097	-.071
I am tolerant towards my child's behaviour	.547	.138	.372	-.006	-.099	.415	.379	.037	-.031
I am rigid at times	.090	-.038	-.057	-.008	.099	.889	.056	-.041	-.066
I am flexible towards my child	.152	-.227	.858	.009	.182	.094	-.024	.095	.048
I show favour to my child than others	.104	.773	-.037	-.046	.280	.215	.077	.217	.053
I feel that my Child could beeducated like other children	-.274	-.139	-.017	-.055	-.776	-.031	.033	.160	.102
I feel Proper training would help my child	.181	-.792	.080	-.113	-.061	.159	.107	.162	.050
My presence is always necessary for my child	.143	.059	.894	-.025	.013	-.270	-.063	.032	-.088
I don,t have any ambitions for my child	.236	.574	.077	-.229	.409	-.244	.230	.137	-.183
At times I feel belittling	.171	.300	.287	-.009	.687	.084	.016	.224	.258
I avoid others because of my child	-.100	-.054	-.048	-.051	.020	-.056	.017	-.003	.948

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization. (Rotation converged in 13 iterations)

The above matrix gives the correlation of the variables with each of the extracted factors. Usually, each of the variables is highly loaded in one factor and less loaded towards the other factors. To identify the variables, included in each factor, the variable with the value maximum in each row is selected to be part of the respective factor. The values have been highlighted in each of the rows to group of the 26 variables into 9 core factors. Thus, after rotation, Factor 1 (Worried about the future of the child) accounts for 22.8% of the variance; Factor 2 (Child requires extra attention) accounts for 9.68 % of the variance; Factor 3 (Child activity irritates me) accounts for 9.31 % of the variance; Factor 4 (Accepting the child whole heartedly) accounts for 7.01 % of the variance; Factor 5 (Provide overprotection) accounts for 6.97 % of the variance; Factor 6 (Accepting the violent behaviour) accounts for 6.58 % of the variance; Factor 7 (Accepting the hostility behaviour child) accounts for 6.23 % of the variance; Factor 8 (Keep away the child from friends or visitor) accounts for 5.21 % of the variance ; Factor 9 (Taught welcoming words to receive the guest)accounts for 5.08 % of the variance. All the 9 factors together explain for 78.89 % of variance in terms of care giver attitude towards moderate ID children.

Fig 1.2: Scree Plot of care giver attitude scale of children with moderate Intellectually Disabled



The scree plot graphs the Eigen value against each factor. It is seen from the graph that after factor 5 there is a sharp change in the curvature of the the scree plot. This shows that after factor 5 the total variance accounts for smaller and smaller amounts.

The factor analysis has thus identified nine core factors that affect the attitude of the care givers towards moderate ID children. They are categorized.

- 1 Worried about the future of the ID Child
- 2 Child requires extra attention
- 3 Child activity irritates me
- 4 Accepting the child whole heartedly
- 5 Providing overprotection to child
- 6 Accepting the violent behaviour
- 7 Accepting the hostility behaviour of my child
- 8 Keep away the child from friends or visitor
- 9 Taught welcoming words to receive the guest

1.7: Implication of the results (2)

Factor 1- I am worried about the future of the ID child: This factor suggests that care givers were worrying about the future of moderate ID children. The factor explains 22.8 % of variance. Caregiver was more worried about the future of the child. Mothers of moderate ID children was more worried about the future of the child.

Factor 2- Child activity requires extra attention: This factor explains 9.68 % that care givers were pay more attention towards the Moderate ID children. This may be the reason that moderate ID children were less IQ level compare to mild ID children .Hence in their day to day activities they want constant supervision.

Factor 3- Child activity irritates me: This factor explains that 9.31 % that caregivers were irritated by the child behaviour. This may be the reason that moderate ID children were more hyperactive than mild ID children

Factor 4- Accepting the child whole heartedly : This factor suggest care giver are showing positive attitude towards the Intellectually Disabled children, The factor explains 7.01% of variance showing that care givers are accepting the child wholeheartedly , and helping the child to lead a normal life as far as possible.

Factor 5- Provide over protection: T his factor suggests that care givers provide over protection to the ID child. The factor explains 6.97 % of variance. Thus Caregivers are provide good care and more sentimental.

Factor 6- Accepting the violent behaviour: This factor suggest care giver are accepting the violent behaviour of the child , The factor explains 6.58% of variance

care givers are accepting the child, violent behaviour of the child and accepting the behaviour of moderate ID children..

Factor 7- Accepting the hostility behaviour of the child .The factor explains 6.23 % of variance. This is a accepting and tolerating the factor so the care givers were adjusted to the great extent to tolerant and accepting the child behaviour.

Factor 8 - Keep away the child from friends and relatives. This factor explains that 5.21 % of variance. This is keeping away the child from friends and relatives. This may be the reason the child was more aggressive and unadjusted to the social environment, only the family members were tolerating.

Factor 9- I have taught the child the welcoming words to receive the guest: It suggests that care givers are teaching the good manners and hospitality though they are tolerating and submitting themselves to the child's behaviour and at the same time teaching their child to receive the guest. The factor explains 5.08 % of variance. This is a reinforcement factor which contributes to the attitude of mothers towards their ID mild children for their social adjustment.

1.8: Major Findings

1. The study found that 22.8 % of mothers of moderate ID children were worried about the future of the child.
2. It was revealed from the study the study that 9.68 % of mothers pay more attention towards the moderate ID children.
3. The study found that 9.31 % of caregivers were irritated by the child behaviour. This may be the reason that moderate ID children were more hyperactive than mild ID children
4. The study found that 6.97 % of Caregivers of moderate ID children were providing good care to the children.
5. The study found that 5.8% care givers are teaching the good manners and hospitality. The caregivers are tolerating and submitting themselves to the child's behaviour and at the same time teaching their child to receive the guest.
6. The study found that 22.37 % of caregivers of mild ID children believe that the children will be normal in future, which contributes to the positive attitude of mothers towards their ID mild children.
7. The study found that 7.41% of caregivers were tolerant towards overindulgence of the child. It explains that caregivers are accepting the child's extravagance to give enough comfort and helping the child for better adjustment. Caregivers are more coddle to bring their child to be like a normal child.

8. The study found that caregivers submit themselves towards to the child at times. This factor suggests those care givers are submitting themselves to the child needs and demands. The factor explains 8.28 % of caregivers showing high patience and utmost cooperation towards the ID mild child.
9. The study also found that care givers accept the child whole heartedly and are showing positive attitude towards the Intellectually Disabled children. However only 6.85% of care givers accept their child whole heartedly, and help the child to lead a normal life as far as possible.
10. The study found that 9.85% care givers don't do anything when the child commits some mistakes. Care givers concerns are more favourable towards the ID child.

1.9: Suggestions for Parents

Children with disabilities are often unfairly viewed by society as being unruly children. The parents of the child with disability need to be stronger, adaptive and optimistic in their social life. They have to be "special" for their special child.

1. The study advocates for parental training which is absent in our society. This can modify the parental attitude. Parental training will enhance their knowledge on upbringing the intellectually disabled child through specific management procedures.
2. Parents and family members may develop a sense of responsibility and satisfaction in bringing up the ID child in the best possible way. Not only that, other family members like brothers, sisters should be made tolerant and develop understanding to help the ID child.
3. The study suggests that parents may be made aware that training a ID child does not need complex skills and that with repeated training in simple steps, and with constant motivation, the child can learn a set of skills required in their day today life.
4. The child requires praise when he or she does well. Children with ID are often very good at a variety of things. It is necessary to find out what the child really enjoys doing, such as dancing, playing soccer, or working with computers / mobiles or even playing with other friends. The child should be given plenty of opportunities to pursue his or her strengths and talents.
5. It is also necessary to find out the ways how the child learns best. Does he or she learn by hands-on practice, looking, or listening? Help the child learn through his or her own areas of strength.
6. The child can also help in household things. It can build self-confidence and development of concrete skills. Therefore it is necessary to give the instructions in a simple way through breaking down tasks into smaller steps, and rewarding the child's efforts with simple praise.

1.10: Interventions

1. Increase of awareness level on health, hygiene and nutritional status among pregnant mothers in rural and urban areas can be imparted by Community Health Centers and Primary Health Centers through ICDS scheme
2. It is necessary to understand that providing good nutritional food to mother at the time pregnancy can lead to deliver a healthy child.
3. Parental medical counseling need to be provided by the doctors about the growth of the fetus during the pregnancy period.
4. Family based interventions can be imparted at family level. Each member in the family should encourage the child in their day to day activities, playing of indoor games and singing among family members, thus helping the MR child to get adapted to the environment
5. Relaxation techniques can be taught to the children in the home and school by enabling the MR Child to press soft balls, and playing with small balls.
6. Playing games and musical chair will help the children to interact among the children and develop motor activity.

1.11: Conclusion

Children with ID are subjected to multiple discriminations in our society although it is not an illness. Therefore there is need for Individualized Support Plans (ISP) different from child to child depending upon their level of mental retardation. For this firstly, the individual needs and competencies of each child has to be assessed and mapped using available scientific procedures. This would enable the caretakers including the parents and the teachers to optimize the social functioning of the child in their day today activities. Individual Support Plans is also required for addressing the intellectual functioning of the child through appropriate educational supports. Vocational training may also help in better adaptive functioning of the MR Child. The supports for adaptive behaviour may include teaching social skills, along with social and psychological therapies with the help of educational counsellors. Further education of children must be the social responsibility of the government, families, communities and non-governmental organizations.

Children with intellectual disabilities can live a meaningful, satisfying, and productive live within their own communities when they are provided with adequate support. The study concludes that families caring for the children with intellectual disability need find their own support. Among the other services for families there are financial supports, community supports, and family life education. The policies adopted by the governments or the efforts taken by the NGOs' have to be more

generalized. Mere legislations or judicial pronouncements cannot bring radical changes in the lives of the ID children. Therefore attitude of the society needs to be changed towards the ID children through appropriate awareness programmes, education and communication. That can bring relief to the parents and teachers.

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Affirmative Action: Inclusion of Low Literate Community in Skill Development

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Introduction

Education is considered to be a primary tool for achieving social justice. The educational institutions aim towards moulding a person's personality and providing opportunities for social and economic development. Despite the well-structured educational policies, many a times, the marginalized groups are left behind in the process of development. The onus can be put on the persistent discriminatory practices against children of the marginalized groups and also the high drop-out rates of children from these groups. Thus, India faces the challenge where the children are either being left completely illiterate or completing education that is minimalistic in nature. Thus, it is important for a developing country such as India to devise a plan for education which is functional not only in nature but also promotes Vocationalisation of talents and development of traditional & job-specific skills.

Objectives

The primary objectives of the paper are as follows:

- To understand the status of literacy levels of the marginalized groups
- To find out the causes of illiteracy & problems faced as a consequence
- To provide for viable solutions to address the low enrollment and high drop-out rates

Methodology

The research conducted is secondary in nature having both quantitative and qualitative data. Qualitative Data includes reviewing the already existing literature including journal articles, international documents and reports by the Government of India. Quantitative data includes the data on education by the Census and the Ministry of Human Resource Development. The data found from secondary sources has been analyzed and solutions provided based on the contemporary situation of education in India.

Literature Review

Education is considered to be a means of fostering a process of development of an egalitarian society. However, till today, many children are not able to access education from schools due to social, economic and political deprivation. Thus, the marginalized are individuals who exist outside the system of protection and integration

which limits their opportunities and means for survival. This marginalization could be based on social, cultural, economic or ideological systems of the society. Marginalization of such groups is through displacement, exclusion and globalization which are often seen as consequences of development. The marginalized groups including women, elderly, persons with disability, and ethnic groups among others, have suffered deprivation in all walks of life including education. However, with the growth of the human rights perspective, efforts are being put to provide equal opportunities and inclusion of all in the process of education. In recent times, literacy is being considered to play an important role in shaping opportunities for the marginalized and widening their life chances. (Maheshwari, 2012)

Literacy forms the prime mandate of UNESCO intertwined with the concept of human rights. Literacy is meant to promote positive social transformation, justice and personal & collective freedom. According to a report of the United Nations, there are over 800 million people across the globe that are illiterate. Taking cue from this figure, the United Nations Sustainable Development Goal 4 focuses upon ensuring inclusive and equitable quality education and promoting lifelong opportunities for all.

But before going into the statistical information, it is important to understand the concept of literacy as a whole. The general notions of literacy refer to an individual's Ability to Read & Write, Being Familiar with Literature. The Late 19th Century view of literacy corresponds to Autonomous skills possessed as part of education. It is also the application of such skills & how their acquisition affects the learning process.

The United Nations *Educational, Scientific and Cultural Organization (UNESCO)* in June 2003 provided for the *Operational Definition of Literacy* as "*Literacy is the ability to identify, understand, interpret, create, communicate and compute, using print and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, to participate fully in their community and wider society*" (UNESCO, *The Plurality of Literacy and its Implications for Policies and Programmes*, 2004)

Following the international view on Education, India formulated its own legal framework ensuring education to all. The National Policy on Education 1986 has a lot of significance in the history of education with an aim to promote national progress, sense of common citizenship and strengthen national integration. It laid stress on reconstruction of the education system with an emphasis on science and technology along with cultivation of moral values. Its structure was focused upon establishing a common education system through national curriculum framework providing equality of opportunity to all sections of the society and ensuring at least minimal levels of education to all. The essence and role of education was highlighted in the policy as a unique investment aiming at all round development, manpower development and acculturating roles of the society. (NCERT, 1992)

Article 28 of the Indian Constitution promotes the Right to Education with the aspiration of young people achieving the highest level of education which they are capable of. Further, Article 29 also emphasizes upon the goals of education as development of personality, talents & abilities and encouraging respect for human rights and cultures. (Government of India, 2015)

Further, through the amendment of the Indian Constitution, Article 21-A was inserted as a fundamental right providing for free and compulsory education to all children who fall in the age group of six to fourteen years. Consequence of this legislation was the Right of Children to Free and Compulsory Education (RTE) Act, 2009. It means that every child has a right to full time elementary education in a formal school environment which is satisfactory and of equitable quality.

Coming into effect on 1st April 2010, the Act focuses on free education which refers to *"no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education."* (Know your RTE, 2013)

The *Sarva Shiksha Abhiyan* (SSA) which came much before the RTE Act 2009 had a mission to achieve universal enrolment of all children in the age group 6-14 years in elementary education, ensuring all children to learn at grade appropriate level. (Mission Statement, 2001)

Accordingly, there are various levels of education in the Indian Education System. These are as follows:

- (i) Below Primary Level: This is the most basic level of education which focuses mainly on early childhood care and intervention. It consists of kindergarten or play school education.
- (ii) Primary Level: This starts usually at the age of 5-6 years and exists from Class 1st to Class 5th, giving children a sound education in reading, writing and mathematics with an elementary understanding of social sciences.
- (iii) Middle Level: It starts at the age of 10-11 years and teaching is more subject-focused. It comprises of children from Class 6th to Class 8th.
- (iv) Secondary Level: It comprises of children studying in Class 9th & Class 10th, between ages 14-16 years where instruction of education is more organized along specific subjects.
- (v) Higher Secondary Level: It comprises of two years of education namely Class 11th & Class 12th, starting usually at 16 years. Students here choose particular subjects keeping in mind their preferences. This is the highest level of school education acquired by a child by the age of 18 years. (Ghosh, 2014)
- (vi) Undergraduate Level: It is the first stage of higher education where students

- enroll for a 3 years course which is either academic in nature or a professional course.
- (vii) Post-Graduation Level: It is usually of 2 years duration which caters largely to a specific level or sub-field of a preferred discipline consisting of research as an addition.
 - (viii) M.Phil /Ph.D Level: These are completely research oriented courses opted by students having keen interest in a sub-topic of a particular field.
 - (ix) Integrated Courses: These are courses which provide dual degree to the students as two subjects are pursued at the same time as part of the course curriculum. (Wordpress, 2012)

Thus, Literacy in itself can be viewed as a broad concept focused upon developing self-sustaining and involved persons. The definition of literacy should be in a way whereby it is stable, measurable, generalized and one-dimensional in nature. Accordingly, there can be broadly 3 levels of literacy namely Pre-Literacy, Basic Literacy and Career Literacy. **Pre-Literacy** refers to knowledge and use of skills forming the building blocks of the learning structure. It includes the skills of listening, speaking, reading and writing. Absence of such skills leads to a barrier to success in a civilized society. The **Basic Literacy Level** involves the expansion, consolidation, specialization and refinement of the skills of the pre-literacy level. The aim here is not to make the individual apply higher cognitive skills but to build on the acquired skills to a level where further vocational choices can be specialized into. The **Career Literacy Level** is the highest level of literacy which is multi-dimensional in nature. The skills required are job-specific and demands vary from occupation to occupation.

An individual at this stage is considered to be at a level which matches the level of the work material. It can thus be concluded that career literacy corresponds to the functional literacy model which refers to possession of those skills that are required for success in the economic activities that an individual engages in. (Powell, 1977)

Status of Literacy

The Census of India from its advent in 1991 has given the working definition of literacy as "*The total percentage of population of an area at a particular time, aged seven years or above who can read and write with understanding.*"

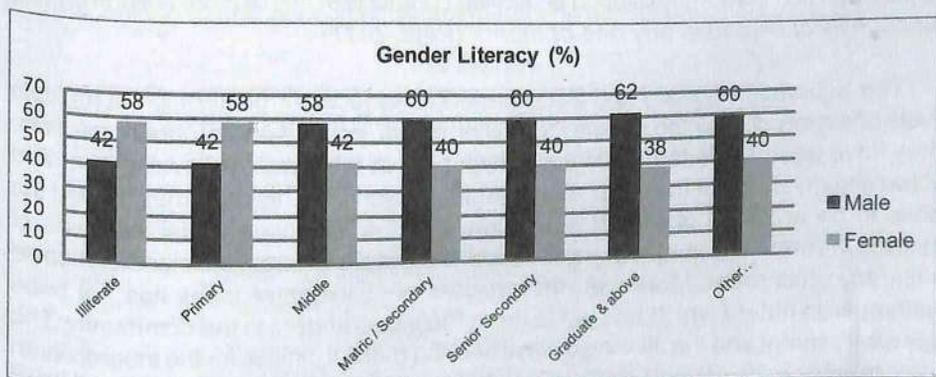
The Census Data for 2011 shows that among the 29 states and 7 Union Territories, Kerala has the highest literacy rate of 94% while Bihar has the lowest literacy rate which is at 61.8%. Along with Kerala, the top 5 literate states are Lakshadweep, Mizoram, Tripura and Goa. States such as Arunachal Pradesh, Rajasthan, Jharkhand and Andhra Pradesh have poor literacy levels. The table below highlights the percentages of states having the highest and lowest literacy rates.(Census, 2015)

High Literacy States	Literacy Rate	Low Literacy States	Literacy Rate
Kerala	94%	Andhra Pradesh	67.02
Lakshadweep	91.85%	Jharkhand	66.41
Mizoram	91.33%	Rajasthan	66.11
Goa	88.70%	Arunachal Pradesh	65.38
Tripura	87.22%	Bihar	61.80

When focusing upon the marginalized groups per se, it is the Women, Scheduled Castes (SC) & Scheduled Tribes (ST) and Persons with Disability (PwD) that fall in the ambit. These are groups which have been discriminated since a long time in history highlighting their current state of low literacy levels.

Women as a social group have been one of the most deprived and discriminated sections of the society due to the widespread prevalence of patriarchal mindset. The reason for the low literacy levels can be directly pointed towards the low enrollment ratio when compared to the men. This has premise in the traditional thought of the family unable to afford both the women's education as well as her marriage. Thus, marriage gaining more emphasis leads to early child marriage and high dropout rates. (Jyothsna, 2016)

The Census Data 2011 for Literacy Rates in India stands at 82.1% for the males and 65.5% for the females with the overall literacy rate at 74%. From the data it is observed that the level of education for the males throughout the educational levels is higher than that of the females. It is quite evident from the graph that higher the level of education, the lesser the number of female population. The drop is seen clearly between the primary level and the middle level. (Chandramouli, 2011)



Computed from: (Office of the Registrar General & Census Commissioner, 2017)

The percentage of women opting for technical courses or professional courses stands at 40%. While the percentage of males for the same set of courses is 60% which is quite appreciable.

On the brighter side, the census provides for a positive indication of growth in female literacy rates (11.8%) which is substantially faster than the male literacy rates (6.9%) in the 2001–2011 decadal periods. This means the gender gap appears to be narrowing with a focus more on quality education. The improvement in the gender literacy rates can be premised upon the meaning of education that women hold for themselves. For women, education is a means of empowerment, developing their personalities, increasing their capacity to influence social change. From their traditional role of a family caretaker, a shift is seen towards increase in women's participation in economic activities. However, even in today's time, women are subjected to social bindings of marriage, dowry and neglect. These have interface with the lack of political will to implement the policies and educational programmes in a qualitative manner. (Jyothsna, 2016)

Other social groups that are highly marginalized are the Scheduled Castes and Scheduled Tribes. The STs are geographically, socially, politically and economically marginalized. When the term marginalized is applied in these terms it refers to the people living on the margins of the society. Geographically, marginalization refers to *"being located at, or constituting a margin, border, or an edge."* Geographical marginalization thus designates a position or location spatially or geometrically. Further, economic marginalization refers to *"enterprises that produce goods at a rate that barely covers production costs and commodities thus manufactured and sold"* It means that goods and services are produced and sold at the margin of profitability. Thus, the concept is understood by the difference between the profit and loss which is generated out of the economic activity undertaken by the social group. Politically, a group can be marginalized by *"designating a constituency in which elections tend to be won by a small margin and may therefore be likely to change hands"*. The Social Definition of Marginalization is *"having contact with two or more cultural groups but not fully accepted in any one of them."* (Pelc, 2017)

The Scheduled Castes and Scheduled Tribes face marginalization at multiple levels of society combining the geographical, social, political and economic aspects. They have been exploited since the British time in the name of development and increasing revenues of the state. The marginalization from historic times has led the tribes to be unaware of formal education systems. Despite special initiatives of teaching in vernacular languages and establishment of ashrams, the tribes lag behind in literacy attainment. Moreover, the process of inclusion of tribes has not been systematic in nature which has led to them feeling strangers in the community. The new environment and the alienated ways of living make it difficult for the tribal children to acclimatize in the school premises. The Debhar Committee report also highlighted the gap, which included children being involved in labor so as to supplement the family incomes and also that the reports provided by different states were not consonant to each other at any level. (Bosu, 2016)

According to the Census Data 2011, the literacy level for the scheduled castes

is quite low. It is to be noted that only 31% of the scheduled castes attain primary education and then move forward towards middle and secondary education. During the course of the three levels of school education, the percentage drops as one moves to a higher level. Hardly, 7% of the total population of the Scheduled castes completes their Class 10th. Moreover, the statistics show that only 3% of their population goes for graduation and above. The statistics thus, display the poor educational levels of the Scheduled Castes in our country despite reservation policies.

SC Literacy	
Educational Qualification	% Persons
Illiterate	44
Primary	31
Middle	11
Matric / Secondary	7
Senior Secondary	4
Graduate & above	3
Others (Professional/Technical)	1

Computed from: (Office of the Registrar General & Census Commissioner, 2017)

Further, the literacy levels for the scheduled tribes are also indicative of a low educational attainment of their population. Only 31% of the population attains primary education and only 9% goes in for Middle Level education. The percentage of population achieving secondary and senior secondary education is at a dismal 4% and 3% respectively. The percentage continues to fall as one goes higher up in the level of education. It is also observed that out of the total population of scheduled tribes, those acquiring qualification in other technical and professional courses is 2%.

ST Literacy	
Educational Level	%Persons
Illiterate	50
Primary	31
Middle	9
Matric / Secondary	4
Senior Secondary	3
Graduate & above	0
Others (Professional/Technical)	2

Computed from: (Office of the Registrar General & Census Commissioner, 2011)

The third social group which has been marginalized due to societal perceptions is Persons with Disabilities (PwD). The differently abled population often faces the concern of accessibility in terms of infrastructure facilities, implementation of laws

and policies and lack of reliable data. Moreover, the social stigmas attached to persons with disability image them as being a burden to the society.

The parents as well as the child face labeling, discrimination and ignorance with blame on the karma of past life. Thus, parents of children with disability go through a cycle of shock, grief and acceptance on birth of the child. This is a persistent factor due to lack of proper counseling services. The teachers being not adequately trained as special educators result in the child having little support in overall academic development. The negative attitude percolates to the larger government setup where there is lack of coordination between the departments, leading to frustration and hopelessness among the parents. Thus, the fragmented approach towards formation and implementation of policy guidelines is a major concern while imparting education to persons with disability. (Limaye, 2016)

This phenomenon has been reflected in the Census 2011 data for PwDs. The statistical data for education levels for persons with disability reveals that the number of PwDs acquiring education is very low. Only 25% of the differently abled are achieving primary education followed by 10% achieving Middle level education. However, the data shows an increase in percentage of PwDs acquiring Secondary education which is 13%. This is quite surprising as the percentage of PwDs achieving secondary education is more than that of Middle Education. Only 5% of the PwD population has qualification of graduation level and above.

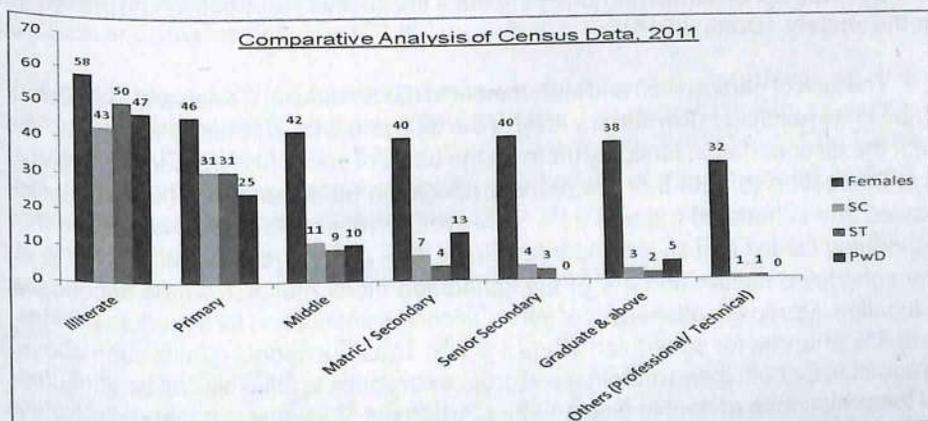
PwD Literacy	
Educational Level	%Persons
Illiterate	47
Primary	25
Middle	10
Matric / Secondary	13
Senior Secondary	0
Graduate & above	5
Others (Professional/Technical)	0

Computed From: (Office of the Registrar General & Census Commissioner, 2011)

It is also observed that variations in literacy rates depend on the type of disability. The literacy rates for Persons with Mental Retardation (4%) and Mental Illness are 4% and 2% respectively which is the lowest among all types of disabilities. Those having locomotor's disability have a higher literacy rate which is at 22%. Followed by locomotor's disability, the Hearing Impaired and the Visually Impaired have an appreciable literacy rate at 20% and 18% respectively. However, persons with multiple disabilities again have a dismal literacy rate of just 5%.

Literacy Levels among Types of Disability	
Type of Disability	Literacy levels (%)
In Seeing	18
In Hearing	20
In Speech	8
In Movement	22
Mental Retardation	4
Mental Illness	2
Any Other	20
Multiple disability	5

Computed From: (Office of the Registrar General & Census Commissioner, 2011)



Computed From: (Office of the Registrar General & Census Commissioner, 2011),

The marginalized sections of the society include women, scheduled castes, scheduled tribes and persons with disability. Due to the discrimination and subjugation they have faced since time immemorial, they have not been able to develop in consonance with the mainstream society. It is seen that in comparison to the mainstream society, these sections of the society have not received the services which are basic in nature. However, within the marginalized, it is seen that women have achieved basic educational levels while persons with disability face difficulty in receiving primary education.

Around 46% of the women achieve primary education with the trend continuing in the middle and secondary education. Though a drop is seen as one proceeds to a higher level of education, women have comparatively better levels of education in comparison to their male counterparts.

However, the status of women is often determined by the double discrimination faced by them at all levels of society. This can be seen from the lens of Intersectionalism which refers to the study of the intersections between different groups of minority. Thus, women, if differently abled, face discrimination based on gender as well as their disability. This adds up to the already low educational attainment of Persons with Disability. The low educational attainment of Persons with Disability has premise in the fact that only 25% of the differently abled complete their primary education. However, the data shows a fall in middle education but again a rise in secondary education bringing the statistics at par. The data for the persons with disability is quite inconsistent in terms of maintaining continuity across education levels as well as data availability. However, it cannot be denied that women with disability face major socio-psychological problems restricting them to home-based activities. Due to the dependency on caretakers, women with disability are restricted to the private sphere which seriously impedes their active participation and presence in the society. (Dutta, 2015)

The lack of participation and involvement of the Scheduled Castes and Scheduled Tribes has resulted in low literacy level of the SCs and STs. This can also be coupled with the discrimination faced by them on the basis of social hierarchy in the society. It is interesting to note that the primary education attainment for both scheduled castes and scheduled tribes is 31%. However, moving on to middle education the scheduled castes and scheduled tribes are at 11% and 9% respectively. Only 7% of the scheduled castes and 4% of the scheduled tribes moves towards secondary education. Moreover, attainment of senior secondary education for scheduled castes is at 4% whereas for scheduled tribes it is 3%. The educational qualification above graduation for both these marginalized groups continues to fall. This can be attributed to the prevalence of double discrimination when the individual is a female and also belongs to any of these categories.

The sharp variation is seen between the percentage of women attaining primary education in comparison to the SCs, STs and PwDs. 46% of women achieve primary education while the education rates for SCs, STs and PwDs stand at 31%, 31% and 25% respectively. This trend continues up to senior secondary education where though the gap between women and rest of categories reduces, but the difference remains immense. While looking at higher levels of education such as above graduation, the difference increases drastically with women at 38% while the other marginalized groups staggering at single digit percentages.

The widespread disparity among the marginalized groups availing education extends to access to job opportunities and public amenities.

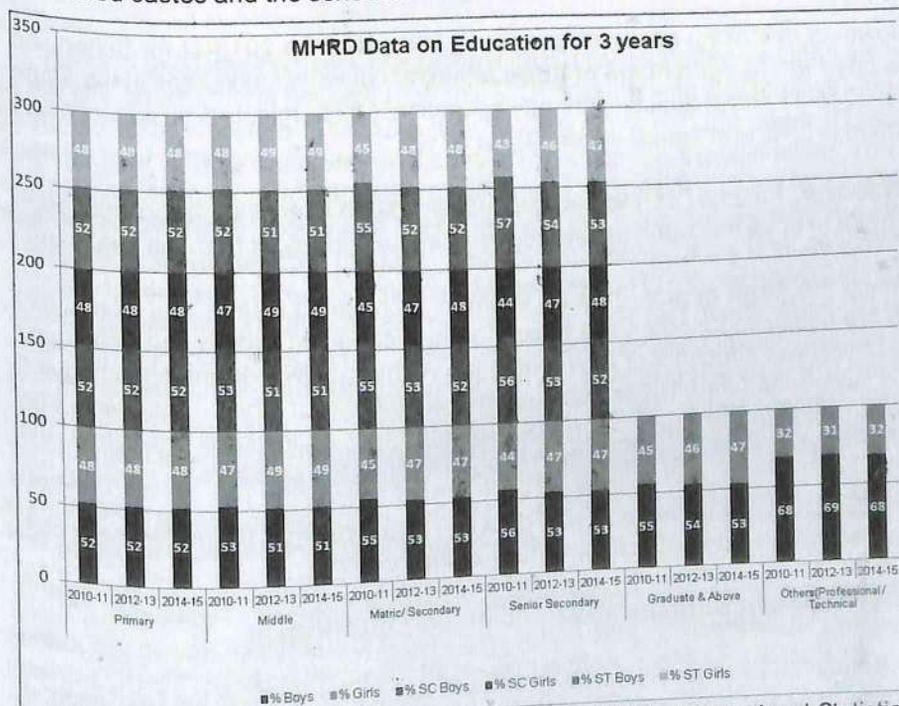
Education in India

Education is seen as a tool for increasing the chances of well-being for an

individual. According to the capability approach by Amartya Sen, economic prosperity is not the only means for enriching the lives of people. Simply enhancing the economic opulence would not always result in pursuit of the really valuable needs.

The capability approach thus views the quality of human life in greater complexity. It relates to the ways of doing and functioning of an individual that contributes to the quality of life of the person. This can be related to the concept of development as freedom which aims towards the removal of poverty as well as the tyranny faced by the marginalized. This freedom is in the form of economic, political, social opportunities and availability of social security. Accordingly, Sen considers education to be intricately connected to development as it is a medium for making the individuals aware of the world they live in, providing them employment which enhances their livelihood opportunities. Sen thus, emphasizes on the intricate connectedness between education and development. (Sen, 1999)

The data of MHRD enables to bring about interpretations on the interconnectedness of education and development. The data of Ministry of Human Resource and Development was taken for 3 years, that is, 2010-11, 2012-13, and 2014-15. The data consisted of statistics of educational attainment by women, scheduled castes and the scheduled tribes.



Computed From: (Educational Statistics at a Glance, 2012), (Educational Statistics at a Glance, 2014), (Educational Statistics at a Glance, 2016)

It is observed that there is a gap between the educational attainments of men and women from the very basic levels up to graduation. However, the gap widens extremely when it comes to other professional and technical courses where boys outnumber the girls. A distinct observation is that the percentage of girls going in for courses above graduation level is less than that of the boys.

When each educational level is analyzed year-wise, consistency is seen from primary up to graduation reflecting low drop-out rates among the girls. However, when seen at a glance, there is an inconsistency in data where the literacy percentage increases when moving from a lower level to the higher. In 2012-13, the percentage of girls increases from 48% in the primary level to 49% in the middle level and then drops to 47% at matric level. Such discrepancies were found at many places in the data.

The other marginalized groups of the society are the scheduled castes and scheduled tribes. In both these groups, the enrollment of girls is less than the boys at all levels of education. Moreover, the educational statistics show that boys getting primary education are at 52% across all three years for the scheduled castes. The same trend is seen among the scheduled tribes where 52% of the boys and 48% of the girls attain primary to senior secondary education level.

However, a striking observation is seen in the data for 2010-11 for Scheduled Tribes boys where percentage of those attaining education increases in the same year. In 2010-11, those attaining primary education is 52%, middle is 52%, secondary education is 55% and senior secondary is 57%.

Moreover, for both scheduled castes and scheduled tribes, the education attainment of boys has been always higher than the girls' right from the beginning.

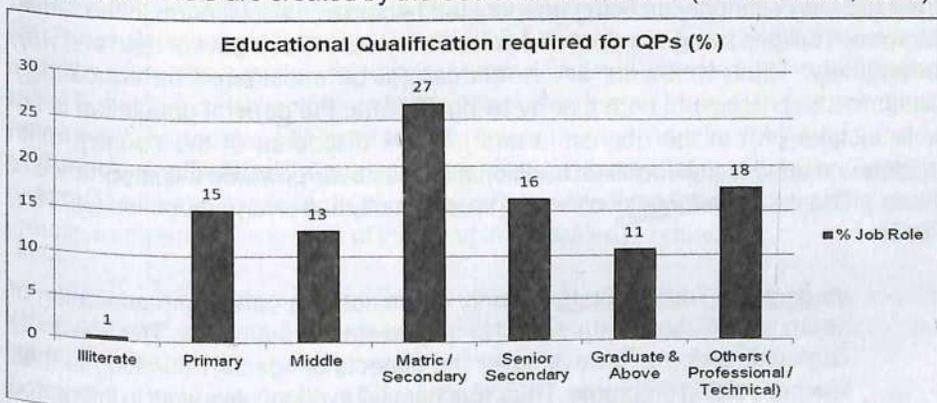
When the three groups, that is, Women, Scheduled Castes and Scheduled Tribes are analyzed together, it is clear that the Scheduled Castes and Scheduled Tribes have lower educational attainment than Women. However, among Scheduled Castes and Scheduled Tribes, educational attainment of women has been low. Moreover, despite the reservation policies and other educational provisions, the enrollment in higher education is extremely low for all the categories.

The observations from the MHRD data can be attributed to the pertaining social, cultural, economic and political dynamics of the country.

Skill Development Courses and Educational Qualification

The National Skill Development initiative is a complex whole of the Qualification Packs based on the National Occupational Standards (NOS). These are standards of performance, knowledge and understanding when carrying out a particular activity

at the workplace. Each of the job roles has the main NOS highlighting the main function followed by other sub-roles. The NOS are driven by the Qualification Packs (QPs) which are aligned to the job role in each industry sector. These are instruction guidelines for creation of curriculum, assessments and proficiency levels expected. The QPs and NOS are created by the Sector Skill Councils. (QP and NOS, 2015)



Computed From: (National Occupational Standards, Model Curriculum and Content, 2017)

National Skill Development Corporation (NSDC) has facilitated for standardization of the skill development courses / job roles/ QPs along with Sector Skill Councils (SSC) driven by industries. There are around 2200 job roles/ QPs under 40 sectors. Each course/ QP has requirement of entry level educational qualification. Through entry qualification is preferable but is requirement for the candidates to acquire the skill better. The data shows that less than 1% job roles require no educational qualification. However, 15% requiring primary education (Class I- V) as minimum eligibility criteria and 13% requiring middle education (VI-IX), whereas 27% of the courses require secondary education (Class X pass or fail) qualification, 16% needs minimum education of Class 12th, that is, senior secondary education. Further, only 11% of the job roles require qualification above graduation and above, 18% job roles require degrees in a professional or technical course. The emphasis of skill development courses are more practical knowledge than the theoretical knowledge. The skill mission with an aim of increasing employability has designed the course curriculum in a way whereby individuals during training get theoretical knowledge as well as hands-on experience about the job role.

The data shows that only less than 1 percent of courses are available for illiterate community of over 28 percent of India's population. Most of the illiterate community includes SC, ST, PwD and Women, those were unfortunately deprived from quality education and had to leave their education. They have been doubly marginalized earlier from school education and now from skill training for better employment opportunity.

Challenges due to Illiteracy

The challenges faced due to illiteracy in India are a cyclic process. The low literacy rates in the current scenario depict a lack of professional development and a high rate of poverty in the future. Thus, inter-generational illiteracy becomes dangerous for a growing economy as being uneducated becomes a social norm in the family. Moreover, despite being literate, individuals are not able to compute or read and write adequately. Thus, these literacy levels cannot be considered as educational attainments. It is also to note that by being illiterate, the general population is not able to take part in the economic and political discourse of the country. With inadequate educational facilities, traditionalism has over-powered the importance of literacy. This results in lower involvement in community and civic participation. (NPTEL, 2013)

1. Inadequate Trained Staff: Majority of the schools catering to education of persons with disability do not have trained special educators. The university curriculums do not always cover the aspects of special education in their teacher training programs. Thus, teachers fail to adequately work in integrated settings.
2. Inadequate Resources: The schools and colleges are not well-equipped in infrastructure especially for the needs of persons with disability. The lack of friendly transport and inaccessible infrastructure reinforces the prejudice and negativity towards persons with disability to be a separate marginalized entity.
3. Language Barrier: Majority of the educational institutions do not know the indigenous language of the scheduled tribes. This creates a communication gap between the teaching as well as the mainstreaming efforts by the society.
4. Cultural Shock: The scheduled tribes and the scheduled castes when entering into urban areas are required to leave their indigenous practices and are compelled to adopt the urban "way of living". Thus, integration of these sections leads to a loss in their economic and cultural base.
5. High Drop-out Rates: Early marriage, economic incapacities and other social and cultural reasons lead to high drop-out rates especially among girls. With low educational achievements, the individuals are not qualified for high paying employments.

(UNESCO, Education for All : Literacy for Life, 2006)

Another facet of illiteracy, which is often not taken into consideration, is the impact on health and well-being of an individual. When illiterate, individuals lack an understanding of the workplace and thus, rate of accidents increase. With lack of understanding of medications, there are high chances of misreading the information about intake, dosage and precautions of consuming medicines, leading to further complications. Thus, the greatest challenge of illiteracy is that a person's ability to

engage in critical thinking reduces drastically and this may hamper the holistic understanding of both, the public and private spheres of living.

Problems being faced due to Illiteracy

Illiteracy and poor education have, in today's time, become major social problems. The cost of being illiterate is seen to affect all dimensions of an individual. Socially, the person does not get to live a basic standard of living and lacks quality in terms of a healthy interactive social circle. Hence, people who are illiterate indulge in undignified social behaviors which lead them to live in isolation further leading to psychological impairment. Moreover, with poor literacy levels, the individual does not indulge in work that is dignified and the work done by them is either poorly paid or goes unpaid. Being illiterate also leads to physical segregation from the intellectual and learned groups, hampering the growth of the mind in a positive direction.

Illiteracy does not only hamper the individual growth but also affects the overall development of a geographical area. The large scale impacts of illiteracy are elaborated below:

- Hindrance in Economic and Social Progress: Education provides an individual with the power to explore new opportunities and pursue their interests. Those who are educated and have expertise, make better decisions which benefit the individual and the growth of the nation simultaneously. Thus, illiteracy on a large scale is hampering the development of the country.
- Poverty: Education empowers the individual with knowledge of skills which can further be applied for employment. A person who does not attend school faces problems in finding a job. The essence of gainful employment is missing as the individual is not well-trained. Without a reasonable source of income, taking care of the family proves to be a burden.
- Child Marriage: A problem that India has been facing since time immemorial. Parents fail to recognize the benefits of education especially for a girl child who is forced into marriage. Early marriage creates a burden not only for the girl but also the family who is more pre-occupied in raising money for dowry payment rather than education.
- Social Crimes: Education enables to cultivate some civic sense and develop behavioral patterns that are socially accepted. Illiteracy is leading to people engaging in unlawful acts in the society due to lack of employment. (Victor, 2016)
- Expansion of the Informal Sector: According to economic theories, wage is often considered a function of age and years of schooling an individual has had. It extends to technical qualifications, vocational training and the social category. With low literacy levels, especially of the marginalized groups, there is increase in wage employment in the informal sectors resulting in neither social nor economic security. This phenomenon is typical of the

manufacturing sector where the wage structure is embedded in the lack of occupational mobility and inadequate on-job training both of which are essential for human capital formation. (UNESCO, Education for All : Global Monitoring Report, 2006)

Inclusion of Low Literate Community in Skill Development

1. Vocationalisation of Education

Vocationalisation of Education requires certain changes in the institutional arrangements wherein the structure would consist of formal schooling as well as post-school programmes of technical and vocational education. Formal schooling would include academic education for children up to the middle level of education.

Technical and vocational education would appear at the secondary and senior secondary levels which could be in the following forms:

- (i) Vocational courses offered within the general stream of secondary or higher secondary education
- (ii) A single comprehensive upper secondary school offering more than one general education stream along with several vocational streams.
- (iii) Separate vocational and technical schools may run alongside the general secondary school after nine years of being educated. (Bhola, 1995)

Vocational Training thus, involves Pre-Vocational Training as well as Continuing Vocational Education. **Pre-Vocational Training** refers to "training arranged primarily to acquaint young people with materials, tools and standards relating to a range of occupations, thereby, preparing them to choose an occupational field or line of training". **Continuing Vocational Education** means "educational training aimed at helping individuals to improve and update their knowledge and skills as well as acquire new skills for a career move and professional development."

Keeping in mind the changing requirements of the technologies and industries, the vocational courses should be demand-driven and need-based. In order to keep pace with the changing technology, the syllabi of vocational subjects should be updated on a regular basis. (Mujumdar, 2012)

2. Functional Literacy Module

The concept of Functional literacy emerged in the 1960-70s where the emphasis was on the impact that literacy had on socio-economic development. At that time, the assumption was that literacy should be taught as a universal set of skills which are employment oriented. It aimed towards moving the community from their "local" positions towards fuller participation in economic, social and political spheres.

The operational definition of Functional Literacy states "*a person is functionally literate when he has acquired the knowledge and skills in reading, writing and calculating which enables him to engage effectively in all those activities in which literacy is normally required for development of self and the community's development.*"

Functional Literacy is a step towards development that emerged in the Third World countries where literacy was integrated with income generation. It also required the discourse of the curriculum being based on non-economic skills. Thus, two streams of teaching were taught including literacy and economic skills. This involved content which was intersecting and converging on topics related to health, population, childcare, safety, food preservation, social forestry, environment, etc. (Bhola, 1995)

In India, the concept of functional literacy is gaining primacy due to the low literacy levels and the high drop-out rates. According to Census 2011, about 26% of the total population is illiterate. Though this number reduced from the previous Census of 2001, people continue to face difficulty in accessing schooling. This is especially for the marginalized groups who face double discrimination due to their long history of social and economic exploitation. Thus, functional literacy acts as a medium for literacy acquisition through experimentation and work-oriented learning.

The National Skill Development initiative, while targeting these marginalized groups, aims to adopt this module. Accordingly, the curriculums of the various job roles of different sectors aim not only towards theoretical understanding of the work area but also provide for compulsory 40 hours of training in employability and entrepreneurship skills. The employability and entrepreneurship skills curriculum mainly includes the following:

- Identify personal strengths and value systems: This includes safe work habits, achievement motivation, time management, stress management and anger management.
- Recall important tenets of digital literacy: This includes basics of computer terminology and operating both hardware and software.
- Discuss essential matters pertaining to money: It includes knowledge of operating bank accounts, managing finances and investment options.
- Illustrate basics of entrepreneurship and identify new business opportunities: This involves skills such as leadership, effective listening, business ethics, working in the ecosystem and becoming resilient entrepreneurs. (NSDC, Model Curriculum : Employability and Entrepreneurship Skills, 2017)

Thus, by following the Functional Literacy Module, the aim is towards bridging the gap between illiteracy and the skilling ecosystem. When candidates will be trained in a particular employment profile, clubbed with basic functional knowledge of workplace, there will be greater chances of employment contributing, thus towards economic growth.

3. Linking Skills with Cultures

Functional Literacy is often considered to be known by the name of Work-Place Literacy. However, **functional literacy** starts with literacy and then incorporates functional skills for higher productivity. **Work-place literacy** starts with a pre-occupation with productivity. Further, it moves towards literacy that focuses upon increasing productivity of the workplace rather than just the individual.

Thus, individuals in the same institutional arrangement may belong to diverse linguistic-cultural and educational backgrounds. To make the workplace literacy programme a success, there is a need to accommodate multiple levels of literacy to meet the varied needs of different worker groups. (Bhola, 1995)

Moreover, India is known for its traditionalism and the diverse culture it professes. The minority communities are famous for their traditional skills in art and craft. However, due to the competitive markets and deteriorating socio-economic conditions, this treasure is not well recognized. It is thus required that these arts should be conserved and appreciate the fact that these small-scale industries are the backbone of not only the market economy but also entrepreneurship.

To preserve this market economy the following steps are being taken by the Ministry which need reinforcement:

- (i) Research in the field of traditional arts/crafts
 - (ii) Innovations in traditional arts/crafts to match them with market demand
 - (iii) Dignity of Labor for traditional craftsmen and artisans
 - (iv) Increasing sustainability of traditional practices.
- (USTTAD-Upgrading the Skills and Training in Traditional Arts Crafts Development, 2015)

4. Accessible Skill Centers

India is known for its large geographical territory with a difficult terrain and varying socio-economic conditions. This makes the implementation of standardized, skill-based instructions to all social groups a challenge. This large geographical expanse consists of villages, towns, cities and districts with variations in social, cultural and economic milieu. This contributes towards widespread disparity in industrial development due to lack of accessibility to these industries as well as little skilled workforce. To address this challenge, the following steps can be taken into account:

- Focus on the informal sector to reach out to people for livelihood promotion especially through Non-Governmental Organizations locally.
- Greater interaction between industry, academia and skill providers to narrow the gap between the demand and supply of skilled manpower through creation of skill centers at the local village levels.

- Large corporate houses can engage for training programmes for youth in rural areas, towns and cities which would widen the reach of providing industrial skills and provide for immediate return to the society. (John, 2017)

5. Skill Development Initiative

The Ministry of Skill Development & Entrepreneurship was created in 2014 to drive the skill training initiatives and combine quality with speed. The Ministry of Skill Development has launched the Skill India Mission which focuses on mobilizing a large number of Indian youth for skill training so as to make them employable and earn a living. The institutional mechanism for implementation is a complex structure of the Ministry which acts as the functional arm. This is the implementation agency for the skill development efforts. It was established in 2009 with a motive of promoting private sector participation via innovative funding models. It also provides support to the Sector Skill Councils (SSCs). It collaborates with the Central & State Government, International Organizations, Industry, NGOs for multi-level engagements. Thus NSDC, as an implementing agency, performs three main functions namely

- Funding & Incentivizing: It involves providing financial incentives to selected private sectors, part of the skill development initiative, so as to improve their financial viability. Over the time, the aim is to create strong viable business models which are sustainable and provide growth at exponential levels.
- Enabling Support Services: The support services refer to the curriculum, faculty, training, quality assurance and student placement mechanisms among others. These are further extending towards standards and accreditation systems in partnership with industry associations.
- Shaping / Creating: One of the prime aims of NSDC is to identify critical skill groups, develop models of skill development and attract potential partners from private sector to support these initiatives. Thus, it proactively provides momentum for large scale participation of stakeholders in its wide and complex ecosystem. (Pandya, 2016)

Currently, NSDC aims towards up scaling the skilling initiative exponentially. This is done through promotion of large, quality and for-profit vocational institutes. It acts as a catalyst in skill development by funding enterprises, companies and organizations as part of this initiative. By focusing on several sectors at a time, it aims towards understanding and increasing the viability of attraction towards private investment. (NSDC, About Us, 2017)

The Skill Development Initiative continues to focus on the standardization of courses so as to increase the employability scope for persons with disability. It is to create an open/flexible system allowing individuals to accumulate knowledge & skills and convert them into higher diplomas and degrees through assessment & certification. It will support lifelong learning and continuous up gradation of skills to even international standards. This would also facilitate adaption to the fast-changing skills in the labor

market. It also focuses on implementation of a standard being followed for training of the trainers so that they impart knowledge in a uniform manner.

6. Promotion of Self-Help Groups

The emergence of Micro-financing in India has enhanced the potential of increment in employment opportunities especially for women in rural areas. In today's time, women self-help groups are considered to be synonymous to rural employment. Due to the low educational levels, women are engaged in domestic work and agriculture. SHGs can be a source of sustainable development for women where they can be trained and skilled in the activities they engage in so as to bring them at par with the economic market. Training Centers can be made accessible to the women so that they can engage in the skill development programme. Moreover, women would have the benefit of also being trained in non-agricultural activity which will provide a boost to their existing income levels. With enhanced training in the local economic activities followed by these SHGs, there can be an up-scaling of the skills of women leading to economic empowerment. (Sharma, 2017)

An example of the education initiative of the government is the Jan Shikshan Sansthan (JSS) launched in 1967 which focuses on the poor, illiterates and the less-privileged. In addition to these, the major focus of the initiative is on school drop-outs. Women have a high dropout rate due to social and economic reasons. Thus, the Jan Shikshan Sansthas are unique in nature for women to enroll so as to translate their traditional skills into products that are market driven. The JSS do not only aim to provide skill training but also aim to link literacy with vocational training. The work done by them is not in isolation but is in tandem with other stakeholders in the society. The organization stands by its motto to shape its beneficiaries into self-reliant employees and entrepreneurs. (Adult Education, 2016)

7. Promoting Entrepreneurship Activities

Entrepreneurship is considered to be the driving force for any growing economy. Entrepreneurs are persons who exhibit traits of being ambitious, practical, goal-oriented and creative, recognizing the opportunity of an unmet need and take the risk of achieving it. By developing on the capacities, an entrepreneur manages productivity and seeks out new markets. In India, agriculture forms the livelihood option for a large population in the rural areas rich in raw materials. However, due to harvest losses and low economic value of agriculture, rural poverty is at an all-time high. Moreover, urban areas being centralized areas of production, lead to unbalanced development, thus maintaining the cycle of poverty.

Entrepreneurship as an economic activity creates utilities and generation of employment with the establishment of enterprises related to agricultural raw material in the rural areas itself. This would not only reverse the migration process but also bring down the costs of transportation and energy.

With the advent of nuclear families and women engaged in economic activities outside the household, food processing is considered a viable option in the rural areas. Rural entrepreneurship is considered to be a means to improve the living standards of rural people. An integral part of rural entrepreneurship is women entrepreneurship which aims to free women from the under-productive tasks.

This aims at promoting micro and small-scale enterprises in which women are involved. Developing of skills, especially of women, would enable to replace the conventional vocational courses with newly emerged technological courses. (Sharma, 2017)

8. Conclusion

The marginalized groups have suffered deprivation in all walks of life in general and education in particular. Despite the regulations and legal frameworks prevalent in the country, efforts to provide equal opportunity and inclusion are far from expectation. Their concerns are often overlooked and disregarded. It thus becomes important to recognize the role education plays in countering the disadvantages faced due to the social, economic and political stigmatization. Here, mainstreaming is considered to be the sole process to integrate the marginalized so as to bring them at par with society. Provision of incentives, skill development and vocational training with a focus on functionalizing education would facilitate building up of confidence of the marginalized of becoming independent and contribute towards economic growth. The illiterate community, over quarter of India's population (28 percent) representing marginalized communities like SC, ST, PwD, Women, who have been deprived off quality education and suffer from secure livelihood. Skill Development is promoted for providing livelihood. However, they are double affected as most of skill development courses need entry level education qualification. Skill Through an affirmative action, there will be an enhancement of quality of life bringing about a positive social change for these groups. Hence, functional literacy module as preparatory course for skill development program, initiating customized skill development program, accessible training delivery mechanism, income generation activities through Self-Help Groups and government schemes, would be very helpful for reducing their drudgery and supplementing their income. This will help empowerment of these marginalized communities and contribute for the development of the country.

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Relationship between Poverty and Health - An Analysis

Virendra Kumar

Health is a basic human need of all people and health promotion forms an intrinsic part of health care. Health care is an important determinant of health means avoiding or slowing the course of a disease which is essential for a good quality of life. The determinants of health were revived after the 1986 Ottawa Charter of Health Promotions. Despite such a forceful charter the approach to health determinants remains extremely individualized and a structural orientation was missing in policy prescriptions in developing and developed countries (Raphael, 2006:651-77). However, in recent years the basic human needs are being centre in public health policy and it is now accepted that poverty, quality of life, employment, working and living conditions influence health and will have no impact on improving health status unless the larger structural issues which sustain inequality are addressed. Investment in human capital leads to healthy people who are in a better position to contribute to the growth of the economy through its employability, creativity and productivity.

India has also had a remarkable economic growth over the period, and as a result there has been a significant decline in poverty. But this economic growth and decline of income poverty have not been adequately reflected in the lives of the poor, particularly in the health; health inequities have persisted within populations, despite improvement in aggregate national health indicators. Poverty forces people to live in without decent shelter, clean water or adequate sanitation that make them ill-health and denies people access to reliable health services, affordable medicines, and routine vaccinations, which in turn leaves people vulnerable to disease or health problem. In India have one of the world's largest number of people those live below the poverty line, as well as the largest number of population suffering from malnutrition and other health problems. This has been happening since the growth in our economy has not been uniform. It has been accompanied by great regional and social inequalities with persistence of poverty.

However, the inequities in access to health services are mainly responsible due to weakening of public health services (in terms of availability, accessibility, and quality) and increasing privatization of health care services. The private sector is generally assumed to be more efficient and quality conscious. It is also assumed that private sector hospitals have highly qualified and better-trained doctors with staff possessing good technical skills. Here question arise, is private health care system really providing good quality of health care. If answer is yes, then questions come,

poor people can avail these facilities due to high cost? This question arises because there is a huge presence and significant share of the private health care delivery system in the total health care scenario in India and it is an important factor to achieve the nation's health goals. It is also important because World Health Organization (WHO) believe; quality of health care is to be safe and affordable to the society (Roemer and Montoya-Aguilar, 1988: 54)." But the high cost of inpatient treatment in the private sector raises the question of affordability and also equity. On an average, it is much higher compared to treatment in government hospitals. According to NSSO 60th round, in 2004, the average medical expenditure on account of hospitalization in rural areas was Rs. 3,238 in government hospitals and Rs 7,408 in private hospitals. The related figures for urban areas were Rs. 3,877 and 11,553, respectively (Planning Commission, 2008: 69).

Therefore, the purpose of this paper is to examine how poverty is linked to poor health and poor health how influences poverty? This paper focuses upon the role of socio-economic inequality that plays role both in creating poverty and weakening of the health system in India. It may be noted that there is a huge gap between policy and practice. Therefore, those people who live in poverty need specific attention devoted to health care.

Poverty: Definition and Concept

How can be conceptualizing poverty is a difficult issue because there is no single and correct definition. However, any definition has to be understood in relation to particular context. The World Bank defines poverty as "the inability to attain a minimal standard of living" (World Bank, 1990:26). However, UNDP defines poverty as multi-dimensional involving three perspectives: (1) Income perspective- "A person is poor, if and only if, her income level is below the defined poverty line" (UNDP, 1997: 16). (2) Basic needs perspective-"Poverty is deprivation of material requirements for minimally acceptable fulfilment of human needs, including food, health, education and essential services, employment and participation" (UNDP, 1997: 16). (3) Capability perspective- "Poverty represents the absence of some basic capabilities to function. The functioning's relevant to this analysis can vary from physical ones (being well-nourished, adequately clothed and sheltered, avoiding preventable morbidity) to more complex social achievements such as partaking in the life of the community" (UNDP, 1997: 16).

Above definitions show that poverty is essentially the non fulfillment of certain basic needs and the threshold of such needs consists of being able to meet minimum nutritional, clothing and shelter requirements, escape avoidable morbidity, and be literate. However, most of the poverty discussions in India are based on nutritional norm. In this sense, poverty is pegged to a nutritional norm. It is based on the view that it is possible to have a nutritional norm such that the probability of a person being undernourished at that nutritional is minimum. In this norm apply the known nutritional contents of different foods and work out the expenditure required. This is

calling a poverty line by the economists. Poverty estimates in India are based on surveys on consumer expenditure conducted by the National Sample Survey Organization (NSSO). This concept of poverty is based on absolute norms for living (measured in terms of consumption expenditure) laid down to specify minimum standard and all such people whose consumption expenditure is found to be below this standard are classified as poor. This concept is directly related to the minimum level of consumption.

Health: Definition and Concept

The Ottawa Charter for Health Promotion (WHO, 1986) identifies prerequisites for health as shelter, education, food, income, ecosystem, social justice and equity. World Health Organisation (WHO) defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1986). All the country in the world including India follows the above definition in concern of health.

Poverty in India

The Headcount Index used to measure poverty, which indicates the percentage of a population that lives below the poverty line. The Head count ratio (HCR) is the proportion of a population that exists, or lives, below the poverty line. The Poverty headcount ratio at national poverty line (percentage of population) in India was last reported at 21.9% in 2011-12 by Planning Commission of India. The World Bank has set this line at per day incomes/per household below US\$1.25 per day. Since the 1980s India has demonstrated a significant improvement within this Index. Between 1981 and 2005 the percentage of people living below the poverty line dropped from 59.8 percent to 41.6 percent. If the poverty line is set at US\$2, the percentage of the population below poverty line will drastically reduce but the percentage based on these criteria of US \$ 2 has decreased a little from 86.6 percent to 75.6 percent (Ravallion, 2009: 31). Poverty has declined, but income disparity has increased in India. India's Gini coefficient increased from 31 in 1990 to 37 in 2007, which shows increase in income disparity within a relatively short period of time (UNDP, 2009). One study cited in Baherjee (2008) opines that most states in India particular concern of food are extremely poor. A study by Patnaik (2007) cited in Ghosh (2010) point to declining per capita calorie consumption, not only among the entire population, but also among the bottom quartiles, for which consumption was already very inadequate by international standards.

Major Health Concerns in India

The country's progress is measured by the quality of human development which indicates the progress made in the areas of long and healthy life, knowledge and a decent standard of living of each individual. These indicators are measured in the

report of Human Development Index by United Nations Development Programme. Though, India is improving in many of the areas, but as per Global 2016 Human Development Report it has been placed at 131 out of 187 countries (HDR, 2016). In term of long and healthy life India's performance is also not good. As per Global Healthcare 2015 report by World Health Organization; India's healthcare system has been placed 154 out of 195 countries. At the same time among the neighbors country India lags behind Sri Lanka and China who placed 73 and 82 respectively. In some broad measures of health outcomes, the India's performance also has been not improving. Anaemia is a good indicator of nutritional deprivation but it is reported that among 12-23 months aged children 79.2 per cent and 56.2 per cent of married women between 15 and 59 years were found to be anemic (Ghosh, 2010:18). The proportion of under-weight children below 3 year declined from 43% in 1998-99 to 40% in 2005-06 (MDGs India, 2015:5-6). The proportion of underweight children below the age of five years in 2005-06 is 45.6 per cent in rural India and 32.7 per cent in urban India which indicates still more than one-third of the rural population is underweight. Despite a decline, chilled and maternal malnutrition remains the single largest risk factor, contributing to 15 per cent of the disease burden in 2016 (Reddy, 2017:15). Maternal neonatal and nutritional diseases contributed to 61 per cent of India's disease burden in 1990. This dropped to 33 per cent in 2016. But the share of non-communicable diseases in the disease burden increased from 30 per cent in 1990 to 55 per cent in 2016 (Reddy, 2017:15). The under- five year mortality rate in India for the year 2010, stands at 59 and it varies from 66 in rural areas to 38 in Urban areas. The Maternal Mortality Rate status at all India level was at 167 in 2011-13. While the medical assistance at birth is critical maternal and child care indicator and linked to child Survival but Government of India and UNICEF surveys (2009) shows that only 76.2% percentage of births were attended by skilled health personnel in 2009. Although, according to Sample Registration System (SRS) 2013, shows that, the percentage of live births attended by skilled health personnel (Government hospitals, Private hospital, qualified professional) was 87.1% in 2013 (MDGs India, 2015:7). As per Sample Registration System (SRS) 2013, the Infant Mortality Rate was at 40 per 1,000 live births. While immunization of children primarily attributed for improvement child survival in the 1980s. But still the proportion of one year old children immunized against measles only at 74% in 2009 (MDGs India, 2015:7). In 2005-06 only 58 per cent of urban children and 39 per cent of rural children had received all the necessary vaccinations, which was almost the same as in previous years 1997-1998. The improvement in the under-five mortality rate is slow in India and it accounts for about one-fifth of the global under-five mortality rate (You et al., 2009).

Whereas, inadequate and the lack of clean water are an acute deprivation and cause of ill-health for poor people. But according to government of India during 2012, at all India level, 87.8% households had access to improved source of drinking water while 86.9% households in rural and 90.1% households in urban area had access to improved source of drinking water. Sanitation problems are acute in rural areas; it's causing all types of diseases and affecting the people but the NSS 2012 shows that

59.4% and 8.8% households in rural India and urban India respectively had no access to sanitation (MDGs India, 2015:9).

Health Care Pictures in India: Utilization of Preventive and Curative Services

The health care pictures in India are very poor in term of both quantitatively and qualitatively. As per available data, urban areas have only 4.48 hospitals, 6.16 dispensaries and 308 beds per one lakh of urban population and these figures are far from adequate by any acceptable standard but seem to be much better than the corresponding figures for rural areas. For the rural areas the situation is much worse with 0.77 hospitals, 1.37 dispensaries, 3.2 PHCs and just 44 beds per one lakh of (rural) population (Duggal, 2002). The progress in health sector after Independence has been slowing down in many respects. For instance, number of beds per lakh of population, which had increased from 32 in 1951 to 83 in 1982, was only 93 in 1998. Similarly the number of doctors per lakh of population increased from 17 in 1951 to 47 in 1991, but stood at 52 in 1998. While the systems of medical care in India is one of the most privatized systems anywhere in the world. In 1997, an estimated 68 % of the hospitals, 56 % of dispensaries, 37 % of beds and 75 % of the allopathic doctors were in the private sector (Duggal, 2002).

A consequence of shifting in approach towards filling up the existing gaps in health sectors has been emerging the process of privatization and deregulation of the health sector, that had become evident in the 1980s, got accelerated significantly during the 1990s. The Government of India offers many benefits such as subsidized or free land, low-interest loans, and reduced import duties and tax concessions for medical research to corporate hospitals (Chakraborty, 2003). The National Health Policy, 2002, seeks to increase the coverage of health services by encouraging private investments (MoHFW, 2002). The government policies with a weak government's health care delivery system and poor quality of care were a major contributing factor to the growth of the private health care system. Therefore, health care has emerged as an industry. Local and multinational companies have come forward to set up super-specialty hospitals in urban areas.

The private health care system in India has grown vastly over the years and is well established and flourishing. While at the time of Independence, the private health sector accounted for only 5 to 10 per cent of total patient care. In the 1990s, a number of corporate hospitals sprung up on land allotted to them by the Central and State Government in prime urban locations, in exchange for their promise to provide a reasonable proportion of their services free to the poor (Baru, 1999). The National Rural Health Mission (NRHM) envisages the participation of the private sector to ensure that the states make full use of the health care providers available in remote areas, and to also encourage better utilization of publicly owned health facilities (MoHFW, 2005: 79). However, there is increasing evidence of non-fulfillment of such promises by major private hospitals, and yet such policies have been pursued

vigorously. In 2004, the share of private sector in total hospitalized treatment was estimated at 58.3 per cent in rural areas and 61.8 per cent in urban areas. In the case of non hospitalized treatment, government sources account for only 22 per cent in rural areas and 19 per cent in urban areas (Planning Commission, 2008: 68-69). National Family Health Survey (NFHS) III data also confirms that 70 per cent households in urban and 63 per cent households in rural areas primary source of health care is the private medical sector. Private Doctors and clinics are the main source of care in the private sector, catering to 46 per cent of the urban and 36 per cent of the rural households (IIPS and Macro International, 2007: 436). Narayana (2003) argues that in Andhra Pradesh, the private sector has outgrown the public sector through the direct and indirect support of the state government. Private hospitals are replacing rather than complementing public hospitals by weaning away resources from government hospitals. For instance, under the Rajiv Gandhi Arogyasri scheme implemented by the Andhra Pradesh government, about Rs. 800 crore went to private hospitals; and each of the 768 private obstetricians who participated in the Chiranjivi scheme of the Gujarat government earned on an average Rs. 10 lakh (CII and HOSMAC, 2011: 36-39).

However, health care services in India are expanding but the poor are still either forced to avail overcrowded and poor public facilities. India has not concrete vision about public health for poor people. There has been no systematic planning and practices for sustained health care in rural India. As Dasgupta (2005) argue, "in India there is strong capacity for dealing with (disease) outbreaks when they occur, but not to prevent them from occurring." This existing situation in rural areas is not good in terms of preventive health care as the curative services are mostly located in urban areas where super specialties hospitals are situated. Curative care facilities are almost not available in rural areas and who live with poverty can't access such super specialties hospitals due to high cost. It is entirely connected with the diverting public funds in big urban hospitals and away from effective and widespread health services in the rural areas. India still not moved into the impressive basic public health coverage systems in rural areas.

Apart from funding and expenditures, many other constraints have in utilization of preventive and curative services such as infrastructural, human resource, and drug supplies in the public health. The behavior of public health personnel in terms of interactive quality is also of serious concern that influences poor people. For instance, Dana Majhi, a poor tribal man had taken his wife Amangdei to the Kalahandi district hospital for treatment of tuberculosis, where Amangdei died. But the hospital could not arrange an ambulance to transport her body back to the village. Finally, Majhi carried her corpse on his shoulder for 16 kilometers. While in February 2016; the State had started the Mahaprayana scheme to move corpses for free. However, the Chief Medical Officer of the district gave a clean chit to the hospital and blamed Majhi for the incident (Indian Express, August, 25, 2016). Other incidents happened in one of the government hospital in Ranchi where Palmati Devi was served food on

the floor. She was initially denied food as she did not have utensils. On her insistence, she was served food on the floor (Huffington Post, September, 23, 2017). One another incident happened on May 2, at Etawah in Uttar Pradesh where a labourer was forced to carry the body of his 15 year old son on his shoulders as no government mortuary van could be arranged (Indian Express, September 2, 2017). All these incidents are not only simple outcomes of medical negligence; it exhibit interactive quality of health personnel towards poor people in public health sector. It also shows about the responsiveness of our health care system, or the lack of it. The patients are reduced to mere cases, rather than being treated as human beings entitled to basic medical care and facilities.

These institutional weaknesses in public health services get reflected everywhere in the utilization of health care. But the inequities are sharp with respect to urban-rural and between the most deprived social groups and wealth quintiles. These inequities can be seen by the availability, and more importantly, by the accessibility and quality of services provided. The studies of Rani et al. (2007) have revealed that the quality of preventive services is a complex outcome between the availability of personnel, supplies, clinical competence, and behavior of health providers.

How Poverty linked to health

The prerequisites for health are food, shelter, ecosystem, income, and social justice; which are closely associated with living conditions. Poverty can affect the prerequisites for health, such as shelter, food, and warmth. It is a key factor underlying whether these determinants of health can be attained. Health differences were seen in the incidence of illness, well-being, and educational achievement. In fact, poor people showed higher incidences of any health-related problem, however defined. From time immemorial it is known that poor social status is a major determinant of disease and reduces longevity. In the Indian context the Charaka Samhita recognized that community structure and functioning was an important cause of disease in an individual. The association of individual illness causing community disturbances and poverty and vice versa was noted (Valiathan, 2003). When the level of analysis is shifted to the societal level from the individual, the poverty and health relationship can be considered in terms of societal structures and public policy rather than as problems of individual health status and coping. Studies by Shaw, Dorling, Gordon, & Davey Smith (1999) defined the parameters of how poverty influences health. The studies explicate socio-economic differences in health in terms of how "the social structure is characterized by a finely graded scale of advantage and disadvantage, with individuals differing in terms of the length and level of their exposure to a particular factor and in terms of the number of factors to which they are exposed" (Shaw, Dorling, Gordon, & Davey Smith, 1999:102). Further these studies suggest "Poverty can be reduced by only raising the standards of living of poor people through increasing their incomes and simultaneous would reduce inequalities in health" (Ibid, 1999:169).

Poverty can create stress and anxiety which can damage people's health; and peoples' choices against desirable changes in behavior (Benzeval, Judge, & Whitehead, 1995: xxi). People those who live with poverty are likely to suffer most from stress, with economic deprivation being a likely cause. This argument have also been linked to health and behavior outcomes, whereby it is argued that poverty leads to families experiencing stress, with fewer resources with less social support and so on to help cope with these stress. The impact of such stress may lead directly to poorer physical health outcomes or emotional and behavioral outcomes (Herd et al., 2007). Poverty cannot be defined only in terms of having enough material resources to merely survive, but rather having enough resources to participate in society in a meaningful way. As Peter Townsend opines, "People are deprived if they cannot obtain sufficiently, the conditions of life that is the diets, amenities, standards and services; which allow them to play the roles, participate in the relationships and follow the customary behavior which is expected of them by virtue of their membership in society. If they lack or are denied the incomes, or more exactly the resources, including income and assets or goods in kind, to obtain access to these conditions of life they can be defined to be in poverty" (Townsend, 1993:36). People with low incomes may be more likely to adopt behaviors with a negative impact on health such as smoking and high alcohol consumption (Adler and Stewart, 2010; Cerdá et al., 2011). Income is usually found to be associated with health, whether a higher income causes a decrease in the risk of poor health (Kawachi et al., 2010). Income and its consumption may act as markers of status and through comparison with others in society people can feel inferior to those regard as having higher status. It is argued that such feelings of inferiority due to status may lead to stress and hence poor health (Wilkinson and Pickett, 2007). Further, any association between income and health may be due to other confounding factors that are related to both income and health. For instance, income is associated with education, which itself may be an important correlate of health. Failure to account for differences in education across the income scale may then overstate the income-health relationship.

However, the well-off in economically unequal have also greater rates of health problems than the well-off in relatively equal societies. This argument has been published in the British Medical Journal, "What matters in determining mortality and health in a society is less than the overall wealth of that society and more how evenly wealth is distributed. The more equally wealth is distributed the better the health of that society" (British Medical Journal, 1996:312). The societies that are economically unequal have higher levels of health problems because societies with greater economic inequality begin to disintegrate and in last decreased social cohesion and increased individual malaise that are precursors of increased illness. Kawachi and Kennedy (1997) also believe that economic inequality contributes to the deteriorating of the degree of social cohesion or people's commitment to society. Furthermore, Suhrcke and Stuckler, (2012) argue, there may be an inequalities impact on health because recessions may impact lower socio-economic groups the most (Suhrcke and Stuckler, 2012). Studies by Townsend, Davidson, & Whitehead (1992)

suggested how those in the lowest employment groups showed suffering from a wide range of diseases at every stage of the life. It is argued that more equality may have benefits for the health in society and thus reduce health inequalities by reducing social comparisons of status and increasing overall social cohesion (Wilkinson and Pickett, 2010). Equality is also concerned within healthcare systems that there is still inequality of access, provision and outcomes by socio-economic group for those with the same level of need; the best off possibly benefiting more (Dixon et al., 2007). Further, these studies suggest that the most consistent evidence of inequity is found in specialist healthcare (Ibid, 2007). Therefore, health is strongly determined by socio-economic position and it has been known that access to healthcare can be reduced for some people with lower socio-economic position due to factors such as transportation availability and cost, scheduling flexibility, and sense of self-efficacy and control (Adler and Stewart 2010:12). With greater access to money can enable peoples to expensive medications to manage health or prevent the onset of additional chronic conditions, and give more opportunity to modify.

Now with the available evidence are that poverty leads to health problems. While poverty as a determinant of health; the role that government policies play in creating poverty and its impact upon health have been, for the most part, isolated from health sector discourse and practice.

Conclusion

The linkages between poverty and health show that poverty is a complex issue which needs to be addressed with a multi-dimensional paradigm. However, health is crucial for Sustainable Human Development, both as a human right and to the economic growth of society. It is a good measure of the progress and contributes to development through productive employment, reduced expenditure on illness care and greater social cohesion. Aspirations for economic growth cannot be achieved without a healthy and productive population. By promoting health care, the benefits of development extend across the country. It would be capable of addressing health challenges, environmental sustainability and reduce poverty. Improving the health of the poor must become a priority not only through public health but also through private health sector because inequalities in health and well-being can be traced back to socio-economic inequalities, that is to the unpleasant living conditions which marginalize a large number of people, not only limiting their access to essential goods, but depriving them as well of any meaningful role in social life. Health care coverage must ensure equitable access to affordable, accountable, appropriate health services of assured quality to all people. This should include both preventive and curative in public health. It must be supported by policies and services addressing the wider determinants of health for people who live in poverty.

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In the present context of India
Role of Adult Education vis-a-vis Humanism

Arabinda Bhattacharya

National Assessment of Adult literacy (NAAL) defines adult literacy as both task-based and skills-based. The **task-based definition of literacy**, used in both the 1992 and 2003 assessments, focuses on the everyday literacy tasks an adult can and cannot perform.

The 2003 NAAL adds a complementary **skills-based definition of literacy** that focuses on the knowledge and skills an adult must possess in order to perform these tasks. These skills range from basic, word-level skills (such as recognizing words) to higher level skills (such as drawing appropriate inferences from continuous text). New information provided by the 2003 NAAL is intended to improve understanding of the skill differences between adults who are able to perform relatively challenging literacy tasks and those who are not. (NCES 2005-531).

Importance of Adult literacy should be understood from the broad socio-economic and political aspect of the society. Adult literacy can have significant impact on the society in regard to ensuring an ideal society. It helps to raise the literacy level of the rest of the society members. It enthuses the society members to raise the voice against any injustice in the society. It makes the members understand how the members can exert their power in order to have access to different benefits sanctioned by the rule of law. Adult literacy can also motivate the members to contribute their share for the development of the society they are concerned with.

This paper is divided into four parts. In the first part, we have discussed the status of Adult literacy in India. The second part is concerned with Humanistic Education and various attributes associated with it. In the third part, there has been an attempt to characterize empirically the present status of India from socio-economic and political point of view. At the end attempt has been made to suggest a model connecting adult literacy, humanistic education and the present context of India with some research objectives which could be taken up in order to have a clear understanding of the reality.

Adult Literacy

Adult literacy movement has gained momentum through the years. Time series data on Adult literacy rate in India is shown in the following table.

Table: Adult literacy

Year	Literacy rate among the population aged								
	15 years and older			15 - 24 years			65 years and older		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1981	54.84	25.68	40.76	66.31	40.32	53.78	34.58	7.79	21.45
1991	61.64 (1.18)	33.73 (2.76)	48.22 (1.69)	73.51 (1.04)	49.35 (2.04)	61.90 (1.42)	41.22 (1.77)	12.47 (4.82)	27.26 (2.43)
2001	73.41 (1.76)	47.84 (3.56)	61.01 (2.38)	84.19 (1.37)	67.75 (3.22)	76.43 (2.13)	52.03 (2.36)	19.65 (4.65)	35.59 (2.70)
2006	75.19	50.82	62.75	88.41	74.36	81.13	51.51	18.30	35.22
2011	78.88 (0.72)	59.28 (2.17)	69.30 (1.28)	90.04 (0.67)	81.85 (1.91)	86.14 (1.20)	57.18 (0.95)	26.70 (3.11)	41.60 (1.57)
Growth rate during the period 1981-2011(%)	1.22	2.83	1.78	1.02	2.39	1.58	1.69	4.19	2.23

Source: Unesco Institute for Statistics

- Figures in the bracket indicate the growth rate during the last decade (calculated by the author)

The above table indicates very interesting phenomena. It can be seen that the adult male literacy is always much ahead of their female counterpart. This seems to be very obvious phenomenon. But it is very surprising to note that literacy growth rate for adult female is always higher than that for adult male. Though adult female literacy is lower than that of adult male literacy, adult female is moving at a faster rate in respect of literacy. For example, growth rate for adult male literacy and that for adult female literacy are 1.69% and 4.19% respectively for the population aged 65 years and older during the period 1981-2011. This phenomenon is also true for other segments, i.e. population aged 15 years and older and population aged 15 – 24 years.

The second interesting feature is that the growth rate is higher in the segment of population aged 65 years and older in comparison to other two segments. This phenomenon does not have any gender bias. More specifically, this holds good for both adult male and female. This shows that people having age 65 years and above are more concerned with literacy.

To summarize the above, elderly people are very much concerned with literacy and of the two groups, i.e. adult male and adult female, it is the adult female who are more pro-active in regard to adult literacy.

Humanistic Education

Humanism is a psychological perspective that emphasizes the study of the whole person. Humanistic psychologists look at human behavior not only through the eyes of the observer, but through the eyes of the person doing the behaving.

Humanistic Education is a concept, important objectives of which include developing learner's self-esteem, their ability to set and achieve appropriate goals, and their development toward full autonomy.

There are some concepts like teaching approach, form of education, learning theory and objectives of education which are associated with Humanistic Education. In fact all these attributes together define the ideal structure of Humanistic education in the context of adult literacy.

a) Teaching Approach

There are broadly three teaching approaches and they are - i) Pedagogy; ii) Andragogy; iii) Heutagogy

Pedagogy is a child-focused teaching approach, whereas Andragogy is an adult-focused teaching approach. Initially defined as, "the art and science of helping adults learn," Andragogy has come to be understood as an alternative to Pedagogy; a learner-focused approach for people of all ages. Pedagogy can also be thought of as "teacher-centered or directive" learning, and Andragogy as "learner-centered/directed."

Malcolm Shepherd Knowles (1913 – 1997) was an American educator well known for the use of the term Andragogy as synonymous to Adult Education. According to Malcolm Knowles, Andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning.

In the context of andragogy, there are six assumptions, as framed by Malcolm Knowles, are 1) self-concept, 2) experience, 3) readiness to learn depends on need, 4) problem centered focus, 5) internal motivation, and 6) adults need to know why they need to know something

Heutagogy is the study of self-determined learning. It is also an attempt to challenge some ideas about teaching and learning that still prevail in teacher centred learning. It is basically knowledge sharing rather than knowledge hoarding.

Difference between Andragogy and Heutagogy with respect to various attributes can be clearly understood from the following table:

Attribute	Andragogy	Heutagogy
Dependence	Adults are independent. They strive for autonomy and self-direction in learning	Learners are interdependent. They identify the potential to learn from novel experience as a matter of course. They are able to manage their own learning.
Resources for learning	Adults use their own and other's experience	Teacher provides some resource, but the learner decides the path by negotiating the learning.
Reasons for learning	Adults learn when they experience a need to know or to perform more effectively	Learning is not necessarily planned or linear. Learning is not necessarily based on need, but on the identification of the potential to learn in novel situations.
Focus of learning	Adult learning is task or problem oriented	Learners can go beyond problem solving by enabling pro-activity. Learners use their own and other's experience and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviours.
Motivation	Motivation stems from internal sources - the increased self-esteem, confidence and recognition that come from successful performance	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.
Role of a teacher	Enabler or facilitator, climate of collaboration, respect and openness	Develop the learner's capability. Capable people: <ul style="list-style-type: none"> • Know how to learn • Are creative • Have a high degree of self-efficacy • Apply competence in novel as well as familiar situations • Can work well with others

Source: Terry Heick: 'The Difference Between Pedagogy, Andragogy and Heutagogy'.
Downloaded from <http://dodev.teachthought.com/pedagogy/a-primer-in-heutagogy-and-self-directed-learning/>

The heutagogical approach can be viewed as a progression from pedagogy to andragogy to heutagogy, with learners likewise progressing in maturity and autonomy.

Learner Maturity & Autonomy required (+)
structuring required (-)

Learner maturity & autonomy structuring required (-)

Instructor control & course

Instructor control & course

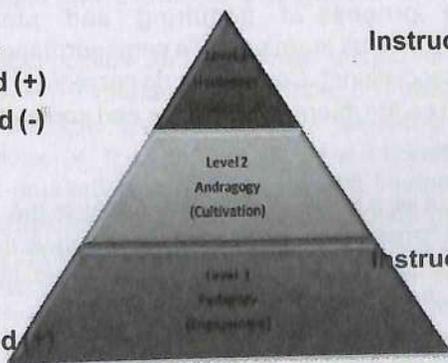


Diagram: Progression from Pedagogy to Andragogy to Heutagogy

Source: Blaschke, Lisa Marie (2012)

Therefore it can be concluded that Andragogy and Heutagogy will be more appropriate in case of adult learning process depending on the context of socio-cultural environment of the society.

b) Form of education

Informal Education is a general term for education outside of a standard school setting. Informal Education is the wise, respectful and spontaneous process of cultivating learning. It works through conversation, and the exploration and enlargement of experience. Formal education is organized, guided by a formal curriculum, leads to a formally recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level.

Non formal education process as such does not have any certification by any institution. Learner's objective is to increase knowledge and skill.

Informal and Non-formal education system are more appropriate in case of Adult learning process. Because they are more flexible than formal education system.

c) Theory of learning process

There are lots of learning theories of which three most important theories about how people learn have been stated below.

1. Behaviorism: It is a learning process which focuses on observable behaviors and is concerned with a response to external stimuli.
2. Cognitivism: This process is concerned with the mental process that facilitates the process of acquiring and storing information. Cognitive theory defines learning as "a semi-permanent change in mental processes or associations". Cognitivists do not require an outward exhibition but focus more on the internal processes and connections that take place during learning.
3. Constructivism: It is a learning process by which the learners search for the meaningful construction of knowledge. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Application of the above learning process in case of adult learning would be dependent on the socio-cultural and also economic background of the adult learners and also on the strength of learning capability.

d) Maslow's Hierarchy -of - need theory: According to Maslow, there are basically five sets of needs and these needs are prioritized in the following manner.

- Physiological needs - food, clothing, shelter, and other basic physical needs
- Safety needs - desire for security, stability, and the absence of pain
- Social needs - need to interact and affiliate with others and to feel wanted by others
- Esteem needs - needs for power and status
- Self-actualization needs – the desire to reach one's full potential by becoming everything one is capable of becoming

One of the objectives in case of adult literacy would be to attain the stage of Self-actualization. Therefore it is really pertinent to gauge which level of self-actualization has been attained through the process of adult literacy. If the stage of Self-actualization is achieved in the context of adult literacy, adults can have significant impact on the development process of the society.

From the foregoing discussion, humanistic education can be summarized in the form of five basic principles as follows

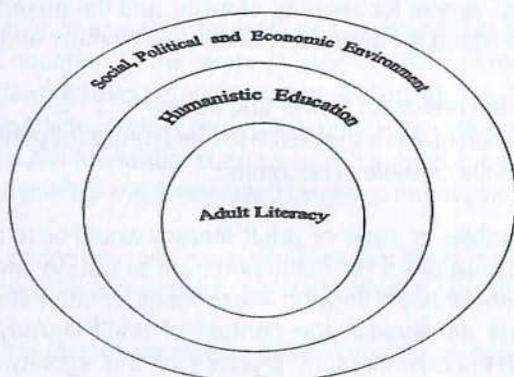
- I) Learners' learning should be self-directed.
- II) Institutions (formal or informal) should produce adult learners who want and know how to learn.
- III) The only form of meaningful evaluation is self-evaluation.
- IV) Feelings, as well as knowledge, are important in the learning process.
- V) learners learn best in a nonthreatening environment.

Present Socio-Political and Economic situation in India

The present socio-political and economic environment in India could be characterized by violence, intolerance, impatience, distrust among people specially belonging to different religions, utter stupidity in respect of knowledge regarding the history and culture of the country, lack of honesty and integrity of a particular section of population in general, political leaders in particular coupled with sharp rise of consumerism leading to tremendous growth of luxury goods sector, relatively low growth rate of economic parameters and most importantly upswing of the gross violation of Human Rights. What is even more alarming has been the curtailment of freedom of press. In some study, it is shown that freedom of press in India has been in the downswing over the years and Press Freedom Index is tagged with 'Difficult Situation'. So there has been total degradation of social and economic phenomena which are not conducive for development. In support to the above statement, the information showing the position of India from the global perspective with respect to different socio-economic and political parameters are given in Annexure.

Adult Literacy Model

The following model shows the interrelationship between the existing environment, humanistic education and adult literacy. At the initial stage, it is the social, political and



Model: Interrelationship among Environment (Social, Political and Economic), Humanistic Education and Adult Literacy

Economic environment which determine the form of Humanistic Education which, in turn, develops the ground for an effective adult literacy process. Therefore, the status and quality of Adult literacy program depends on the level of Humanistic Education, ensured by the environment of the country. Any successful Adult literacy program ultimately leads to achievement of Self Actualization. So the success of any Adult literacy program should be measured in terms of fulfillment of the objectives of self actualization. The whole process ensures formation of the Learning Society which would be instrumental in changing the reality around us for the better. In this context, this is to be mentioned that achievement of Self-Actualization also helps the learners get rid of 'Culture of Silence' as has been defined by Paulo Freire. And the learners can come out with their suggestions to change the society at large strongly. Therefore successful implementation of Adult Literacy Program ultimately leading to the achievement of Self-actualization through humanistic education defined by the various dimensions/ parameters which are discussed earlier at length can have significant impact on the development process of the country.

From the foregoing analysis, some research objectives can be formulated and they are as follows:

1. To ascertain the level of self actualization achieved by the adult literacy program across different segmentation, segmentation being characterized by social and economic indicators.

2. To measure the strength of influence of self actualization attained by the adult in order to break the barriers of 'Culture of Silence' and eventually to change the present situation of the society. This strength would depend on the 'Culture of Silence' which is achieved through the humanistic education.

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Annexure

International Ranking of India with respect to various development parameters

List	INDIA Ranking/Total Countries	Source	Notes
Demography			
Population Density	33 / 246	Economist Intelligence Unit	2017 - 403 people per km ²
Health			
Fertility rate	103 / 210	Population Reference Bureau	2016 - 2.3
Life expectancy	125 / 183	World Health Organization	2015 - 68.3 years
Infant Mortality	175 / 223	CIA	2016 est - 40.5 per 1000
Global Hunger Index	100 / 119	International Food Policy Research Institute	2015
Health Expenditure per capita (PPP)	140 / 190	World Health Organization	2014 - \$267 (inflation-adjusted 2011 dollars)
Education			
Literacy rate	168 / 234	UNESCO Institute for Statistics	2015 - 72.1%
Education Index	145 / 191	United Nations	2013
Gender			
Global Gender Gap Report	108 / 144	World Economic Forum	2017[6]
Gender Inequality Index	125 / 188	UNDP	2015 - value: 0.530 - female Labour force participation rate: 26.8%[7]
State of the World's Mothers report	73 / 77	Save the Children	2010[8][9]
Economic Development			
Human Development Index	131 / 188	United Nations	2016 report - score 0.624
Inequality-adjusted HDI	97 / 151	UNDP	2016 report - score 0.454
Per capita GDP	122	International Monetary Fund	2015
Minimum wages	124		2017 - \$743/yr (Bihar)
GNI (PPP) per capita	124	World Bank	2015 - \$6,030 international dollars
Financial Development Index	51	IMF	2016
Employment			
Unemployment rate	103	CIA The World Fact book[12]	2016 - 8% unemployment
Employment rate	42	OECD	2012 - 53.3% of 15-64 year olds in employment
Social Development			
Social Progress Index	93 / 128	Social Progress Imperative	2017 - score 58.39
Global Youth Development Index	134 / 183	Global Youth Development Index	2016
Index of Economic Freedom	123	The Wall Street Journal [4]	2016
Quality-of-life index	43	Economist Intelligence Unit[5]	2017
Political environment			
Ease of doing business index	130	World Bank Group	2017
Corruption Perceptions Index	79 / 176	Transparency International	2016[22]
Press Freedom Index	136 / 180	Reporters Without Borders	2017[23]
Rule of Law Index	66 / 113	World Justice Project	2016
Democracy Ranking	65 / 112	democracyranking.org	2014-2015
Happiness			
World Happiness Report	122 / 155	United Nations	2017 report[4]

A Study of Awareness about "Swachh Bharat Mission" among the Students of University of Delhi, North Campus

Vandana Sisodia
Nitish Anand

"Cleanliness is Godliness" – a famous saying

India is popular for its rich cultural diversity and natural beauty but at the same time it has been found fault for lack of environmental sanitation, mainly due to open defecation. Unfortunately, open defecation is an age old practice, may be due to availability of abundant waste land, particularly in rural areas, and people used to walk considerable distance to avoid places of habitation for easing. Other reason may be not to keep the closed dry latrine near the house to avoid foul smell and also the scarcity of water. Children also followed the practice of easing in open like the elders as there was no concept of toilet training to children in view of ignorance of parents in this matter. But over the years when population increased enormously the availability of open land started shrinking and people have no much choice of easing away from the habitation. Also in planned economy large sum of money was invested in health, hygiene and sanitation and awareness created to maintain the environmental sanitation with the result the number of households having closed latrines started increasing, but still not all the households are having latrine facilities even today, particularly in villages. Unfortunately, for the large number of population of India the number of public latrines constructed are far less and also refusal of the institutions and establishments to throw open their facilities for public made many to ease themselves on the road sides which is an eyesore for many, including the foreigners.

Mahatma Gandhi during the period of independent struggle used to travel all over the country by walk and long journey by train. He also observed people easing in open space and expressed concern about the habit. In one of his comments he said that "Indian railway track is the biggest lavatory in our country". Hence, in independent India the governments – both centre and states, gave a lot of importance for environmental sanitation for which a number of schemes have been implemented. But a lot more need to be done. Hence, when the new government under the Prime Minister Narendra Modi assumed office at the centre in 2014, many important schemes were announced for the welfare of poor and downtrodden to take the country forward to the road of inclusive growth and one was "Swachh Bharat Abhiyan" (Clean India Campaign). This programme was launched on October 2, 2014 on the occasion of 145th birth anniversary of Mahatma Gandhi to be implemented on mission mode is to make India cleaner and healthier in five years so that his 150th birth anniversary is celebrated for realizing his dream of a clean India. Under this Abhiyan apart from keeping the environment clean, every household should have closed lavatory with water facilities. As this programme is implemented both in rural and urban areas simultaneously Union Ministry of Urban Development and Ministry of Drinking Water

and Sanitation are the nodal agencies for its implementation. The Swachh Bharat Abhiyan has turned out to be one of the most famous government initiatives which aims to bring social change, where the role of every citizen of India, especially the students has become crucial towards making the mission successful. The idea behind this Abhiyan is to bring a change in the thinking, behavior, and mindset of the students, to make them more responsible, caring and sensitive towards the environment and cleanliness of our surroundings. This is not possible without the active participation of the students because they are young, energetic and can forward the caring mindset of them towards environment to future generations.

Previous similar such programmes

It is to mention here that earlier also a number of schemes were implemented from time to time focusing on better environmental sanitation which included *Central Rural Sanitation Programme (1986)* when Shri Rajiv Gandhi was the Prime Minister, *Total Sanitation Programme (1999)* when Shri Atal Bihari Vajpayee was the Prime Minister, *Nirmal Bharat Abhiyan (2012)* when Shri Manmohan Singh was the Prime Minister. All these programmes almost focused the same objective of making India cleaner and healthier. Hence, the present programme *Swachh Bharat Abhiyan* is a restructured one with broader objective of not only constructing the toilets in all the households but also to change the behavior and mindset of people for cleanliness by adopting mission mode for the implementation of the programme. (The Hindu dated October, 4, 2014)

The Swachh Bharat Abhiyan is expected to cost over Rs.62,000/- crore (US\$ 9.8 billion) which is inspired by the Gandhian thought, vision and philosophy. The specific objective of the Abhiyan is to:

- Complete eradication of the practice of open defecation
- Eradication of manual scavenging
- Conversion of insanitary toilets into pour flushes toilets
- Collection and scientific processing, disposal and reuse of municipal solid waste through composting
- Infusing behavioral change in people regarding healthy, clean, safe and sanitation practices
- Generation of awareness among people about the importance of cleanliness, good sanitation and its association with public health
- Supporting agencies (local) in refinement executing and operating waste disposal system
- Facilitating private sector participation in capital expenditure and operations

Though, clean India has huge potential to revive the tourism sector by attracting more tourists to further enhance tourism economy of the country, this will surely

generate variety of sources of employability, reduce health cost, disease rate, etc. For the success of the campaign and to make the country clean and green, the Prime Minister has requested to all the citizens of India to devote at least 100 hours of their own per year for undertaking work relating to cleanliness which is more than sufficient to make India a clean country by 2019. This shows clearly that the Abhiyan cannot be made successful only by the government department(s) but by the efforts of one and all in the country. Therefore, good behavioral change in the citizens towards cleanliness and environmental conservation has evolved into a key for the success of Abhiyan, which directly related to the productivity, health of an individual and their surroundings.

University Involvement

As Supreme Court of India in 1990 had issued directives to introduce environmental studies as a mandatory subject in the school and graduation level of education to spread awareness about environment and cleanliness which are important issues connected to environmental problems. In the present circumstances, because of the directives of Supreme Court, University of Delhi has also started a mandatory paper on Environmental studies at undergraduate level to enable the students to learn the environmental issues like cleanliness, sanitation, sustainable lifestyle and public health.

Recent UGC Guidelines to the universities on Swachh Bharat Abhiyan states that 'Sanitation is more important than independence'. Cleanliness can be viewed in two paradigms- Structural and Individual-moralistic. The former includes the steps taken by the government at the structural level or macro level by making policies, provisions, institutions, etc. and by individualistic-moralistic, it is meant dealing at the micro or individual level by invoking appeals like moral, social, spiritual, etc. There is no doubt that it requires the cooperation and willingness of people but alongside it ought to be backed by the institutional arrangements. It is expected that the students must have better understanding about the cleanliness and healthy environment.

Present study

Since students are expected to involve in the Abhiyan in large number, the researchers decided to carry out a study to find out the awareness among the students of University of Delhi towards Swachh Bharat Abhiyan and their efforts to make this mission a success to transform the country cleaner and healthier. The objective of the study was:

- to check the level of awareness of students of University of Delhi towards Swachh Bharat Abhiyan and

- to study the behavior and mindset change among the students for the aforesaid campaign.

The study was based on primary data collected through field visits and direct interviews with the students of the University of Delhi. The survey was made in the areas where students are available from early morning to late evening. In all interviews was conducted with the sample of 100 students using simple random sampling. The interview schedule was prepared with simple questions to enable the interviewees to answer without much difficulty. Following is the outcome of the study conducted.

Findings and Discussions

Figure-1
Respondents as per their education level

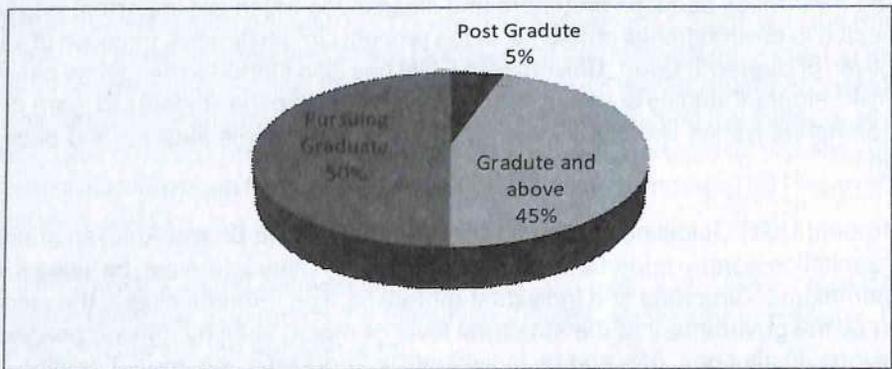
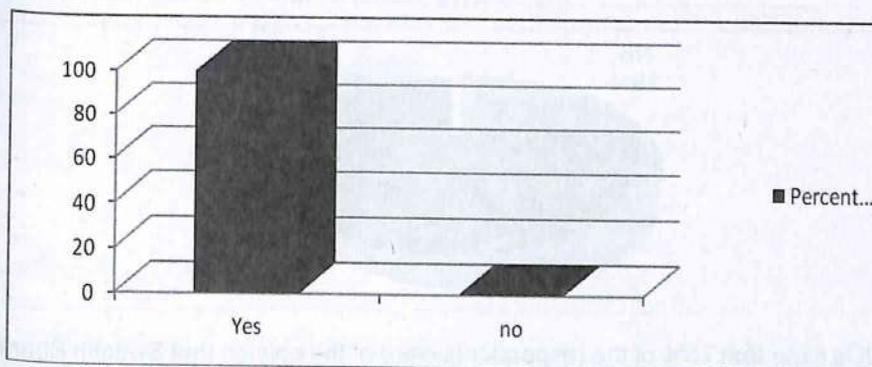


Figure-1 represents the educational level of respondents. It clearly states that majority of the respondents were adequately educated. Most of them (50%) were pursuing graduation, followed by graduates (45%) who have completed their course and preparing for competitive exams. The remaining 5% of the students were pursuing post-graduation.

It is but natural that environmental education being a course component and SBA implemented as an important national-wide campaign for which regular sensitization programmes are going on in the departments and colleges, the students are expected to understand the concept of SBA very well. This could also highlight further that how qualified people have such kind of understanding about the campaign or how education can make positive changes among the students.

Figure-2

Respondents who know about the existence of Swachh Bharat Abhiyan



The Figure-2 shows clearly that all the 100 respondents answered this question positive, meaning they are aware of the Swachh Bharat Abhiyan which is very important for the success of the programme and also for the involvement of the students in the same. This programme was launched at the national level, therefore, it was quite expected that students would be aware of it. This also shows the interest of people on this programme as it is directly in the interest of the students.

Figure-3

Distribution of respondents who follow Swachh Bharat Abhiyan

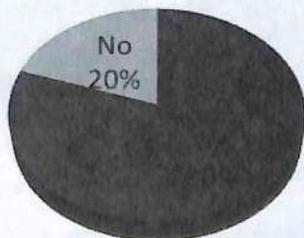
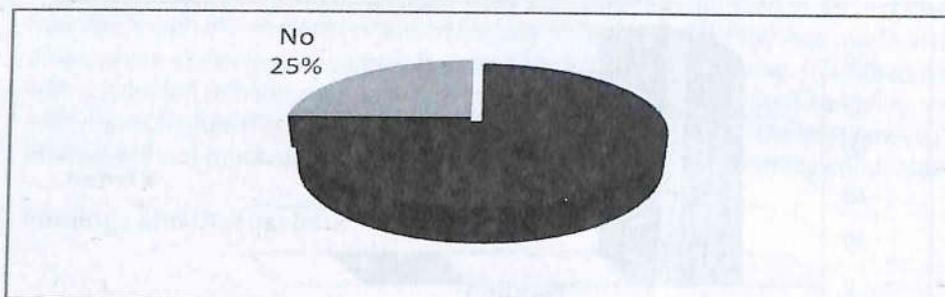


Figure-3 shows that 80% respondents follow or participate actively in this mission which is important for its success. However, 20% respondents said that they do not follow or participate in this mission as they don't believe in this concept and in their opinion it is one another programme of the government. They also hold the opinion that it is the sole responsibility of the government to ensure cleanliness all over to maintain a good environment.

Figure-4
Respondents who believe in the success of Swachh Bharat Abhiyan



It is clear that 75% of the respondents were of the opinion that Swachh Bharat Abhiyan is an important programme of the government which is much needed to keep India clean and project a positive image before the tourists visiting India. However, 25% of the respondents were of the opinion that the Abhiyan may face failure as no tangible cleanliness is seen even in the important places of the city. Mere slogans cannot bring cleanliness on the ground.

Figure-5
Respondents who participate and contribute in cleanliness campaign

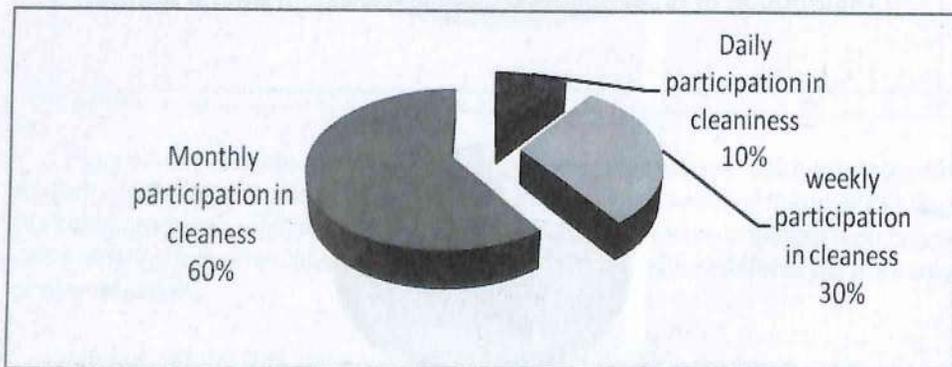
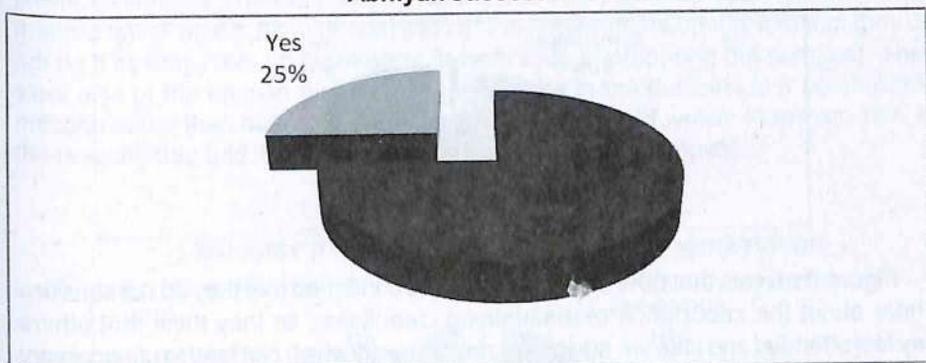


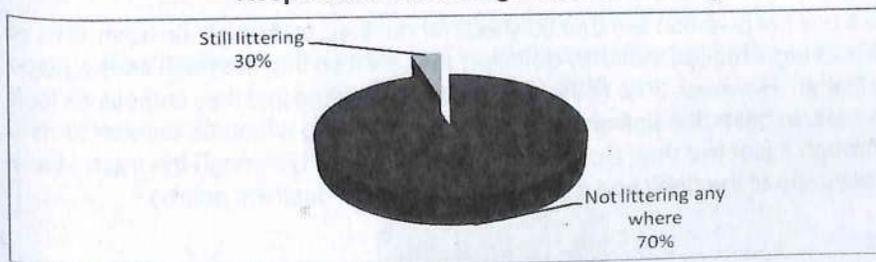
Figure-5 shows the percentage of respondents participating in the cleanliness campaign daily, weekly and monthly. Majority of the respondents (60%) informed that they take part in cleanliness programme once in a month while 30% told that they do it once in a week and the remaining 10% conveyed that they practically participate on daily basis. It is appreciable that all the 100 respondent are participating in the campaign in one way or other, though 25% of the respondents expressed disbelief about the programme for eventually meeting failure at the end.

Figure-6
Respondents who segregate waste in two bins to make Swachh Bharat Abhiyan successful



Waste materials are divided into two categories – bio-degradable and non-degradable and encouraged to collect in two separate bins to avoid separation after words which is difficult in bulk quantity. Hence, a question was posed to the respondents whether they follow using the two separate bins. Unfortunately, 75% of the respondents replied negative as they think that this is the work of the Municipal Corporation. However, 25% responded positively. They think that this practice will minimize the problem of waste segregation and decomposition. Though, the percentage is less, at least the work of segregation has started at few households and the number may increase in the time to come.

Figure-7
Respondents showing habits of littering



The Figure-7 is the littering habits of the respondents. They were pretty honest in answering this question as 70% respondents said that they have stopped littering all around after joining Swachh Bharat Abhiyan and almost shelved the careless habit of throwing waste anywhere and everywhere. It is noticeable that there is a change in the behavior of the people. However, 30% of the respondents said that they still have the habit of littering all around though; they knew well that it is a bad habit. A few respondents informed that they are compelled to do it because of the non-availability of dustbins.

Figure-8
Respondents sensitizing others to maintain cleanliness

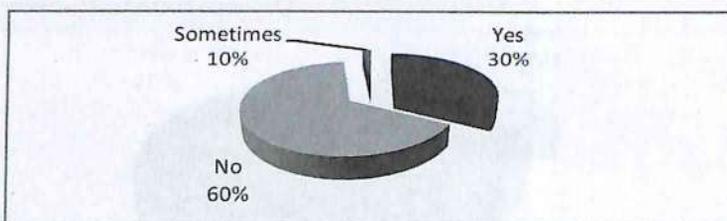
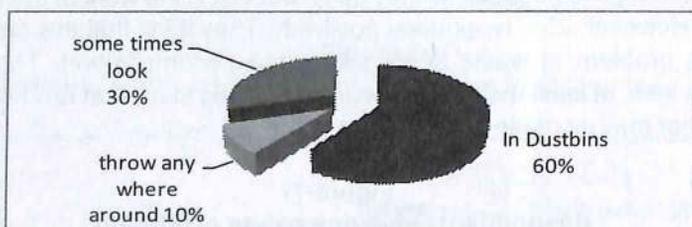


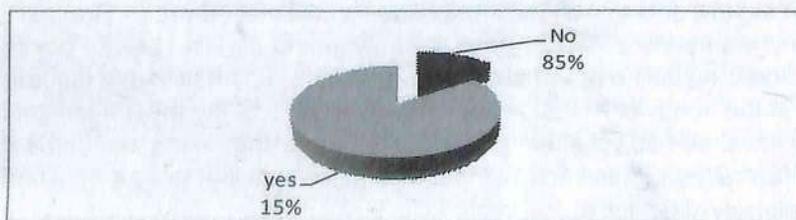
Figure-8 reveals that 60% of the respondents confirmed that they do not sensitize others about the importance of maintaining cleanliness as they think that others may feel offended and take the advice in a negative way which can lead to unnecessary argument. However, the remaining 40% said that they advice many times their close friends and relatives who can take the advice in a positive manner.

Figure-9
Respondents look for dustbin to through the waste



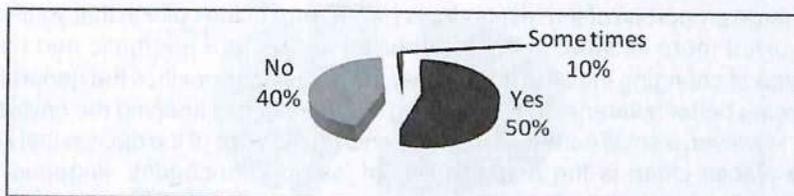
To a pointed question whether they look for dustbins to through the trash, 60% of the respondents replied that they definitely look for it so that the trash finds a place in the dustbin. However, 30% of the respondents informed that they sometimes look for the bins. In case, the university campus is not having adequate number of bins they through it just like that. But 10% told that they simply through the trash at any place because of the habit and also non-availability of dustbins nearby.

Figure-10
Respondents practicing/participating in composting the waste



Composting is a process in which the waste is converted into fertilizer for the plants. By curiosity a question was asked whether they practice preparing the compost manure out of waste. As expected 85% of the respondents openly told that they do not do it as they have no knowledge or technique of preparing the compost. They were also of the opinion that throwing the waste in the dustbins is a comfortable practice rather than attempting to prepare compost out of waste. However, 15% of the respondents told that they know how to prepare the compost.

Figure-11
Students participation in cleaning their workstation



Around 50% of the respondents said that they clean their workstations themselves regularly and that is their contribution for Clean India Mission and they feel clean environment/workplace make them synergetic. At the sametime 10% respondents said that they clean their workstations sometimes. However, remaining 40% respondents openly told that they never clean their workplace at all as they were of the opinion that cleaning is the responsibility of people who are specially engaged for the same. It may be one of the biggest problems in the implementation of Swachh Bharat Abhiyan [Badra and Sharma, March 2015 also reported similar findings]

Figure-12
Respondents who observed a significant change in the present environment after SBA

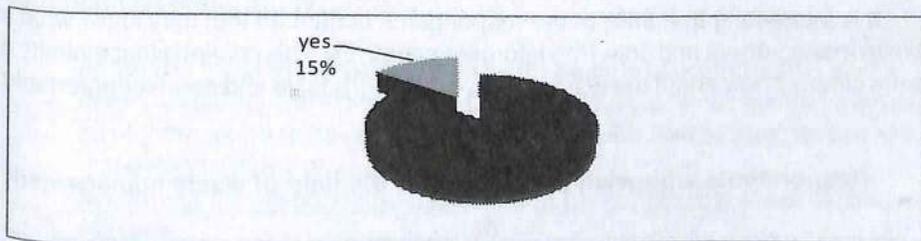
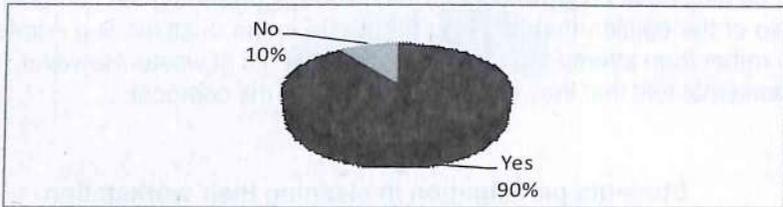


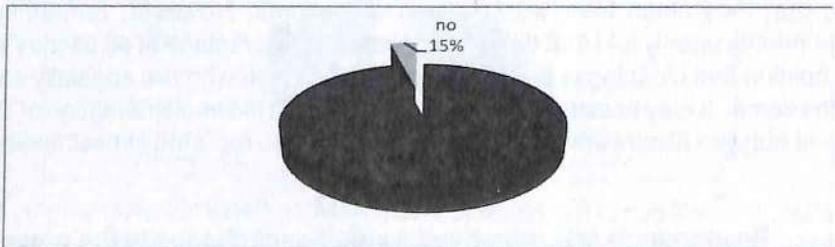
Figure-12 shows that only very few respondents (15%) could observe positive changes in their surrounding environment after the commencement of SBA. On the contrary, 85% of respondents did not observe any significant changes in their surroundings and may be because of lack of people's participation. Majority of people were of the opinion that there found to be a behavior change in favor of the mission to make the city clean.

Figure-13
Respondents who believe youth should be involved more in Swachh Bharat Abhiyan



A large proportion of the respondents (90%) were of the opinion that youth should be involved more in Swachh Bharat Abhiyan as they are energetic and have the intension of changing India for good. They will be able to sensitize the general public and create better awareness by spreading the message of keeping the environment clean. However, a small number of respondents (10%) were of the opinion that keeping all the places clean is the responsibility of 'safari karmcharies' engaged by the Municipal Corporation.

Figure-14
Respondents aware of the concept of waste management



It is interesting that 85% of the respondents confirmed that they know what is waste management and only 15% informed negatively. This confirms that majority of them clearly know about the waste which is biodegradable and non-biodegradable.

Figure-15
Respondents who wish their career in the field of waste management

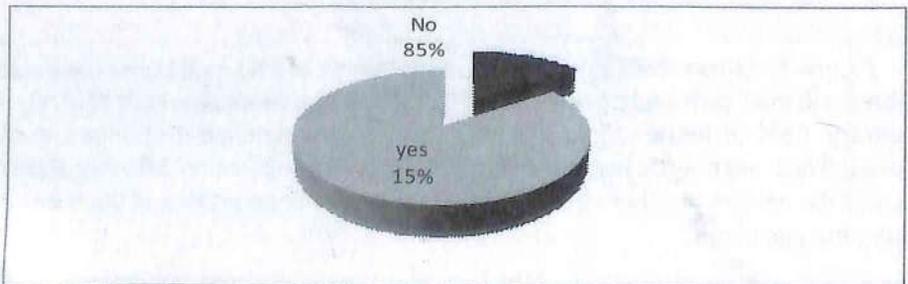
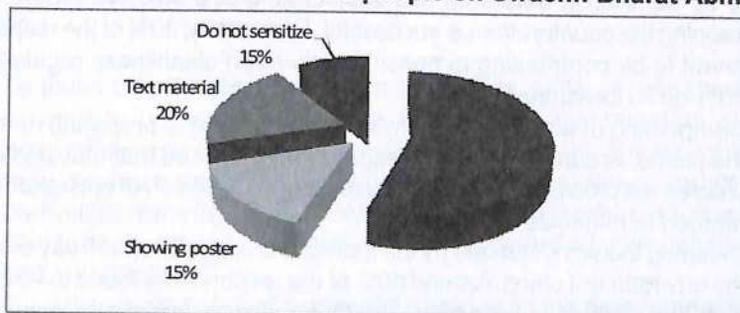


Figure-15 states that only a small fraction of the respondents (15%) would like to have their career in the field of waste management though; many of them are in favor of waste reduction at the source level and interested to be part of Swachh Bharat Abhiyan. On the contrary, 85% of the respondents said that they are not interested in taking-up their career in the field of waste management as they feel it is an unhygienic, dirty or unsafe job.

Figure-16
Materials used to sensitize people on Swachh Bharat Abhiyan



From Figure-16 above it is clear that the major source of sensitizing others on Swachh Bharat Abhiyan is through talk (50%), meaning personal conversation as it is not only convenient but also effective to convince others within a short period of time. However, around 20% of the respondents told that their way of sensitizing others is using text material and 15% by showing posters. 15% of the respondents told that they do not attempt to sensitize any one specifically on Swachh Bharat Abhiyan. They were of the view that sometimes it may become counterproductive and give negative feeling.

Major findings of the study

- i. All the one hundred sample selected for the study is educated (either studying in various colleges of University of Delhi or completed their studies). Hence, all of them found to be not only aware of Swachh Bharat Abhiyan but also understand well the programme objectives.
- ii. Majority of the respondents (80%) found to be following Swachh Bharat Abhiyan.
- iii. Majority of the respondents (75%) have expressed their faith in the success of Swachh Bharat Abhiyan to a great extent.
- iv. All the respondents found to be participating in the Abhiyan and contributing their free time to keep the mother country clean. Some participate daily, some others weekly and few others monthly the cleaning process.
- v. Unfortunately, majority of the respondents (75%) not using the two bin system of segregating bio-degradable and non-degradable waste. Only 25% of the

- respondents found to be using the segregation process. Though, it is a small percentage, it is the first baby step towards clean India which may grow in the time to come.
- vi. 70% of the respondents confirmed that they do not litter their surroundings and try to use the dustbins. However, 30% of the respondents still throw the waste anywhere and everywhere, mainly due to non-availability of dustbins.
 - vii. Sensitizing others about cleanliness is an important aspect of keeping the environment clean. Unfortunately, around 60% of the respondents not found to be sensitizing others on this subject so that a massive programme of keeping the country clean is successful. Fortunately, 30% of the respondents found to be contributing to sensitize others on cleanliness regularly while 10% do it occasionally.
 - viii. Composting of waste is a simple scientific method of preparing manure for the plants. Around 85% of the respondents informed that they do not do or practice the process. However, 15% responded positively of opting composting method to minimize the waste.
 - ix. Cleaning the work stations by the individuals is an important way of keeping the environment clean. Around 60% of the respondents found to be cleaning their work station out of which 50% on regular basis and 10% occasionally. However, 40% of the respondents never clean their workstations at all.
 - x. Though it is 41 months over after the launch of Swachh Bharat Abhiyan (launched in October 2014), around 85% of the respondents are of the opinion that they could not observe any significant change in the surroundings and can say confidently that cleanliness in India is a serious matter. However, 15% of the respondents found to be seem some positive change in the environment.
 - xi. Around 90% of the respondents are found to be convinced that in a mass programme like this participation of youth should be more as they have energy, intension and love for the motherland.
 - xii. Though, 85% of the respondents have faith in Swachh Bharat Abhiyan and understand well the concept of waste management but they are found to be not interested to take-up their career in the field of waste management.
 - xiii. Sensitizing others on cleanliness again is an important activity to make the Abhiyan a success. There are many ways of sensitizing others like talking to them, showing the text materials and posters. There found to be Majority of the respondents (55%) sensitize through talking while 20% use text material and 15% the posters. The remaining 10% do not participate in sensitizing others at all.

Conclusion

The study shows that students are actively engaged in the process. There is a general behavioral change among majority of the students which is appreciable. Students have shown great enthusiasm in the pursuit of Swachh Bharat Abhiyan and

actively participate in the process. In this study, it was also observed that majority of the students want this mission to be successful and they are willing to contribute whatever they can in their individual capacity. The students of North Campus of the University of Delhi have become more serious about cleanliness after the launch of Swachh Bharat Abhiyan and majority of them extend their efforts to keep the campus clean.

Suggestions

Following are a few suggestions to make the prestigious Swachh Bharat Abhiyan a success:

- i. To make Swachh Bharat Abhiyan a success, more people should come forward to participate for which information dissemination about the programme and sensitization of people is important. Hence, government may organize more number of sensitization/awareness programmes, particularly at the field level involving the local community. Such programmes should be repeated at short intervals with the help of other likeminded people and organizations.
- ii. It may be appropriate that awareness materials on this programme are printed in large quantities and see that they reach all the distribution points, particularly students and youth.
- iii. By all said and done the main responsibility of keeping the roads, lanes and by lanes clean is the responsibility of the municipalities. Hence, the existing workforce of such important institutions should be fully involved in cleaning process regularly under strict supervision and in case the municipal workforce is inadequate in number, it is time to increase. In such cases the government may take into consideration the unauthorized colonies also as lack of sanitation facilities in such places may be an eye sore in the midst of posh colonies.
- iv. Door to door waste collection by designated agencies can do wonders in keeping the areas clean. Such agencies can also have compost units which will be of use for the plants.
- v. Providing dustbins again is important as mere slogans cannot bring cleanliness. There must be an assessment and bins should be provided all over so that people start using them to throw the trash.
- vi. Mere rules are not enough to keep the environment clean but the rules should be enforced strictly so that people who do not follow are punished. Such an act will give more awareness among the people to follow the good path.
- vii. Cleanliness is a habit to be introduced, nurtured and developed by one and all. It may be appropriate that this habit is developed from childhood for which the schools can play a major role. The school curriculum on cleanliness can be dealt by the teachers with much more care and make the students to involve in socially use full productive activities.

- viii. Apart from keeping the environment clean, planting of more trees should also be encouraged to minimize the pollution.
- ix. Collaboration between the universities and the concerned Ministry needs to be further strengthened so that the productive manpower in the form of students available are used for nation building activities like Swachh Bharat Abhiyan.

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Role of Women in Knowledge Economy – A Descriptive Study

Neena Thomas

Introduction

In Malayalam there is a proverb “Kalanakhu Vivaram illatha Ninnodu Parajhittu Karyamundo”, the English translation of which is “there is no meaning to say to a person like you who is without any worthy knowledge”.

This Malayalam proverb conveys the message that knowledge must be creditable with an economy. Otherwise knowledge is worthless. This knowledge economy is the one in which production and utilization of knowledge play a crucial role in creating wealth. The World Bank Institute offers a formal definition of a knowledge economy as one that creates, disseminates, and uses knowledge to enhance its growth and development. Today in this open, inquisitive, challenging and ambitious society, Knowledge economy is a global issue. It is the use of knowledge generation and knowledge processing to produce economic benefits as well as job creation. Knowledge is serving here both as a product and tool. “The idea of the knowledge driven economy is not just a description of high tech industries. It describes a set of new sources of competitive advantage which can apply to all sectors, all companies and all regions, from agriculture and retailing to software and biotechnology”. (New measures for the New Economy, report by Charles Lead beater, June 1999).

Even our existing ideas, practices, technologies are wipening; the giant issue of unemployment is prevailing. Knowledge economy implies the drive to generate new ideas and turn them into commercial products and services which consumers want is now very persuasive and powerful. But the ways to use this tool are not aware to the women community. Today, most technologically driven time, our women are excluded from public spaces outside of their community. They are creating their own spaces inside their own cubicles which comprises of a variety of experience levels.

The main focus of this paper is on exploring gender in the knowledge economy, and looking at their interpretation in policy and practice. The paper concentrates on development and how the concept of ‘gender’ is evolving within the knowledge economy. The shift from ‘women to ‘gender’ and development have led to increased exposure for both women and men marginalised by development processes; however this focus ignores some serious issues specific to women.

Need of the Knowledge Economy

Some 2300 years back Kautilya, the celebrated author of Arthashastra, proposed to create wealth from knowledge by emphasising the importance of knowledge as prime mover of producing wealth. India was the nerve centre of scientific knowledge in historical ages. India's past achievements in science, philosophy, mathematics, astronomy and literature evidenced that the country had been a leading knowledge society in the last millennia.

The late President of India, Dr. A. P. J. Abdul Kalam's 2002 strategy India 2020: A Vision for the New Millennium also stressed the importance of knowledge and ways to facilitate India's transition to the knowledge economy. A strong consensus emerged on the need for an in-depth study on India's position in the global knowledge economy. It covers every aspect of the contemporary economy where knowledge is at the heart of value added – from high tech manufacturing and ICTs through knowledge intensive services to the overtly creative industries such as media and architecture". (Kok, et al., Report, 2004).

An important part of India's innovation system is the diffusion of modern and more efficient technologies in all sectors of the economy. According to Dr. R.A. Mashelkar, Director General, Council of Scientific and Industrial Research of India, "India is already gaining international repute for its innovations in areas ranging from pharmaceuticals to software. It is leveraging traditional knowledge with modern science and exploiting public-private partnerships to support grassroots innovations which can improve the quality of life for the poor. An example is the Computer-Based Functional Literacy program, initiated by Tata Group to overcome illiteracy through innovative use of IT.

The systematic process of finding, selecting, organizing, distilling and presenting information, improves an employee's comprehension in a specific area of interest. Knowledge management helps an organization to gain insight and understanding from its own experience. Specific knowledge management activities help focus the organization on acquiring, storing and utilizing knowledge for problem solving, dynamic learning, strategic planning and decision making. It also prevents intellectual assets from decay, adds to firm intelligence and provides increased flexibility.

India has low cost and skilled work force. But the stringent labour laws prohibit the expansion path of small scale sectors. To become a forerunner in the globalized knowledge economy of the present century India should fear it's enlarging market economy towards a more competitive roadway by focusing its efforts on further liberalization of economic engagements. Road blocks of relentless economic expansions may be removed. Technological advancement is possible only through innovation. An efficient system of innovation can only foster the development of technologies for better economic gains. Innovation effects novel changes to products,

processes and services. An innovation system generally refers to a plethora of institutions, rules and laws pertaining to the setting up of technical institutions and R&D facilities to acquire, create, disseminate and utilize knowledge for improving productivity in every segment of the economy.

Methodology

This paper attempts to examine the role of women in the knowledge economy in speeding up reforms to reap the benefits of knowledge resources. The methodology adopted in the study is analytical and descriptive. The study is based on secondary sources of information drawn from various publications. Data from publications, electronic and printed reports are used in the study to reach out conclusions.

Women and Knowledge Economy

Women have to change their role from a store of information to a source of knowledge and innovation. According to the modern perspective women must possess skills such as the ability to understand the system as a whole and how the parts work together, the ability to comprehend and elaborate on information and knowledge needs, the ability to identify inefficient and improper uses of information, and the ability to add value to information products by evaluating, filtering, abstracting, and providing broader firms or national context.

There is a need for significant changes in thinking, attitude, education and training before we can confidently face the knowledge management future that waits in many important areas of the information and diverse professions. The Schools of Information Science have a responsibility for initiating and leading these changes. The concept of knowledge management as a valuable resource for development requires better understanding of the fact that knowledge management is made up of tacit and explicit knowledge components. Explicit knowledge is codified, recorded, and available to all, whereas tacit knowledge is experiential in nature. It would seem from the nature of knowledge management, that women will find it easier to manage tacit knowledge rather than explicit knowledge. Given that tacit knowledge is now regarded as of equal value to explicit knowledge, it is important for women to have more system in place which attempts to tap into knowledge networks in society and organizations, as well as managing explicit knowledge. Many aspects of managing explicit knowledge require improved knowledge sharing culture in respective organizations and a paradigm shift in the style of human resources management and organization restructuring. An important aspect of tacit knowledge is indigenous knowledge in India have to be more actively involved than in the past.

The new question is how the information attained through achieved knowledge can result in the knowledge economy. The process can be explained as below:



Knowledge Economy

- Technological Know how
- Tools (Skills, Ideas, Potential...)
- Opportunity
- Operational Tactics (Mobility)

Knowledge Achieved

A vase represents harmony or nourishment. The attractiveness of the vase depends on the scope and quality of the raw material. The bottom of the vase seemed to be infinite even though there was a definite shape to it. The base here depends on the knowledge achieved through the learning process. It consists of both accomplishments and attainments throughout the learning process.

This achieved knowledge, have to be processed with the acquired technological know-how; self constructed innovative tools, earned potential, operating methods and the available opportunities. These factors can be achieved only through policies and practices and otherwise it is impossible in our society. It holds of the creative force that exists beyond the reach and existing knowledge in hand. The open mouth in other end represents the open access to various factors due to the globalised economy. For example, programme like *Kudumbashree* can bring drastic change in our knowledge economy.

In optoelectronics, the electronic devices that work with light or radiation was not an emerging field. It is an established field. But in 2014 the Nobel Prize was gained for blue LED causing white LED light bulb which results in an emerging field of knowledge economy, by creating a smart virtual world and by decreasing electricity consumption.

For that the knowledge economy must have appropriate planning, timely implementation and resourceful marketing. Even the girl child of today must build a capacity for knowledge management. Indeed, it should be noted that there is need to review the existing curriculum in India so that some old courses that are no longer relevant are demoted to create space for the new subjects.

Privileges for Women in Knowledge Economy

Women are always enterprising with their keenness to explore new frontiers, they have embarrassed in the society strongly. The conception and execution of knowledge have a wider difference. The linear relationship between skills, service and security has to be considered. Even if income inequalities are reduced by gaining access to highly skilled, high waged jobs, but the employees are selected not by means of graduation but in terms of function, competencies and performance. So the women be trained enough to sustain in 'war for talent' and the competition to attain and retain the 'top talent' that is to consider.

The proficiency that can be spouted out through specific programmes includes:

1. Ability to acquire a network of social contacts.
2. Improve the social and communication skills, relationship building skills
3. Develop independence and acquire proficient problem solving skills.
4. Learn new technology and explore new concepts and ideas

The large concentration of knowledge leaders on IT sector indicates that there are few knowledge 'role models' available throughout Indian business and industry. Knowledge is multidimensional and much broader than being embodied in IT as is commonly supposed. The challenge of creating programs that encourage and facilitate the sharing of best knowledge practices in our society. In a structured transfer of knowledge, skills and competencies will enable the entire participant to more effectively compete in today's global knowledge economy. Especially India is a country possessing a wide range of knowledge sectors of her own, including Yoga, Medicine, and Crafting etc. India could exploit the tremendous opportunities also in biotechnology that could unleash a new growth pattern in Agriculture, Cuisine, Architecture, Folk-themes in society and many new associates spend more economy on related research areas.

India also has major sources of competitive advantage in health, leisure and entertainment. According to Ambani, Indian corporations must seize the opportunities for knowledge-led growth by investing in intellectual capital and building capabilities around people. To be successful, corporations must also be flat, informal and nimble-footed to be able to cope with rapid change and capture emerging markets thrown up by globalization.

Challenges for Women in Knowledge Economy

It has really made significantly explosive by distributing the various process of production and execution –manufacturing, testing information management, advertising and marketing-need not be in the same geographic location. Globalisation has its effect on space, time and distance. Our educational system must reshape in ways that are 'consistent with their universal priorities'.

The following challenges to be cared for women to make them proficient for the knowledge economy:

1. Lack of Global skills can be developed through team work as now prevailed in multinational companies. Especially global virtual teams can perform more effectively and efficiently. But most important is that the woman never lacks the capacity to learn new skills and assimilate new knowledge.
2. Work pressure arising from surroundings becomes overburdened for the consistent functioning of women. It should be structured and productive in its sense.

3. The low access to documentation and information and communication technologies, which are all impediments to any research undertaken based on gender.
4. The family constraints which are particularly heavy for women compared to men.
5. The access, processes and outcomes are distinct aspects of higher education that need to be examined separately. This helps to build a theory of what economic, social, cultural and political trends can be expected to affect the role of gender in the education sphere.
6. Educational decision-making processes need more attention, since now this data abstracts away from socially embedded processes.
7. Difficulties in publishing articles in first rate international reviews which results in the lack of exposure to what really happen in specific context.

Parity between men and women in quality knowledge is still far from being achieved. The number of women is still so low that considerable efforts have to be made to narrow the gap. We need substantial material and financial resources, a solid partnership among the various education sector stakeholders and strong political commitment to achieve meaningful results.

Strategies to Strengthen Knowledge Economy

Globalisation opened the window to the competitive world of ideas, knowledge and skills. That means high skills will provide high wages. Income reflects the level of skills. Those employees, who are more productive, have greater market worth. Hence the importance of strengthening the knowledge economy can include the following strategies:

1. Create and support a forum to connect scientist, information technologists, policy makers and practitioners for the purpose of rethinking education in the age of information.
2. Support mechanisms for the exchange of ideas and experiences in the form of technological perspective.
3. Develop gender-friendly, related to everyday life and local Context Curriculum Resource Materials.
4. Acquisition of Conceptual knowledge through integration across the curriculum.
5. Engage in the design of pilot "learning communities" that expands the time and space dimensions of education.
6. Encourage, and engage in, collaborative schemes for the development of educational curriculum related software that can be used worldwide to achieve economics of scale and expertise.
7. Support the design of information infrastructure that is most appropriate for education and that is cost-effective, implementable and sustainable at large scales

8. Employ information communication technologies to create a networked collaborative learning environment.
9. Adopt the Comprehensive Instrumentation Process in the acquisition of Knowledge which includes (1) Conceptual Process evaluation (2) Procedural Process evaluation (3) Analytical Process evaluation (4) Experiential Process evaluation (5) Conclusive Process evaluation (6) Summary Process evaluation.
10. The training methods like The Wall. This is a tool for analysing the global economy from a gender perspective, which Economic Literacy - a tool for women's empowerment in Nicaragua uses women's own lived experiences as a starting point. Participants start by identifying their contribution and what they value most about being women in relation to the home, the community, workplace and organisation. Participants share their ideas and write them on paper 'stones', which they then stick on to a large paper wall, which represents the economy. In this way, participants are able to develop an understanding of the connections between women's daily experiences and global economic trends, and how these result in changes such as increases in the cost of living, cuts in public services, and difficulties in earning an income. Participants are also able to analyse how women and men are affected differently by economic changes.

Conclusion

In ancient period, land and material wealth was most important, but now it was replaced by power, privilege and wealth. The shift from bloody wars to knowledge wars represents the highest stage of evolutionary developments in the knowledge economy. The difference between body work and brain work are still unclear. Again the relationship between employment, productivity and economic growth is remaining unclear.

Here the importance must be given to the branding of universities and faculty members are integral to the organisation of global skills. If all the educational institutions are supported to respond effectively to employers desires to equip with the skills to excel in the globalised economy.

In short the knowledge of global skills among Indian women will help to engage in productive, healthy forms of employment that enhance the quality of life and knowledge economy and also help to meet the increasing demands of global enterprises operating within the global economy. Developing countries are still telecentres, but these telecentres serves much in creating opportunities for communities in emerging economics. So we need to create a space in which we can openly address the fragmentation that divides us, and the challenges and opportunities inside our movements. The current world economic crisis presents an opportunity to revitalise our alliances, recover the passion and celebrate new gains with other progressive movements. Those of us active in the education for all movement and the global women's movement need to build on our considerable experience of coalition

building with other social movements to begin to work together to address the real issues that limit women's lives, such as chronic poverty and violence, whether or not that be in an educational context. We need to go beyond our isolated experiences of engagement with others and demonstrate our contribution to another possible world.

To reap the benefits of the expanding horizons of the global knowledge economy, India should put forward the economic reforms with greater emphasis on fine tuning of policy-mix. India missed the Industrial Revolution for her policy failures. But India can win the Knowledge Revolution with the judicious blending of talents, expertise and economic achievements.

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Guidance Needs of Government Senior Secondary School Students of Delhi

Ashok Kumar

Guidance covers the whole process of education which starts from the birth of the child. As individuals need help throughout their lives, it is not wrong to say that guidance is needed from the cradle to the grave. Guidance is as old as the human civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India guidance whether in educational, vocational or personal matters, is sought from family elders. Guidance - unorganized and informal - in all places and at all levels has been a vital aspect of the educational process.

Guidance refers to leading a person to self-actualization or helping him/her to develop his/her full potential. This objective of self-actualization is difficult to be attained if a student is unaware of or unrealistic about his potential.

Phases of Guidance cover the complete progress of education, which starts from the birth to death, so it is lifelong process. It is right to say that guidance & counseling is needed from the cradle to the grave. In the primal society, elders in the family act as guide offers his/ her guidance to the young one of the society and to persons in pain or difficulties. Present is not different, now a days. Whether in educational & vocational settings in personal matters, is being sought from family & society elders/ experts. Guidance - unorganized and informal - in all places and at all levels thus it has a vital role in the educational process of individual.

Rationale of the study

In the current academic scenario we observe a great number of adolescents facing various problems in their life along with life dissatisfaction in several aspects. Their dissatisfaction can be resolved through a proper guidance and counseling at the school level. Guidance and counseling is considered as the third force in education and it is an integral part of educational system (Bhatnagar & Gupta, 1999).

"True Guidance is like a 'Torch' in a Dark forest." It doesn't show everything at once, but gives enough light for the next step to be safe. Crow and Crow, "Guidance touches every aspect of an individual's personality- physical, mental, emotional and social so, it is an universal process, As a human being at every stage of life s/he need help in reference to personal, academic, psychological, vocational and as well as social".

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Master's Degree in Psychology.*

All individuals during adolescence continuously search for emotional, social, and economic independence. It is a stage during which individuals utilize a more mature and complex level the ability to give as well as receive, to communicate with others and to trust them, and to learn what is harmful and what is good for themselves and others. Moreover, the student life is getting complex day by day. Guidance is needed to help the students for optimum achievement and adequate adjustment in the varied life situations as well as Crow and Crow have given the aims of educational guidance at the secondary school level year (i) Select the curriculum that best fits his abilities, interests and future needs, (ii) Develop work and study habits that enable him to achieve satisfactory success in his studies, (iii), Gain some experiences in learning areas outside the particular field of his special interests and talents, (iv) Discover all that his school has to offer and plan a programme of studies accordingly, (v) Learn about the purpose and function of the school that he may wish to attend later, (vi) Select try out courses in order to gain insight into learning areas that still lie ahead, (vii) Participate in out-of-class activities in which he can develop potential leadership qualities and (viii) Appraise his fitness for continued study in a college or other school or in a particular vocation. Need analysis of the students in the schools show the need of guidance and counseling services, in the education, profession, vocation, social, health, moral, personal and marital areas. Therefore Guidance service is needed to help students deal effectively with the formal developmental tasks of adolescent life situations boldly. At the secondary stage guidance programme must help the children to make good beginning, to plan intelligently, to get the best out of their education and prepare them for senior secondary schools. Educational guidance needs to be used in diagnosing difficulties, in identifying the special needs of children.

Objectives of the Study

The objective was (i) to study the needs of Guidance of senior secondary school students in relation to family income and (ii) to study the needs of Guidance of senior secondary school students in relation to academic stream (i.e. Arts/ Commerce/ Science).

Review of related literature

Eyo et. al. (2010) revealed that students' attitude at secondary school stage towards guidance and counselling was significantly positive and that the gender and school location significantly influenced students' attitude towards guidance services. Guidance is the bedrock for achieving self-actualization. It is a process of helping individuals to understand themselves by discovering their own needs, interests and capabilities in order to formulate their own goals and make plans for realizing those goals.

Mehmood Amir, Rashid & Azeem, (2011) conducted the study on "Impact of Guidance and Counseling on Academic Performance" the findings of the study (i)

Guidance and counseling is necessary for all students, especially at an elementary level. (ii) Guidance and counseling improves the achievement of students. (iii) Guidance and counseling improves students' achievement in subjective type questions. (iv) Guidance and counseling have the comparatively low impact on multiple choice items. (v) Guidance and counseling have the greater effect on male students than female students.

Sharma and Kaur (2012) conducted a study on Guidance needs Inventory by Guidance Needs of Adolescents In Relation To Gender, Locale and Type of School, with an aim to study the guidance needs of adolescents in relation to gender, locale and type of school. Findings of the study revealed no significant difference in guidance needs of adolescent boys and girls while significant difference was found in guidance needs of rural and urban, government and private school adolescents. The students of government and private schools differ significantly for their guidance needs.

Tawiah, Graham, & Alberta (2015) conducted a study on "Impact of Guidance and Counseling on Academic Performance". Findings of the study (i) guidance and counseling services have a positive effect on students. (ii) Guidance and counseling services have a positive effect on students' academic achievements.

Ashok and Dixit (2016) conducted the study on identification of guidance and counseling needs of secondary school students of Delhi. The findings of the study secondary school students are highly in need of counseling support for Need to tackle for psychological, Need for achievement and Need for vocation. It is high time to implement counseling programmes considering students, teachers and parental needs in secondary schools.

Ashok and Dixit (2017) conducted the study of guidance needs of govt. secondary school students of Delhi, the findings of the study Overall Gender (Male/Female) does not affect all areas (physical, social, psychological, educational and vocational) of guidance need of senior secondary school students, the Location (Urban/ Rural) does not affect the all types of guidance except vocational and educational guidance need of senior secondary school students and categories (SC/ST/OBC) does not affect the physical, social, psychological, educational and vocational guidance need of senior secondary school students.

Method

The method of study was Descriptive Survey.

Population

The students of Senior Secondary School in Delhi.

Sample

Random Sampling Method was used to select the required number of sample from the identified population. The sample consists of 100 students taken from different government Senior Secondary Schools of North Delhi.

Tools Used

The investigator used the Guidance Needs Inventory (GNI) prepared and standardized by Dr. J.S. Grewal, The GNI used was to identify the type and strength of guidance needs of an individual student in five areas, namely, Physical, Social, Psychological, Educational and Vocational.

Statistical Techniques Used

In order to testify the hypotheses, statistical techniques like Mean, Standard Deviation and t-test and ANOVA was used.

Limitation of study

The study was limited to North Delhi Government Senior Secondary Schools. Apart from this two other limitations were lack of financial assistance from any source and stipulated time duration for the study.

Analysis of the data and Findings

Table-1 is regarding significance of difference in mean scores of guidance needs of academic streams of Government Senior Secondary School students

		Sum of Squares	df	Mean Square	F	Sig.	Significant/non-significant
Physical	Between Groups	72.90	3	24.30	.811	.492	NS
	Within Groups	2216.43	74	29.95			
	Total	2289.34	77				
social	Between Groups	71.89	3	23.96	3.735	.015	S
	Within Groups	474.82	74	6.41			
	Total	546.718	77				
Psychological	Between Groups	291.38	3	97.12	1.023	.387	NS
	Within Groups	7026.57	74	94.95			
	Total	7317.96	77				
Educational	Between Groups	384.60	3	128.20	1.256	.296	NS
	Within Groups	7552.38	74	102.05			
	Total	7936.98	77				
Vocational	Between Groups	354.67	3	118.22	3.728	.015	S
	Within Groups	2346.50	74	31.709			
	Total	2701.17	77				
Total	Between Groups	2573.00	3	857.66	1.085	.361	NS
	Within Groups	58498.49	74	790.52			
	Total	61071.50	77				

The data given in Table-1 clearly reflects that -

- i. p-value for academic stream difference in physical guidance needs is 0.492, which is not significant at .05 level of significance. It means that there is no significant academic stream difference in mean scores of physical guidance needs of senior secondary school students. So, academic stream does not affect the Physical guidance need of senior secondary school students.
- ii. p-value for academic stream difference in social guidance needs is 0.015 which is significant at .01 level of significance. It means that there is significant academic stream difference in mean scores of social guidance needs of senior secondary school students. So, academic streams affect the social guidance need of senior secondary school students.
- iii. p-value for academic stream difference in psychological guidance needs is 0.387 which is not significant at .05 level of significance. It means that there is no significant academic stream difference in mean scores of psychological guidance needs of senior secondary school students. So, an academic stream does not affect psychological guidance needs of senior secondary school students.
- iv. p-value for academic stream difference in educational guidance needs is 0.296 which is not significant. It means that there is no significant academic stream difference in mean scores of educational guidance needs of senior secondary school students. So, academic streams do not affect educational guidance needs of senior secondary schools students.
- v. p-value for academic stream difference in vocational guidance needs is 0.015 which is significant at .01 level of significance. It means that there is significant academic streams difference in mean scores of vocational guidance needs of senior secondary school students. Therefore academic streams need vocational guidance. So academic streams affect the vocational guidance needs of senior secondary school students.
- vi. p-value for academic streams difference in physical, social, psychological, educational and vocational of guidance needs is 0.361 which is not significant at .05 and .01 level of significance except social and vocational. It means that there is no significant academic stream difference in mean scores of guidance needs except social and vocational of senior secondary school students.

Hence, academic streams affect except social and vocational guidance needs of Senior Secondary School students.

Hence, the Null Hypothesis, "there is no significant difference between the physical, social, psychological, educational and vocational guidance needs of academic streams of Senior Secondary School students", stands accepted.

Table 2 – Significance of difference in mean scores of guidance needs of family income of senior secondary school students.

Table - 2 Guidance Needs in relation to Guidance needs

		Sum of Squares	df	Mean Square	F	Sig.	Significant/ Non-significant
Physical	Between Groups	3.010	1	3.010	.100	.753	NS
	Within Groups	2286.337	76	30.083			
	Total	2289.346	77				
Social	Between Groups	.781	1	.781	.109	.742	NS
	Within Groups	545.937	76	7.183			
	Total	546.718	77				
Psychological	Between Groups	4.362	1	4.362	.045	.832	NS
	Within Groups	7313.60	76	96.232			
	Total	7317.962	77				
Educational	Between Groups	641.984	1	641.984	6.688	.012	S
	Within Groups	7295.003	76	95.987			
	Total	7936.987	77				
Vocational	Between Groups	128.532	1	128.532	3.797	.055	S
	Within Groups	2572.648	76	33.851			
	Total	2701.179	77				
Total	Between Groups	1384.211	1	1384.211	1.763	.188	NS
	Within Groups	59687.289	76	785.359			
	Total	61071.500	77				

NS- Not Significance, **S-** Significance

From Table - 2 it has been found that -

- i. p-value for family income difference in physical guidance needs is 0.753, which is not significant at .05 level of significance. It means that there is no significant family income difference in mean scores of physical guidance needs of senior secondary school students. So, family income does not affect the physical guidance need of senior secondary school students.
- ii. p-value for family income difference in social guidance needs is 0.742 which is not significant at .05 level of significance. It means that there is no significant family income difference in mean scores of social guidance needs of secondary school students. So, family income does not affect the social guidance need of senior secondary school students.
- iii. p-value for family income difference in psychological guidance needs is 0.832 which is not significant at .05 level of significance. It means that there is no significant family income difference in mean scores of psychological guidance needs of senior secondary school students. So family income does not affect the psychological guidance need of senior secondary school students.

- iv. p-value for family income difference in educational guidance needs is 0.012 which is significant at .05 level of significance. It means that there is significant family income difference in mean scores of educational guidance needs of senior secondary school students. So, family income affects the educational guidance need of senior secondary school students.
- v. p-value for family income difference in vocational guidance needs is 0.055 which is significant at .05 level of significance. It means that there is significant family income difference in mean scores of vocational guidance needs of senior secondary school students. So, family income affects the vocational guidance need of senior secondary school students.
- vi. p-value for family income difference in physical, social, psychological, educational and vocational of guidance needs is 0.188 which is not significant except educational and vocational. So family income affects the educational and vocational guidance need of senior secondary school students.

In view of this, the Null Hypothesis, "there is no significant difference between the guidance needs of family income of Senior Secondary School students", stands accepted.

Major Findings the study

- i. Academic streams (commerce/ arts/ science) do not affect the Physical guidance need of senior secondary school students.
- ii. Academic streams (commerce /arts/ science) affect the social guidance need of senior secondary school students.
- iii. Academic streams (commerce /arts /science) do not affect psychological guidance needs of senior secondary school students.
- iv. Academic streams (commerce/ arts/ science) do not affect educational guidance needs of senior secondary schools students.
- v. Academic streams (commerce/ arts/ science) affect the vocational guidance needs of senior secondary school students.

Overall the academic streams (commerce/arts/science) do not affect except social and vocational guidance needs of Senior Secondary School students.

- i. Family income does not affect the physical guidance need of senior secondary school students.
- ii. Family income does not affect the social guidance need of senior secondary school students.
- iii. Family income does not affect the psychological guidance need of senior secondary school students.
- iv. Family income affects the educational guidance need of senior secondary school students.
- v. Family income affects the vocational guidance need of senior secondary school students.

Overall the family income does not affect all areas of guidance needs except educational and vocational guidance of Senior Secondary School students.

Conclusion

Guidance is essential for every individual, especially in the age of adolescent during which the children are usually in Senior Secondary Schools to take these services and it is the responsibility of the school concerned to provide these services along with the help of parents. Family income and academic stream does not affect all areas of guidance needs of Government Senior Secondary School students except two areas.

Recommendations

Based on the findings of the study, it is recommended that -

- i. All schools should provide basic resources for guidance and counseling. These include a dedicated counseling room, computers and psychological tests, and office equipped with reference materials as well as adequate career counseling resource materials.
- ii. There is a need to offer Counselors all necessary assistance and support they deserve such as financial and moral.
- iii. There should be a policy in place which ensures the appointment of Educational Vocational Guidance Counselors (EVGCs) on full-time basis in all schools.

The researcher recommends further research in Guidance and Counseling and especially in the following areas:

- i. Study the guidance needs of Senior Secondary Schools students in private and public schools in relation to occupational aspirations, parents education and income.
- ii. Need Assessment of students counseling services.
- iii. Use of counseling in determining the career choices of Secondary School students.
- iv. Influence of professional training given to Head Teachers in Guidance and Counseling and academic performance in schools.

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Impact of Continuing Education Programmes on the Empowerment of Women in Kerala

Soosamma P. A.

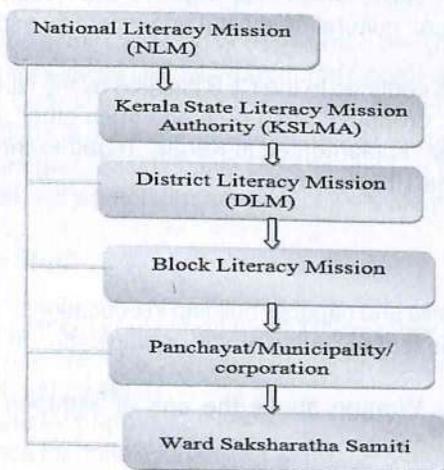
Education is considered to be one of the most important ingredients in the development and self determination of all human beings. It is especially true for the weaker sections of the society including women and other disadvantaged ones. According to Jawaharlal Nehru, "When you educate a man you educate an individual, but when you educate a woman you educate the entire family".

Educated and skilled people are an asset to the nation. Education helps a nation in her economic development, social progress, political progress, scientific advancement and cultural progress. Education in its right spirit must deal with the development of all human resources for a better life for all and therefore it must be linked with the life of the community. But still a good number of people especially women cannot complete their formal education.

In the words of Dr. A P J Abdul Kalam, Empowerment of women leads to development of a good family, good society and, ultimately, a good nation. When the woman is happy, the home is happy. When the home is happy, the society is happy and when the society is happy the state is happy and when the state is happy there will be peace in the country and it will develop at greater pace.'International community has been taking serious view of the lack of education among children, women and adults, particularly in the less developed and least developed countries of the world. Our government has devised several plans to educate those who left their studies midway. Continuing education is one such programme that aims at improving the quality of life of its learners.

Continuing Education (CE) enables women to learn and earn simultaneously. The ultimate goal of CE is to have a significant impact on the learners, an impact that results in a measurable increase in the learners' educational, personal, social and economic development. In this study, CE is taken as an extension of non-formal education for those who cannot continue their education because of socio-economic and other such factors.

Structure of CE in Kerala



The figure shows the structure of Continuing Education in Kerala. The organizational structure of CEP is democratic in nature.

Need and Significance of the Study

CE is one of the institutional mechanisms that can raise the status of the weaker sections. The study strives to reflect upon the efforts made so far in this field, to understand the limitations so that corrective measures may be adopted for the improvement of the programme. Limited research studies have been reported in the area of CE to give any indication of the trend.

Statement of the Problem

The present study is entitled as "Impact of Continuing Education Programme on the Empowerment of Women in Kerala". The study examined the impact of TSFP (Task Specific Functional Programme) on women empowerment.

Operational Definition of Key Terms

Impact

In the present study 'Impact' is taken as a strong effect or influence.

Continuing Education

In the Indian context, Continuing Education can be defined as an extension of education, formal or non-formal, part-time or full-time for young people and adults

beyond the school learning age, aiming at the achievement of certain specific knowledge, attitudes or skills, which may improve the quality of life in personal, social, economic, political, cultural, technical and scientific aspects of life.

The present study is confined to the CEP initiated by the NLM through SLMA for illiterates, neo-literates, dropouts, push-outs and such other similar groups. Four types of CEPs have been implemented in Kerala. Together they are referred to as Target Specific Functional Programmes.

Empowerment

Developing awareness and capacity building in educational, personal, economic, social and political areas for facilitating greater participation in all activities of life.

Women in Kerala: Women above the age of eighteen years who are the beneficiaries of CEP in Kerala.

Objectives of the Study

1. To study the origin and development of Continuing Education Programme in Kerala.
2. To identify the organizational structure of Continuing Education Programme in Kerala.
3. To examine the implementation process of Continuing Education Programme.
4. To examine the role played by women preraks in the empowerment of women through Continuing Education Programme.
5. To find out the impact of Continuing Education Programme on the empowerment of women in Kerala.
6. To find out whether socio-economic status, age, locality, caste category and districts make any significant difference in the empowerment of women beneficiaries of Continuing Education Programme.
7. To identify the best practices in Continuing Education Programme.
8. To identify the problems faced by both women preraks and women beneficiaries.
9. To offer suggestions for improving the women empowerment process based on the study.

Hypothesis of the Study

Women are significantly empowered as a result of their successful completion of Continuing Education Programme.

Methodology

Survey Method was adopted for the study.

Sample

The sample of the study consisted of 546 women beneficiaries, 302 Preraks and 16 Resource persons including District Programme Coordinators (DPC) and Assistant District Programme Coordinators (ADPC) in the field of continuing education from 72 centres across six districts of Kerala – Pathanamthitta, Alappuzha, Kottayam, Idukki, Ernakulam and Kasargod. Besides, five Experts and five Officials from the field of continuing education and women empowerment were identified.

Tools Used for the Study

- i. Study of Documents published by NLM/Saakshar Bharat, SLMA, SRC Kerala, Review Reports of sample Districts, National Policy on Education (1986 and modified 1992)
- ii. Questionnaire for preraks
- iii. Questionnaire for beneficiaries
- iv. Interview Schedules to collect data from: 1) District Programme Co-ordinators (DPC)/Asst. District Programme Co-ordinators (ADPC), 2) Preraks, 3) Beneficiaries
- v. Interview (unstructured) with Experts and Officials.
- vi. Participatory observation of Continuing Education Programme
- vii. Focus group discussion with beneficiaries.
- viii. Study of best practices

Statistical Techniques Used

Descriptive Statistics:

Calculation of Percentage, Mean, Standard Deviation

Inferential statistics:

t-test and Analysis of Variance (ANOVA)

Scope of the Study

The investigator has selected certain important dimensions of women empowerment and analyzed them to find out the overall impact of continuing education on the empowerment of women through Target Specific Functional Programmes (TSFP).

The dimensions of women empowerment selected for the study are educational, personal, economic, social and political.

1. Educational Empowerment (ability to improve their level of knowledge/ awareness which will be applicable in their everyday life; ability to change their attitude/behavior and acquire new skills);
2. Personal Empowerment (ability to understand ones strengths, limitations and how to utilise the opportunities; ability to make appropriate decisions);
3. Economic Empowerment (ability to generate income; exercise of economic freedom);
4. Social and Political Empowerment (ability to understand and go along with others; ability to follow and apply democratic values).

The Target Specific Functional Programmes (TSFP) Selected for the Study:

The target specific functional programmes are Equivalency Programme (EP), Income Generating Programme (IGP), Quality of Life Improvement Programme (QLIP) and Individual Interest Promotion Programme (IIPP)

EP- An alternative Education that is equivalent to the existing formal system of education.

IG - Part and parcel of poverty alleviation programme.

QLIP - Programme designed to enhance the well being of all citizens- helping to raise living standards and to improve life styles through education. Eg: Awareness programme.

IIPP- Promotion of specialized individual interests.

In order to examine the group differences in the level of empowerment, important group factors like religion, locality, age, educational qualification, income, occupation and district were taken into account.

Limitations of the Study

- Only four essential dimensions of women empowerment were selected for the study.
- Due to time limitation only four of the Continuing Education Programme was selected (Equivalency Programme, Income Generating Programme, Individual Interest Promotion Programme and Quality of Life Improvement Programme) for the study.
- Only women learners and women preraks were included in the study.

Major Findings of the Study

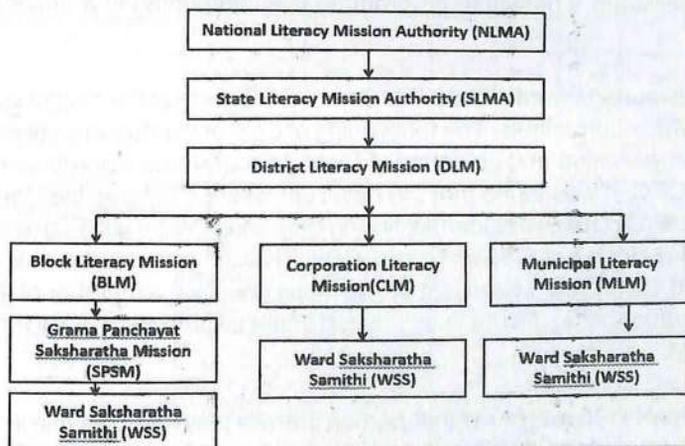
The findings of the present study are likely to strengthen the Continuing Education

Programmes and women empowerment in all the phases – planning, implementation, evaluation and follow-up in future. The findings of the study may be used for strengthening the programme for empowerment.

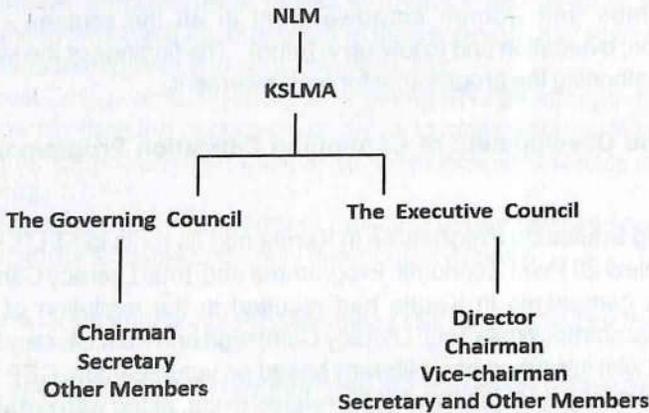
Origin and Development of Continuing Education Programme (CEP) in Kerala

Continuing Education Programme in Kerala had its roots in FFLP, RFLP, Point No. 16 of the New 20 Point Economic Programme and Total Literacy Campaign. The major literacy campaigns in Kerala had resulted in the evolution of Continuing Education Programme. While Total Literacy Campaign and Post Literacy Programme were involved with imparting basic literacy based on volunteerism, CEP was more a holistic approach of development of skills related to life, along with creation of basic infrastructure at the grassroots level. Continuing Education Programme, with new and specific goals, was started in the year 1998. It was a continuation of the Total Literacy Campaign.

The organizational structure and the implementation process of CEP in Kerala



The Kerala State Literacy Mission Authority (KSLMA), which is the part of the NLM, is the supreme authority in the state for planning and implementing the Continuing Education Programme. There are state level, district level, block level and local level literacy missions in the state which play an active role in establishing, strengthening and supporting the programme.



The State Literacy Mission had a two-layer structure viz., Governing Council (26 members) and Executive Council (22 members). The Governing Council consisted of chairman, secretary and other members. The Executive Council consisted of chairman, vice chairman, secretary and other members. The Director, the day to day functionary of SLMA, is the ex-officio secretary of the Executive Council. Under the State Level Literacy Mission, there are district/ block/corporation/municipality and panchayat level literacy missions. The whole programme is implemented in a decentralized pattern.

The overall management of the programme of CE vests at the district level with the District Literacy Committee. The functioning of CEP at the district level is carried out under the supervision and guidance of District Programme Coordinator (DPC) and Assistant DPC. It was found that the basic unit of the CEP was the Continuing Education Centre (CEC) with a Nodal Continuing Education Centre (NCEC) overseeing the working of a cluster of CECs. The CEC/NCEC will be under the charge of a facilitator called the prerak, who would be, as far as possible, a member of the local community. A democratic culture is inculcated in the organization of CEP through decentralization.

From the analysis, it was found that women preraks play an active role in women empowerment by undertaking the programmes coming under CEP with much enthusiasm. They were instrumental in conducting variety of programmes with the active participation of experts in the respective fields aiming at the development of the learner with special focus on women. The preraks are always enthusiastic in the clarification of doubts by women beneficiaries and they ensure that the individual capacities are developed to the maximum. They take part actively in conducting discussions on topics like equality of women, women participation in community activities and women empowerment to sensitize women on their rights. All these measures from the part of preraks clearly indicate that they are very active in empowering women in all possible ways.

Role of Preraks

78% of preraks organized discussions on topics like equality of women, women participation in community activities, women empowerment, women rights etc. 83% of preraks were able to clarify the doubts of learners regarding governmental and non- governmental assistance and concession. 56% of preraks assisted the beneficiaries in identifying and developing the individual capabilities of learners.

The Impact of Continuing Education Programme on Women Empowerment in Kerala

Continuing Education Programmes	Women Empowerment-Components	N	Before		After		df	t-value
			Mean	SD	Mean	SD		
Equivalency Programme	Educational	354	6.07	1.27	8.84	1.29	353	28.95**
	Personal	354	5.99	1.31	9.10	1.50	353	30.20**
	Economic	354	5.95	1.30	7.56	2.30	353	11.55**
	Social & Political	354	5.94	1.30	7.98	1.86	353	17.43**
<i>All components with regard to Equivalency Programme</i>		354	23.94	2.56	33.41	5.72	353	29.40**
Income Generating Programme	Educational	403	6.44	1.25	7.72	2.36	402	9.66**
	Personal	403	6.37	1.22	8.27	1.71	399	18.67**
	Economic	403	6.31	1.26	7.28	2.11	400	7.97**
	Social & Political	403	6.33	1.27	7.26	2.16	401	7.29**
<i>All components with regard to Income Generating Programme</i>		403	25.35	2.98	30.56	6.91	402	13.81**

Continuing Education Programmes	Women Empowerment-Components	No	Before (M)		After (M)		df	t-value
			Mean	SD	Mean	SD		
Individual Interest Promotion Programme	Educational	372	4.72	1.32	7.26	2.24	371	18.98**
	Personal	372	4.85	1.21	8.48	1.74	371	32.99**
	Economic	372	4.50	1.49	7.19	2.60	371	18.29**
	Social & Political	372	4.43	1.48	7.31	2.10	371	22.33**
<i>All components with regard to Individual Interest Promotion Programme</i>		372	18.48	3.14	30.07	6.95	371	29.84**
Quality of Life Improvement Programme	Educational	404	4.99	0.96	8.28	1.93	403	31.55**
	Personal	404	4.99	0.97	8.27	1.98	402	29.70**
	Economic	404	4.98	0.99	7.65	2.10	403	23.25**
	Social & Political	404	4.99	0.98	7.93	1.99	403	26.73**
<i>All components with regard to Quality of Life Improvement Programme</i>		404	19.94	2.32	32.09	6.73	403	34.49**
<i>All components with regard to Continuing Education Programme</i>		546	61.57	21.34	88.45	34.22	545	31.07**

The mean values of women empowerment before and after attending all the Continuing Education Programmes taken together are 61.57 and 88.45 respectively. The obtained t-value 31.07 is greater than the table value 2.58 at 0.01 level. Hence there is significant difference in the empowerment of women when all the Continuing Education Programmes are taken together. The hypothesis "women are significantly empowered as a result of their successful completion of the Continuing Education Programme" is accepted. Thus Continuing Education Programme is effective for empowering women with respect to the components – educational, personal, economic, social and political.

Influence of Socio-Economic Status, Age, Locality, Caste Category and Districts in the Empowerment of Women Beneficiaries of CEP

The study also revealed some specific results with respect to the impact of socio-demographic variables on Continuing Education Programme. Comparison of the women beneficiaries based on their level of education revealed that prior to attending the Equivalency Programme, there was a significant difference between the beneficiaries who were appearing for 4th standard, 7th standard and 10th standard equivalency programme and the difference was observed to be in favour of women beneficiaries having higher qualifications. But after attending the Equivalency Programme, the women beneficiaries who have attended 4th standard Equivalency Programme attained a similar level of empowerment on a par with their 7th standard and 10th standard counterparts. While the women beneficiaries were compared based on age group, it was found that there is no significant difference between these groups prior to the programmes except in the case of Quality of Life Improvement Programme. But after these programmes, it was found that those who are in the 30-40, 40-50 and above 50 age groups have gained significantly in Equivalency Programme compared to their counterparts. In the case of Income Generating Programme, the women beneficiaries in the 40-50 age group benefitted more compared to others and in Individual Interest Promotion Programme, 30-40, 40-50 and above 50 age groups have significant improvement than others. But Continuing education as a whole has considerably benefitted those who are in the 30-40 age group.

While no urban rural impact was visible prior and after the Continuing Education Programme, district-wise comparison showed that Idukki and Ernakulam districts got maximum benefit from Equivalency Programme.

Best Practices in the Continuing Education Programme for Women Empowerment

The investigator identified the best practices through the application of adequate tools. Participatory observation proved to be very effective in getting certain key information regarding the best practices of CEP. The investigator collected the necessary details of best practices also by implementing the focus group discussion

guide on beneficiaries in six districts. Also the investigator conducted 21 case studies from which in-depth analysis of five case studies were done. This enabled the researcher to pinpoint the best practices in this field. The best practices in CEP that were capable of improving the women empowerment process as observed by the investigator are given below. It was identified that the best practices of Continuing Education Programme for women empowerment were Equivalency programme particularly 10th 'A' level course, Awareness programme for women, Self-Help Groups and Income Generating Programme, Arts festival and Recognition by people (Contest in elections). The leadership qualities of women were recognized by the society as evident from the fact that many preraks (269) and beneficiaries were elected to the Panchayati Raj Institutions (PRIs), the governing bodies of co-operative societies and Mother Parent Teacher Associations.

Problems Faced by Women Preraks and Women Beneficiaries of the CEP

The main problems felt by women preraks were non-recognition of hardworking preraks, inadequate honorarium, inability to identify and motivate learners, irregular evaluation of CEP, lack of training in using ICT, and insufficient fund allocation for projects in CEP.

The problems faced by women beneficiaries were; inadequate infrastructure facilities in the Continuing Education Centres, paucity of funds, lack of motivation among women preraks due to low rate of honorarium, lethargic attitude of Panchayati Raj Institutions and political initiative which was visible during the literacy campaign was lacking to a large extent in CEP.

Recommendations

Continuing Education Programme is effective in empowering the women beneficiaries of Kerala. Some of the recommendations arrived at from the findings of the study are given below:

1. The CEP may be strengthened and expanded with a view to give adequate importance to the personal, educational, economic, health and hygiene, socio-political, legal and cultural dimensions of women empowerment. KSLMA may take active lead in this regard.
2. Introduction of computer literacy programmes in all the CECs may be made the responsibility of the local self-governing bodies. Resources for the programme may be mobilized in collaboration with IT@School, Department of General Education, Social Welfare Department and Women Development Corporation.
3. Ensure co-ordination among various agencies like Village, Block and District Panchayaths and functionaries in Continuing Education Programme through continual review meetings, under the auspices of the District Collector and District Literacy Mission Coordinator.

4. Provision may be made to appoint a Committee to revise the honorarium for preraks with special attention to women preraks at least in five years and to allot reasonable increment similar to that of other field staff in government service. Approximately 10% of income generated through equivalency programme may be utilized as the welfare fund for women preraks.
5. A Directorate of Non- Formal Education may be created in the State for co-ordination of various activities of CEP.
6. A policy for non formal education in tune with the formal education may be developed by the government for the systematic implementation of non-formal/continuing education in the state.
7. The authorities may take necessary steps for the involvement of LSGs in the identification and motivation of learners.
8. Best performance at district and block level may be recognized through awards.
9. As the Equivalency Programme plays a significant role in the empowerment of women, it may be extended to higher secondary and higher education in a phased manner. CEP may collaborate with schools, colleges and universities, so that the human and material resources in these institutions can be utilized for imparting the various programmes of CEP. An open university may be established in the state in order to meet the higher education needs of beneficiaries of Equivalency Programme.
10. Though the income generating programmes in CEP was found to be effective, new and innovative avenues for income generation are not given adequate representation in CEP. Self-employment in women may be promoted by including more innovative activities in the IGP. Empowerment mechanisms like microcredit mechanisms, financial literacy programme, digital literacy programme, capacity building programme and self defence mechanisms need encouragement and support from the authority.
11. The infrastructure facilities including building, library, IT and vocational training of CECs may be strengthened by allocating funds by Government, local self-governing bodies and sponsors.

Empowerment based Continuing Education Strategy for Women

The experiences gained while conducting the study inspired the investigator to propose a strategy for enhancing the empowerment of women through CEP namely, Empowerment Based Continuing Education Strategy for Women. Through this strategy, the investigator proposes a general plan of action intended to enhance women empowerment over a long period. It is based on the conceptual framework of CEP, theoretical framework of women empowerment and suggestions and opinions given by preraks, beneficiaries, officials and experts.

It reiterates the role of Panchayati Raj Institutions in the effective implementation of CEP and how infrastructure facilities can be sourced without financial burden.

Collaboration with universities, judicious exploitation of the services of Aganwadis, day care centres, women's only hospital and district institute of education are the measures that can be undertaken to improve women empowerment through CEP. A plan of action taking into account the various dimensions of women empowerment is also formulated.

Conclusion

Continuing Education Programme is a powerful instrument in mainstreaming the unused potential of the less privileged women by involving them in the process of nation building. It has highly contributed to the enhancement of human resources for building up a learning society in Kerala. It is seen that the women who are still deprived of these opportunities could be much benefitted, if they are also made part of the programme. The present study upholds the beneficial effect of the Continuing Education Programmes in promoting women empowerment in society. Hence it is imperative that the CEP should continue ahead in its full strength and vigour. The investigator hopes that the recommendations arrived at from the study will be of great use in strengthening the functioning of CEP. If these recommendations were considered in its true spirit and implemented properly for the progress and well-being of the marginalized women of the society, it will be a humble yet great beginning in neutralizing the disparities visible in our society. Kerala model has been followed by other states in implementing variety of Continuing Education Programmes.

Suggestions for further Research

1. Relationship between CEP and economic development of women in Kerala
2. CEP and poverty eradication programmes
3. Impact of CEP on Human Development Index in Kerala
4. Role played by women organizations in the educational development of women in Kerala
5. Influence of government organizations in the development of minority groups in Kerala
6. Analysis of economic development of women and its impact on the education of their children.
7. The impact of CE on the empowerment of women preraks.
8. Comparative studies of CE implemented in various states of India.
9. Follow up studies of Equivalency learners.

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Impact of Audio Visual Aids in Teaching Learning Process

Heaven Dahiya

“Create Your Own Visual Style..... Let It Be Unique For Yourself and Yet Identifiable For Others”

-Orson Welles

Education is necessary for everyone. Education is very important, without education no can lead a good life. Teaching and learning are the important element in education. The teacher use different methods and material to teach their students and their effective learning. With the passage of time, different methods and techniques are entered in the field of education and teacher use different kind of aids to make effective teaching. Teaching aids arouse the interest of learners and help the teachers to explain the concepts easily. Undoubtedly, audio visual aids are those instructional aides which are used in the classroom to encourage teaching learning process.

As **Singh (2005)** defines: **“Any device which by sight and sound increase the individuals’ experience, beyond that acquired through read described as audio visual aids”**

Teaching and learning processes are very crucial at all levels of educational development. If well planned and directed, they are the keys to success and progress of an individual. As **Rather, (2004)** defines: **Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, television etc called instructional Aids.**

Background

The progress of a nation depends much upon the education and research. Curriculum changes are moving fast, education is changing fast and followed by **instructional methods**. Dynamic, approaches are being introduced day-by-day. The aim of this modern education is to stir-up the hidden curiosity and desire of thinking skills, nourishing their behaviors, attitudes and believes in order to develop basic and important Hence, freedom should be given to students to ask, inquire, explore and be creative.

In the modern era of language teaching, different innovations are brought in to the field of study so that one can come out of the traditional teaching approaches. Nowadays, trend is more towards communicative language teaching than traditional

grammar teaching. Uses of technological tools enhance learning. It is observed that learner focus on what is being taught by the teacher in the classroom session.

Audio-visual aids have a good impact upon students and teachers as they make the lecture sessions more interesting and helps in focusing the attention of learners directly towards the topic. **Bruner**, a psychologist at New York University advocates, research has shown that people remember 10% of what they hear, 20% of what they read, 80% of what they see and do (lester, 2012). Hence, audio-visual aids are the effective communicative tools between the teachers and the learners.

Anzaku, (2011) states that "the term audio-visual materials are commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language". Thus, according to the definition, a text book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience. For example, dramatizing an event or a procedure or making diorama.

Review of Related Literature

Review of literature provides basis to locate pertinent data and new ideas that need to be included in the present study. Related literature review, organized under the following headings:

- A. Literature related to impact of AV Aids in teaching learning process
- B. Literature related to AV Aids enhancing teaching learning process

A. Literature related to impact of AV Aids in teaching learning process:

Moeller, & Reitzes (2011) emphasized the improvising apparatus, making charts and models, doing experiments, conducting exhibitions and demonstrations, setting apparatus, they provides first-hand experience. These activities make the learning easy, effective and fast, it saves a lot of student-teacher time and energy. Improvised aids are useful because, it motivates the learners to create his own teaching-learning material from objects which are easily available to him. Improvised aids promote 'learning by doing and also trigger creativity.'¹

Dahar and Faize (2011) conducted a study to show charts are cheap, handy and easy to use aids which can assist the teacher to help learners to understand the concept in better way. For example, various processes, flow diagrams etc. can be effectively explained using a chart. They help to secure better attention of learners and arouse their interest.²

Nzewuihe (2011) blackboard should be used to develop a summary of the content

in which various concepts are linked to each other properly. Colored chalks can be used to draw flow charts, concept maps, diagrams etc. to highlight various aspects. Flow diagrams, concept maps, figures, pie charts, bar graphs and other pictorial forms have a high retention and should be used to represent knowledge. Subject, date, topic and sub-topic should be written on the blackboard and before leaving the class, to clean the blackboard for the other teacher to use it. Whiteboards may also be used as screens for Liquid Crystal Display (LCD) projectors or OHP projectors. Greater reflectivity of whiteboard results in brighter projected images.³

Jadal (2011) discussed that in classrooms, teleconferencing is used to allow the learners to avail of the experiences of the persons or experts who are unable to come physically to interact with the learners. Through this mode the students may ask their doubts/questions to the concerned person and learn from him/her.⁴

Bude Su. (2009), observed that learners do various things themselves, students are actively involved when teaching aids are used. Teacher can use teaching aids to arouse curiosity, to trigger scientific thinking and to help learners identify the cause-effect relationship and provides freedom of thought and actions. The student can discuss their observations, work in groups, can talk and analyze, comment and elaborate their viewpoints. Thus the students feel free when teaching aids are used in the classroom.⁵

Selvi (2007) discussed that a model is a three-dimensional projection or representation of a real object. The interested and colorful chart helps the learner to focus within the boundaries on the content and too many lines and pictures make it a complex aids thus defeating the purpose. They help the learner to form better perceptions because a three-dimensional view is available; they give a notion of reality as they bear a close resemblance to the real objects.⁶

Brinkerhoff (2006) focuses the most common use of ICT in education is to support teaching and learning. This approach integrates ICT into existing educational practices, ranging from teachers using presentation of software with interactive white boards in face to face sessions, through the course delivered completely on line, often taken at a distance, choice and control of the technology are determined by the needs of the curriculum, institutional policy and commitments, and the discretion of teachers⁷.

Gillani (2005) pointed out that important concepts and definitions may be placed on transparencies/slides. Elaborate explanations may be provided orally by the teacher. Diagrams, figures, pictures, processes, flow diagrams and concept maps may be effectively used to enhance understanding by using projected aids.⁸

B. Literature related to AV Aids enhancing teaching learning process
Dilshad Muhammad et al (2015) The overall purpose of study was Utilization of

educational media for teaching of physics at higher secondary level. The study specifically analyzes the practices of educational media in physics classroom. The survey research technique was adopted. The questionnaire, interview and observation were the major instruments. Triangulation approach was used to analyze the data. Concrete recommendations were made on the basis of findings.⁹

Shabiralyani Ghulam et al (2015) explored the teacher's opinions on the use of visual aids (e.g., pictures, animation videos, projectors and films) as a motivational tool in enhancing students' attention in reading literary texts. The targeted population for this research was the staffs and students of the public and private educational institutions of District Dera Ghazi Khan. In this research, the analysis of the data indicated that the majority of the teachers and students had positive perceptions of the use of visual aids.¹⁰

Ojowu Ode Elijah (2014) adopted a survey design study aimed at investigating the extent to which AVs were used in teaching and learning and their impact on teaching and learning in some selected private Secondary Schools in Makurdi metropolis. Two research questions were stated and subsumed in a hypothesis. One hundred and twenty respondents participated in the study. The result revealed that the use of audiovisual resources have significant impact on the teaching and learning in secondary schools.¹¹

Al Mamun Md. Abdullah (2014) conducted a study is to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids in teaching English language. A qualitative method has been followed to collect the data of this research. It has been found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills. This research provides guidelines for the novice teachers on effective use of audio-visuals aids in language teaching.¹²

Doosur Ashaver, (2013) conducted a study to evaluate how the library meets the needs of the teachers in supply of audio-visual materials; the types and quality of audio-visual materials available in the college, their frequencies of use and inhibitions and finally what steps the librarian has taken in promoting or creating an awareness of the available audio-visual resources in the library. Two sets of questionnaires were administered to lecturers and staff in order to elucidate the needed information. The College collection of audio-visual materials is fairly adequate. Non-availability, lack of supporting infrastructures and human factors are hindrances to the use of audio-visual aids in the college. There are numerous benefits that students derive from the use of audio-visual aids.¹³

Nalliveettill George Mathew (2013) conducted study on the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. Findings of the study give insights on EFL students' approach to using technological

aids. EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language educators, administrators¹⁴.

A.S Shridevi et al (2013) conducted a study to evaluate and compare the effectiveness of conventional small group teaching of mechanism of labour using the dummy pelvis and skull reinforcement with video demonstration, involving 60 final year MBBS students. Both groups had demonstration class by the teacher on the mechanism of labour using the dummy pelvis and fetal skull. Students exposed to the additional teaching learning media had clear understanding and long lasting effect on the must know psychomotor skill being taught.¹⁵

Mathew & Alidmat (2013) conducted a study on the usefulness of audio-visual aids in EFL in Saudi Arabia context. "Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input" In their study, they explored how the use of audio visual aids helps the language teacher in EFL classroom at undergraduate level. They found that the result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students.¹⁶

J. Naga Madhuri (2013) conducted a study on using audio/visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information. Bridge the gap between the different types of learners by adding audio/visual aides to your teaching techniques. Since most people are visual learners, it's important to go beyond "spoken words" when educating students. Students are also more likely to learn material is they're exposed to it in a variety of ways. This will also help you assess each student's overall understanding of the desired learning objectives. Authors such as Shakespeare may be easier to understand when the material is seen as well as read. Use film clips to highlight historical events and to provide expert analysis of current situations.¹⁷

Rasul Saima et al (2011) conducted a study designed to analyze the effectiveness of audio visual aids in teaching learning process at university level. On the basis of findings, the conclusion was drawn. It was found that (i) the respondents viewed that A.V aids play important role in teaching learning process (ii) A.V aids make teaching learning process effective (iii) The respondents viewed that A.V aids provide knowledge in depth and detail (iv) It brings change in class room environment. (v) It motivates to teachers and students. On the basis of findings of study, following recommendation were made (1) Teachers may be trained for using A.V aids (2) Teachers may planning before using A.V aids (3) University may provided proper facilities of A.V aids (4) A.V aids may be according to level and interest of students. (5) Training may be provided to student for proper use of A.V aids.¹⁸

Ranasinghe and Leisher (2009), integrating technology into the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways. Technological aids should support the curriculum rather than dominate it. Technology should assist the teacher in creating a collaborative learning environment. Developments in technology gave scope for innovative practices in the classroom.¹⁹

Ode and Omokaro (2007) revealed that learners retain most of what they hear, see and feel than what they merely hear. This concept bears credence to the old Chinese adage which says 'what I hear I forget what I see I remember and what I do I know. A visual instruction encourages the use of audiovisual resources to make abstract ideas more concrete to the learners. Therefore, the teacher's duty is to make learning live, not just something to remember but part of living experience. This can be done effectively by employing the use of audiovisual resources in teaching and learning as a mean of imparting knowledge to learners.²⁰

RATIONALE OF THE STUDY

"Visual-spatial thinkers need to see to think"

-**Bette Fetter**

Audio-visual materials have been in existence for a longtime, but they are often underutilized. It is expected that, following the identification of the hindrances to maximum utilization of audio-visual resources in schools, effort will be made to minimize the effect of the hindrances and promote adequate utilization of the available resources. When the use of audio-visual materials is encouraged, there will definitely be a high demand for the materials and the producers will put in more efforts in the production and even come out with more methods of applying them to teaching and learning. This may tend to expose the learner more to thinking than relying on the teacher.

Swank R.C (2011) stressing the effectiveness of visual materials in leaning, estimated that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous us organic sensation and 3% upon taste smell. With the above assertion, it becomes clearer why audio-visual materials are important in the teaching and learning processes. This is because; they bring the different senses contributions together to get 100% clarity.

Natoli, C. (2011) once again added that "audio-visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems". In other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will enhance their choice of color and aid their understanding of the concept in question or when they join the teacher in dramatization of an event or a process.

Gopal V. P. (2010) stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors.

According to **Katherine M. (2009)** "learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials". During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids. The attention of the learner is caught, his interest is won and also he is ready to learn.

Problem Statement and Scope

Title: "Impact of Audio Visual Aids in Teaching Learning Process"

Research Questions

1. Whether the research subjects have knowledge of audio visual aids in teaching learning process?
2. What is the impact of audio visual aids in Teaching Learning process?
3. What are the benefits of audio visual aids in Teaching Learning process?

Objectives of the Study

1. To assess the post-basic b sc student's attitude towards use of AV Aids in teaching learning process.
2. To analyze the relationship between attitudes of post-basic b sc student's regarding use of AV Aids in teaching learning process with selected socio-demographic variables.

Hypothesis

H₀ There is no significant relationship between post-basic b sc nursing student's attitudes towards use of AV Aids in teaching learning process with selected socio-demographic variables.

H₁: There is a significant association between the post-basic b sc nursing student's attitudes towards use of AV Aids in teaching learning process with selected socio-demographic variables.

Operational Definitions

☞ **Attitude:** It refers to the opinion of the post basic b sc nursing students regarding use of AV Aids in teaching learning process.

- ❏ **Post-Basic Students** – an individual studying post-basic b sc nursing course in nursing institute of BMU.
- ❏ **AV Aids:** training or educational materials directed at the both the sense of hearing and sense of the sight, used in classroom instruction.
- ❏ **Teaching Learning Process:** are actions necessary for accomplish a goal in education.

Scope

- **DELIMITATIONS OF THE STUDY-** All the students of post-basic b sc nursing course present during the period of data collection and are willing to participate
- **LIMITATIONS OF THE STUDY-** Only post-basic b sc nursing are involved in the study and place of data collection is restricted to only selected nursing institute.

Methodology of the Study

The methodology of research indicates the general pattern for organizing the procedure and for gathering valid and reliable data for investigation. This chapter deals with the methodology adopted for the study. Research Approach chosen for the research project – Quantitative Approach

- ❏ Research Design chosen for the research project – Action Research Design
- ❏ Dependent Variables selected for the research project are – attitude scores of post-basic students regarding use of AV Aids in teaching learning process.
- ❏ Independent Variable for the research project – Socio-demographic variables.
- ❏ Setting – Nursing Institute of BMU.
- ❏ Sample size- 25 post-basic b sc nursing students of Nursing Institute of BMU.

The rationale for selecting this setting is:

- ✓ Administrative approval
- ✓ Cooperation
- ✓ Availability of adequate samples
- ✓ Approachable location
- ❏ The Population selected for the research project – post-basic b sc nursing students of Nursing Institute of BMU
- ❏ Sampling Technique – Purposive Sampling
- ❏ Sampling Criteria – involves all the students studying in post basic b sc nursing and are willing to participate in nursing institute of BMU, Rohtak.
- ❏ Data Collection Technique for the research project – Self Structured Checklist

Tool for Data Collection

To assess post-basic b sc nursing student's attitude regarding use of AV Aids in teaching learning process, a Self Structured Checklist was planned, prepared and used by the researcher in the study.

Description of Research Tool

- Tool of Study – **Structured Questionnaire** (Annexure 1) consists of 2 sections:
 - a) **Section 1- Demographic Data** as: -Age, Pre-university qualification, Source of information.
 - b) **Section 2 – Attitude Checklist** consists of 20 items regarding use of AV Aids in teaching learning process. For each Yes, '1' mark will be given and for No '0' mark will be given.

Ethical Consideration

- ☞ Ethical clearance has been obtained from the concerned authority of institution.
- ☞ A written Consent obtained from all the subjects.
- ☞ Confidentiality & anonymity of the data assured to the study subjects.
- ☞ Scientific objectivity of the study maintained with honesty & unbiased.

Data Collection Method

The **Study** was conducted from 1.03.17 to 31.03.17 in Nursing Institute BMU, Rohtak. The research project was conducted on 25 samples selected with the help of purposive sampling method and written consent regarding permission and willingness were taken from institutional heads and students respectively. Hence, on the basis of result of study, the tool was found to be valid and reliable in collection of desirable data.

Plan for data analysis

Descriptive and Inferential Statistics will be used for analysis of data. Data is analyzed by:

- ☞ Description of sample characteristics in terms of percentage
- ☞ Mean, Standard Deviation, Coefficient of Co-relation of knowledge scores of post-basic students regarding use of AV Aids in teaching learning process.
- ☞ To find significant difference in attitude scores post-basic students with respect to pre-university qualification and source of information regarding use of AV Aids in association with socio-demographic variables.



Figure 1: Systematic Qualitative Research Process

Observation and Results

This chapter deals with the analysis and interpretation of data collected from the responses of 25 post-basic b sc nursing students of Nursing Institute, BMU, Rohtak with the help of structured questionnaire. The purpose of the research project was to assess post basic b sc nursing student's attitude towards use of AV Aids in teaching learning process in nursing institute, BMU Rohtak, Haryana.

Analysis and interpretation of the data are organized under the following sections:

- **Section A:** Demographic Characteristics of Subjects
- **Section B:** Mean, Standard Deviation, Range of knowledge scores of post basic b sc nursing students regarding use of AV Aids in teaching learning process.
- **Section C:** Significance between attitude Mean scores and selected demographic variables.

Section - A

Table 1-Frequency and Percentage distribution of sample characteristics (N=25)

Sr. No.	DEMOGRAPHIC VARIABLES	DEMOGRAPHIC VARIABLES	FREQUENCY	%
1)	Age (In years)	a. >21	0	00
		b. 21-25	5	20
		c. Above 25	20	80
2)	Pre-University Qualification	a. Secondary school without science	15	60
		b. Secondary school with science	10	40
3)	Source of information	a. Family & Friends	4	16
		b. Mass Medias	21	84

Data represented in Table 1 shows that:

- 60% students belonged to the age 21-25yrs, followed by 40% belongs to age above 25 yrs and 0% of age >21yrs.
- 88% students were qualified Secondary school without science whereas 12% Secondary school with science
- 84% students got information through Mass media & 16% through Family & Friends.

Section - B

Table 2: Mean, Standard Deviation, Range of attitude scores regarding use of AV Aids in teaching learning process

COMPONENT	MAX. SCORE	RANGE	MEAN	SD
Pretest scores (K)	20	19-3 = 16	10.32	4.71

Table 2 - shows that the difference among Mean Pre test Attitude Score is 10.32 and SD 4.71.

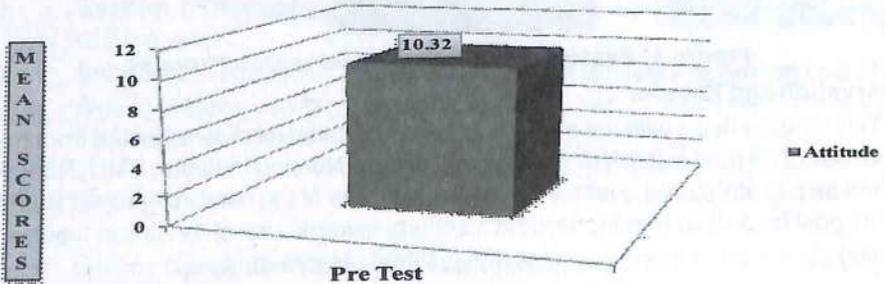


Figure 1: Represents the Mean of Attitude Scores of Post-Basic B Sc Nursing Students.

Section - C

Significance between attitude Mean Scores and Selected Demographic Variables

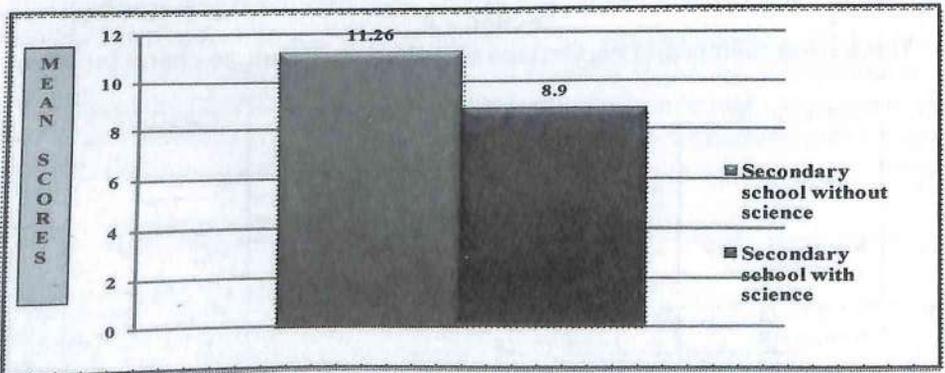


Figure 2: Represents the Mean of attitude Scores of Study Subjects with pre university qualification

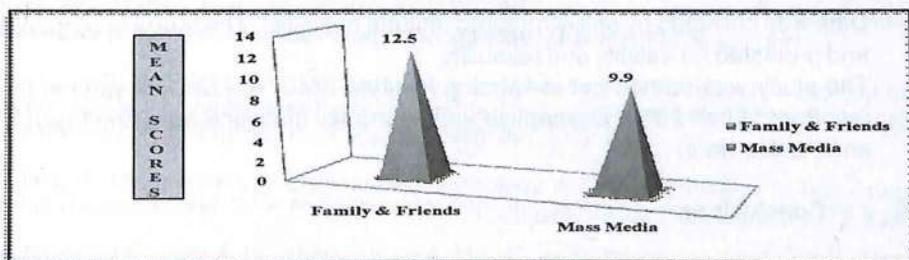


Figure 3: Represents the Mean of attitude Scores of Study Subjects with Source of Information

Discussion

The post-basic B.Sc nursing student's attitude towards use of AV Aids in teaching learning process was assessed in relation to Pre-university qualification and Source of information.

The Research study articulates that the

- The **Mean Pre test attitude Score** was 10.32.
- The attitude scores regarding use of AV Aids in teaching learning process –
 - i. Were **higher** in students had **secondary school without science** comparative to students **who had secondary school with science**.
 - ii. Were **higher** in who got information through **Family & Friends** comparative to **Mass Media**.

These above findings were supported by **Singh, Y. K. (2005)**²¹ The knowledge and attitude regarding use of AV Aids was almost same in students who are age of 21-25 years & above 25 years and they got good source of information regarding use of AV Aids. The study was conducted aiming to find out the levels of knowledge and attitude of the nursing students towards use of AV Aids. The study findings revealed that majority **56%** of the nursing students were having good knowledge and positive attitude towards use of AV Aids while **44%** of the students had poor knowledge and negative attitude. There was no significant association between the knowledge and attitude scores and selected variables.

Summary and Conclusion

Summary

- Action research design was used in the study using purposive sampling technique and sample size was 25. As the present study, aims in assessing the socio cultural factors influencing the Use of AV Aids in teaching learning process.

- Data was collected by self-structured attitude checklist. The tool was prepared and pretested for validity and reliability.
- The study was carried out in Nursing Institute BMU, Rohtak, Haryana in the month of March 2017. Descriptive and inferential statistics were employed to analyze the data.

❧ Conclusions

- It was found that **attitude mean score percentage was 59.6% in post-basic students.**
- This suggests that **attitude was positive in post-basic students** regarding use of AV Aids in teaching learning process.
- So it is concluded that there is need of proper guidelines at regular interval of time in order to update, motivate and encourage students to participate & to help them in improve the status & attitude regarding use of AV Aids in teaching learning process.

Suggestions

- Training and re-training exercise for nursing students to get acquainted with the effective use of audiovisual materials in teaching learning process.
- The college facilities should be modified to accommodate the use of AV Aids by building audiovisual centers where students could be exposed to practical exercises.

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IAEA Periodicals

The Association regularly brings out following periodicals:

INDIAN JOURNAL OF ADULT EDUCATION

(Editor in Chief: K.C. Choudhary; Editor: Dr. Madan Singh)

This internationally known quarterly is the leading journal on adult education and its allied areas, being brought out regularly since 1939, is running in the 79th year of its publication.

PROUDH SHIKSHA

(Editor in Chief: K.C. Choudhary; Editor: Dr. Madan Singh)

This magazine in Hindi carries articles on empirical studies in the field of adult education, women empowerment, education, health, women problems, etc., and other material on developments in these areas.

IAEA NEWSLETTER

(Editor: Dr. Madan Singh)

This monthly newsletter carries information on activities of IAEA and its branches along with news and developments in the field of adult education and its allied areas.

For information on their subscription, availability of back numbers for sale, etc., please write to: General Secretary, IAEA, 17-B, IP Estate, New Delhi - 110 002
Visit our Websites : iaea-india.in, iiale.org;

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Indian Adult Education Association, 1939

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education, which it visualizes as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates activities of various agencies – governmental and voluntary, national and international – engaged in similar pursuits. It organizes conferences and seminars and undertakes surveys and research projects; it endeavors to update and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for outstanding contribution to the promotion of Adult Education and Women's Literacy in the country respectively. It has also instituted Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

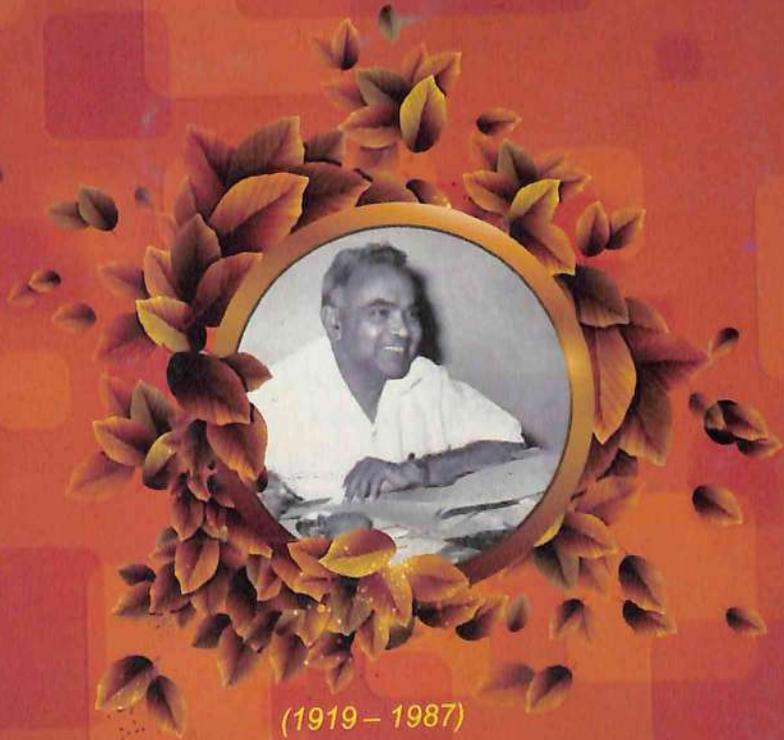
The Association has brought out many publications on themes related to adult education, including Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers Education Association, International Reading Association and the Asian-South Pacific Association for Basic and Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

Its headquarters is located in Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi – 110 002.

Indian Journal of Adult Education

Special issue in memory of
Dr. S. C. Dutta



Indian Adult Education Association

INDIAN JOURNAL OF ADULT EDUCATION

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Indian Journal of Adult Education, 1939

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 iaedelhi@gmail.com

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Editor's Note

Dr. Shib Chandra Dutta (well known as Dr.S.C.Dutta) was a pioneer in the field of adult education and a dedicated worker of adult education for more than 50 years. He was born in Ambala, Punjab on August 26, 1919. He was graduated in 1939 and got his Master's Degree in Arts from the University of Delhi in 1946. As a university student he actively participated in the Student Literacy League to educate the illiterate masses in Delhi. He was awarded the Honorary Degree of Doctor of Literature by Keimyong University, Republic of Korea in 1979 in recognition of his meritorious service to adult education.

Dr. Dutta was associated with the Indian Adult Education Association since 1948. He was Associate Secretary of the Association from 1948 to 1956, General Secretary from 1957 to 1978, Vice President from 1980 to 1983, Treasurer from 1984 to 1986 and President in 1987. Unfortunately, he died on December 4, 1987 at the age of 69 years.

Dr. Dutta was the founder Chairman of Asian South Pacific Bureau of Adult Education (ASPBAE), now it is called Asia South Pacific Association for Basic and Adult Education from 1964 to 1976 and also a member of World Confederation of Organizations of the Teaching Profession (WCOTP), Committee on Adult Education for a number of years. In recognition of his contribution to the development of ASPBAE and Adult Education in Asian and Pacific region, Dr. Dutta was awarded the Arnold Hey Memorial Medal in 1985 by ASPBAE.

As Secretary of Indian Adult Education Association Dr. Dutta took keen interest in organizing training programmes to different functionaries, seminars and conferences on selected themes focussing on the adult education policies and programmes of the government, guided studies and surveys on adult education and also edited the publications of the Association including Indian Journal of Adult Education. He actively participated in Bhopal conference on the Role of Universities in Adult Education which enabled the formation of Indian University Association for Continuing Education in which he was the founder Secretary from 1966 to 1979.

In view of his vast knowledge and intention to work for the promotion of adult literacy, Dr. Dutta's services were availed by both government and non-government organizations on different occasions. He was nominated as a member in many organizations including the Central Board for Worker's Education, National Board of Adult Education, India Literacy Board, Panels on Social Education and on Literacy among Industrial Workers set-up by the Planning Commission in different Five Year Plans.

Dr. Dutta was UNESCO Consultant to Asian Regional Conferences in Saigon in 1962 and Sydney in 1964. He also participated in a number of national and international conferences on adult education including Asian Ministers Conference convened by UNESCO at Colombo in 1979 and Bangkok in 1985. Dr. Dutta was a creative writer who has written number books on various aspects of adult education and also contributed a number of articles for national and international journals.

In recognition of his distinguished service in the field of adult education, the Indian Adult Education Association conferred him with Nehru Literacy Award in 1985.

Dr. V.Mohankumar

Adult Education in India: Provision of Opportunities for Literacy, Numeracy and Basic Skills

S. Y. Shah

Literacy context

India is the second most populous country in the world with a population of 1021 million spread over a vast geographical area comprising of 35 States and Union Territories and having 122 different languages. (Gol, 2011). In spite of the increase in literacy rates from 18.33% to 73% during the period 1951-2011 (Table-1.), India has the largest number of non-literates in the world comprising of 282.70 million which is 36.6 % of global non literates. (Prem Chand, 2015, pp.6, 37). Hence, India's efforts towards promotion of literacy assume considerable importance. Besides, it is estimated that there are 110 million neo literates in the country. The demographic data shows that 65% of Indian population is below the age of 35 and 54% below the age of 25. Mainly because of these factors, the focus of India's adult education programme continues to be on basic literacy and continuing education of the younger age group (15-35).

Table-1
Literacy Scenario in India - 1951-2011

Census Year	Population (Million)	Illiterates (Million)	Literates (Million)	Literacy rates	Increase in literacy rates
Literacy Position – 5+ age group					
1951	301.93	246.63	55.30	18.33	-
1961	372.84	267.32	105.52	28.30	9.97
1971	468.60	307.19	161.41	34.45	6.15
Literacy Position – 7+ age group					
1981*	541.05	305.32	235.73	43.57	9.12
1991**	688.15	328.83	359.32	52.21	8.64
2001	864.90	304.15	560.75	64.83	12.62
2011	1046.34	282.70	763.64	73.0	8.2

* Excludes Assam where 1981 census was not held. ** Excludes Jammu & Kashmir where 1991 census was not held.

Source: Prem Chand, 2015. *Status and Trend of Literacy in India: 1951-2011*. New Delhi. Indian Adult Education Association .p.6

*A paper commissioned by the International Council for Adult Education for the UNESCO-GMR study of "Formal and non-formal adult education - Provision of opportunities for Literacy, numeracy and basic skills". It is written as per the guidelines provided by ICAE.

Definitions of Literacy

Literacy has been defined by several organizations in India viz; Census Commission, National Sample Survey, National Family and Health and National Literacy Mission. Since India has ratified the Article 26 of the Universal Declaration of Human Rights, the right to education has been an integral part of the education policy. Article 45 of Indian constitution states that: *The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, (1950) free and compulsory education for all children until they complete the age of fourteen years. The Eighty-sixth Amendment of the Constitution (2002) recognised it as a Fundamental Right and the Right to Education Act came into effect on 1 April 2010.* (Gol,2014,p.5). The failure to universalise elementary education in India by 1960 and the high dropout rates among elementary school children (36.3 % during 2013-14) has been the root cause of illiteracy in India.(Gol,2014a,p.33)

In the census enumeration, 'a person, who can read and write with understanding in any language', is treated as literate. The person may or may not have received any formal education. A person, who can only read but cannot write, is not literate. All children of six years age or less are treated as 'illiterate' even if the child is going to a school and has picked up reading and writing skills. It is not necessary that a person should receive any formal education or pass any minimum education standard to be treated as literate. Literacy can also be achieved in adult literacy classes or through any non-formal education system. People who are blind but can read in Braille have been treated as literates. The data on literacy collected through census enumeration is based on self-declaration of the respondent, and thus, it classifies all individuals into only two categories, i.e. literate and illiterate. The census data thus suffer from obvious limitations, as these are not based on any objective measure to test the literacy status of the respondents. In the Censuses prior to 1991, children below 5 years of age were treated as illiterates. It was decided at 1991 Census that all children in the age group 0-6, would be treated as illiterate by definition and the population aged seven years and above only would be classified as literate or illiterate. The same criterion has been retained in the Censuses of 2001 and 2011. Further, a person need not receive any formal education or acquire any minimum qualification to be treated as literate. (Gol, 2011a, p.125).

The National Literacy Mission defines literacy as 'acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day-to-day life.' The definition of literacy by the NLM goes beyond the census definition and focuses on the functional literacy. (Gol,2001a).More recently, India has adopted the definition of UNESCO(2003) in the Twelfth Five Year Plan(2012-2017) document which states that: "*Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.*" (Gol, 2011b. p.277).

Policy and Planning of Adult Education

Literacy and numeracy forms an integral part of adult education programmes in India and planned within the broader context of the general educational policy. Although the focus of India's adult education has been on adult literacy, it does emphasise functional literacy which includes the following components: achieving self-reliance in numeracy, becoming aware of the causes of one's deprivation and moving towards amelioration of conditions through organization and participation in the process of development and acquiring skills to improve the economic status and general well-being and imbibing the values of national integration, conservation of environment, women's equality, observance of small family norms. There is no specific legislation or statutory bodies of adult education. According to the Constitutional amendment of 1976, Education is a concurrent subject and hence, the responsibilities are shared between the Centre and the States as a 'meaningful partnership'. (Gol, 1998, p.7) While the central government plays a leading role in policy formulation, planning and direct overall educational development in the country, individual provinces are responsible for the implementation of education in their respective areas on the basis of specific directions provided by the central government. With regard to literacy, it is the National Literacy Mission (NLM) of the Government of India which has the main responsibility of planning and implementation of adult and continuing education programmes in the country. Besides, the Department of Women and Child Development has been involved in women specific programmes like the mother and child care.

Adult education programmes in India is mainly funded by the federal government and managed by a well-knit institutional infrastructure at national, provincial and district levels. While the National Literacy Mission Authority (NLMA), a body set up by the Ministry of Human Resource Development of Government of India is entrusted with the overall planning and management of the programme, it is implemented with the support of 29 State Resource Centres, 295 *Jan Shikshan Sansthas* (Institute of Peoples Education) and 71 University Departments of Adult Continuing Education and 1, 72,000 Adult Education Centres spread all over the country. (Gol.2015). Apart from the State, a number of non-governmental organizations, academic institutions and corporate sector are also involved in adult education programmes in India in a limited way.

The present system of education in India which follows the *National Policy on Education (NPE)-1986* (modified in 1992) locates adult education in the mainstream of educational system. Highlighting the importance of adult education, the NPE observes, "Our ancient scriptures define education as that which liberates i.e., provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning.....It considers *lifelong education as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth,*

housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them. (Gol.1998.p.6.)

Adult Education: Historical Perspective

The concept, policy and programmes of adult education in India have undergone several but significant changes over the years. Of the various national and international forces and factors that have influenced the character and development of Indian adult education, the changing policies of Government of India, role of International organizations like the UNESCO, the ideas of Paulo Freire and the key role of prominent adult educators were crucial. Three main concepts of literacy (Shah, 1999.p.5.) can be discerned in the history of Indian adult education viz; civic literacy (1948-67), functional literacy (1968-77) and developmental literacy (1978 till date). Evolved at different points of time, these concepts were operationalized into a variety of programmes, projects and schemes, viz; , Social Education, Farmers Education and Functional Literacy, Rural Functional Literacy, Mass Programme of Functional Literacy, National Adult Education Programme, Total Literacy Campaigns , Continuing Education and Skill development (Table-2).

Table-2

Changing Concept of Adult Education in India

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

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

Total literacy campaigns launched in 597 districts in the country during the period (1989-2000) succeeded in imparting literacy to 120.35 million non-literates and generating much awareness besides laying the foundation of a learning society (Gol,2001). This was followed up by the continuing education programmes till 2009 when the Government of India launched a new programme of *Saakshar Bharat*.

Current Programmes

On September 8, 2009, the Government of India launched a new programme - *Saakshar Bharat* (Literate India) considered as the 'largest literacy programme' (Gol.2015.p.7) in the world targeting 70 million non-literates which includes 60 million women. Women are the prime focus and predominant participants of *Saakshar Bharat* (SB). The programme has been designed keeping the gender, social and cultural barriers that women face. The approach, implementation strategies, local planning processes, management structures, development of customized teaching-learning material for SB has been done upholding gender perspectives and sensitivity. The approach has been to build on women's existing knowledge and levels of their literacy and numeracy. Women are also engaged in large numbers as volunteers and instructors to encourage women learners to participate in the programme.

The objectives of the programme are as follows:

- (i) Impart functional literacy and numeracy to non-literate and non-numerate adults;
- (ii) Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system;
- (iii) Impart non and neo-literates relevant skill development programmes to improve their earning and living conditions; and
- (iv) Promote a learning society by providing opportunities to neo-literate adults for continuing education. (Gol,2009.pp 5,13-14)

Main components of the programme are:

- (i) Lifelong Education,
- (ii) Basic education through equivalency to formal education system,
- (iii) Vocational education and skill development and
- (iv) Continuing Education.

All these programmes are offered as a continuum rather than sequential segments at the *Lok Shikshan Kendra* (Adult Education Centre).

The SB envisions a "fully literate society through improved quality and standard of adult education and literacy". The main goals of SB, to be achieved by 2017, are: (i) raising literacy levels to 80 per cent (from 73 per cent in 2011), reducing gender gap in literacy rate to 10 percentage points (from over 16 percentage points in 2011), and (iii) bridging urban-rural and social group disparities in literacy. Apart from covering 70 million non-literate adults (60 million women), Basic Education Programme and Skill Development has set a target of 1.5 million adults each.

Lifelong Education

Functional Literacy Programme taken up under Lifelong Education aims at imparting functional literacy to non-literate adults. Functional literacy implies achieving self-reliance in reading, writing, arithmetic (numeracy). The learners are also provided with learning activities relating to conservation of the environment, awareness of rights and entitlements, financial inclusion, participation in the democratic institutional practices and process of development. The programme is provided at the *Lok Shiksha Kendra* (Adult Education Centre) and duration is about 300 hours spread over three months and involves instructor based teaching-learning in mother tongue. Each instructor teaches about ten learners. Successful completion of the programme would enable the learner to read and comprehend text such as newspaper headings, road signs etc., apply skills of writing in day-to-day activities like writing applications and letters and filling up of application forms, etc., and compute simple problems involving multiplication and division. Each successful learner is issued a certificate based on an assessment of expected learning outcomes by the National Institute of Open Schooling. Under Lifelong Education the programme 1,052,054 Adult Education Centres (as on March, 2014) have been set up in different villages spread across the country to provide continuing education facilities like library, reading room, awareness and short duration programmes for improvement of the living and working conditions of the adults. (Gol.2014b.p.114.)

Basic Education

The Basic Education Programme is designed to achieve the goal of enabling the neo-literates to continue their learning beyond basic literacy and acquire basic education equivalent to 10 years of education in formal education system through the open learning system. The National Literacy Mission Authority has undertaken the task of developing competency levels for flexible basic education at Level I, Level II and Level III, which are roughly equivalent to five, eight and ten years of formal schooling.

Vocational Education

The Vocational Education (Skill development) Programmes are organised by the *Jan Shikshan Sansthas* (Institute of Peoples Education) following the guidelines provided by the NLM. They are run by NGOs and are fully funded by the NLM. The programmes aim at equipping non- and neo-literate adults with vocational skills to improve their living and earning conditions. Under the programme of skill development, training related to different vocations viz; confectionary, food processing, carpentry, plumbing, tailoring, embroidery, toy-making, artificial jewellery, beauty care, textile and leather technology etc. is imparted to those having a rudimentary level of education. (Gol.2015a.p.118.)

Continuing Education

The main purpose of the Continuing Education Programme (CEP) is to provide opportunities to neo-literates and other targeted beneficiaries for lifelong learning. These programmes are provided through the Adult Education Centres (AEC) set up in each *Gram Panchayats* (cluster of revenue villages under local self-government). Each AEC is expected to provide a library and reading room besides offering short term thematic courses on health awareness/care, food and nutrition, water conservation, drinking water, sanitation, population, development education issues, AIDS/STD, consumer awareness/rights, legal literacy and other topics of interest and relevance to the lives of the learners, vocational and skill development, sports, recreation and cultural activities, information and awareness and technology demonstration. The focus is not only on non-formal education but on establishing strong linkages with the formal system with mechanisms for recognizing prior learning and accreditation' (Gol.2013.p.167.) and achieve a paradigm shift from basic literacy to lifelong learning.

One of the basic approaches under SB is its 'convergence and linkages' with livelihood, development and empowerment issues. Following themes were selected for convergence: Financial Literacy; Legal Literacy & Entitlements and Electoral Literacy. (Gol, 2015.pp.22-23)

Electoral Literacy

The objectives of the programme are to ensure 100% enrolment of women and youth in voter lists and increase in voting percentage in all electoral process. This has been achieved through campaigns with the help of specially designed materials covering the topics of why and how to register as voter, demonstration of electronic voting machine and conducting mock poll. During the general elections held across the country in 2014, the literacy functionaries facilitated the officials of electoral system at state, district, village levels in various tasks like updating of electoral rolls, registration of new voters apart from publicity and creating awareness about the voting rights, importance of voting and documents to be carried during voting process.

Financial Literacy

The major initiatives undertaken as part of Financial Literacy include the following: Motivating and mobilizing more than ten million SB beneficiaries to open their bank accounts under Prime Minister's special drive (*Pradhan Mantri Jan Dhan Yojana*) with the help of advocacy materials covering the related topics viz., budget and planning, saving and investment, bank account operation, loans, risk and insurance, credit card, money transfer and bank correspondence etc.

Legal Literacy

The major initiatives undertaken as part of legal literacy include the discussion and dissemination of information related to : Rights, duties & entitlements, laws against Sex determination, domestic violence, sexual harassment of women, dowry, prevention of atrocities against weaker sections, rights of forest dwellers and Right to Education, roles & responsibilities of parents/guardians.

Innovative literacy programmes: Computer Based Functional Literacy

The Computer Based Functional Literacy (CBFL) Programme was initiated in 2000 by the TATA Consultancy-Asia's biggest software company under the corporate social responsibility, with the objective of using multimedia to strengthen reading. It was based upon the pedagogic finding that reading ability can be achieved much faster than writing and reading simultaneously. In this programme, adults were taught to recognize word as against alphabet using the computer. The programme uses animated graphics and a voiceover to explain how individual alphabets combine to give structure and meaning to various words. The content of the CBFL programme was based on the literacy primers developed by the NLM. Basic literacy was taught in a time period of 40-45 learning hours. Classes are held in the villages in the evening hours with each class having 15-20 adults.

The CBFL marked the use of computers in a large way for literacy learning in India. Old computers donated by business houses were loaded with software developed by the TCS and supplied freely to adult education centers. Multimedia lessons were developed through which words were taught to learners. The technologies of multimedia were supported with flashcards. The words taught using multimedia were also printed on flashcards thereby reinforcing what was learnt through the multimedia lesson. The CBFL methodology of learning encouraged self-learning as well as learning through groups. The programme was significant because of the integration of print with ICTs. A large number of adults have been taught basic reading skill through this project in different parts of India and local languages such as Tamil, Marathi, and Bengali besides Hindi. (www.tataliteracy.com.)

Same Language subtitling (SLS)

SLS is an innovative method using film songs to promote reading among adults and children. It was developed and promoted by the Planet Read Organization. Lyrics of popular film songs shown on national television appear as sub titles on the screen in the same language as the audio. The sub titled word changes color to match the audio making it easier for people to follow. The programme was tried out in ten Indian languages and some African and Chinese languages. The programme makes reading practice an incidental, automatic and sub conscious process and it was found to help adults and children to pick up reading faster (www.planetread.org.)

TARAAKSHAR

The *Tara Akshar* (starword) model of imparting functional literacy has been designed by Development Alternatives, a renowned NGO. It is a laptop based functional literacy programme, which trains an illiterate person to read and write, and provide basic numerical skills in just 98 contact hours (or two hours daily spanning over 56 days). The programme is implemented with the help of a specially designed software along with the use of special playing cards and writing books.

The programme is implemented through the adult literacy centres known as 'Apni *Pathsala*' (Our School). After basic literacy, the neo literates are given training in life skills aimed at enhancing their personality and knowledge on health, hygiene, vocational skills and entrepreneurship development. *Tara Akshar* has been running successfully in several parts of India since 2007. (www.taraakshar.org).

While the above two programmes were being implemented by the respective organizations, they were also recognized and promoted by NLM through 228 camps held in different parts of India. The camps are characterized by high enthusiasm among the learners and found support in the community. The performance of the learners has been assessed through the examination conducted by National Institute of Open Schooling (NIOS). While 95% learners in the TCS camp passed, the results of the examinations conducted by TARAAKSHAR was 100%. The popularity of this programme has encouraged TCS to develop software in more Indian languages.

Mahila Samakhya Programmeme

Mahila Samakhya (Women's Equality) is an innovative programme started in 1989 for the education and empowerment of women in rural areas, particularly those from the socially and economically marginalized. It is managed by the Elementary Education Bureau of the Ministry of Human Resource Development, Government of India and aims at bringing together women so that they can collectively solve their problems through the agency of the *Mahila Sangha* (women's collective) and the federations they form. The main focus of the programmatic interventions under the *Mahila Samakhya* (MS) programme has been on developing capacities of poor women to address gender and social barriers to education and for the realisation of women's rights at the family and community levels. In MS, education is not equated with literacy but seen as a process of enabling women question and critically analyse issues and find solutions to their problems. Literacy is offered when demanded by women. The core activities of the MS programme are centred around issues of health, education of women and girls, accessing public services, addressing issues of violence and social practices, which discriminate against women and girls, gaining entry into local governance and seeking sustainable livelihoods. The programme involves the formation of women's collectives or *Mahila Sanghas* (women's group) at the village level by women facilitators (*sahayoginis*) for mobilizing women. The MS

programme activities involve dissemination of information, awareness-building and facilitating collective actions on core themes and development of supportive structures such as *Mahila Shikshan Kendras* (women's training centres) for the education of older girls and young women who have been never enrolled or have dropped out of school. The *Mahila Shikshan Kendras* provide condensed courses and create a cadre of educated women in backward regions. These *Kendras* (centres) provide condensed quality and gender sensitive education to adolescent girls who have never gone to school, school drop-outs among girls, and adult women. Besides there are *Kishori sanghas* (adolescent group) where adolescent girl's issues and life skills are addressed. The *Kishori sangha* has emerged as an effective means of reaching older out of schools girls and of bringing girls into the mainstream of education. The MS programme also involves setting up of *Nari Adalats* (women's courts) for addressing issues such as violence against women, among others. The programme has been successfully implemented in different parts of India. The evaluation of the MS programme has acknowledged MS as a unique process-oriented programme which has demonstrated ways of empowering rural poor and marginalised women and thereby enabling their effective participation in the public domain and in educational and learning processes. (*Mahila Samakhya*, 2014).

Role of Educational Institutions

A number of educational institutions viz., schools, colleges and universities are also involved in adult education programme in India. Students have been taking active part in Each One Teach One programme implemented by Delhi School Literacy project for long. Some of the universities like Gandhi Gram, SNDT Women's, Delhi, and Jamia Millia Islamia are active in adult continuing education programmes in India. (Shah, 2007,p.9)

Monitoring and Evaluation

Implementation of the SB Programme is being monitored regularly at different levels. Monitoring Unit in the Prime Minister's Office monitors it to inform Prime Minister on a quarterly basis about the performance of the programme. SB's Result Framework Document (RFD) which measures achievements against the specified targets is regularly monitored by the Cabinet Secretariat of government of India. (Gol, 2013, p.8). The NLM has set a target of imparting literacy to 70 million non-literates during the period of five years (2009-2014). The target is divided among different states in the country keeping in view their capacity to manage the programme. The success of learners in the literacy tests conducted by the National Institute of Open Schooling indicates the achievement.

National Literacy Mission Authority carries out close monitoring of implementation of the programme on a regular basis by organising discussions with the State Literacy Mission Authority (SLMA) in different states, organising meetings of SLMAs on

quarterly basis and by collecting monthly progress reports. Real time monitoring of the performance parameters are critical for optimizing the outreach and impact of the literacy programme. To meet these requirements, a Web Based Planning and Monitoring Information System (WePMIS) – developed by the National Informatics Centre (NIC) has been used. (Gol.2014 b.p.89-90). It is a work flow based application networking the major stake holders of the programme and facilitates physical and financial planning, monitoring, reviewing the progress and evaluating the impact of the programme from the grassroots level. As a part of the system, a public portal has also been developed through which the information regarding the programme and its implementation at various levels is disseminated to citizens and facilitates real time monitoring of the programme. Since there are 167,792 implementing agencies and each has to maintain its own account and furnish utilization status to designated agency, a Funds and Accounts Management System (FAMS) has also been developed and used. (Gol,2013)b.

NLM has worked out a systematic approach to evaluate the adult education programme. While concurrent evaluation is carried out by the local institutions, summative evaluation is conducted by a number of external agencies viz; University Departments of Adult Education, Social Science institutions and reputed nongovernmental organizations empanelled by the NLM. The evaluation is conducted using the pre designed tools and techniques. Broadly the tools collect data on the enrolment of learners, attendance and availability of teaching learning materials and frequency of supervision. The findings of the reports are examined by the NLMA and appropriate steps are taken to improve the programme. (Mathew, 2012, pp.249-287).

The Assessment and Certification of adult literacy learners are conducted by the National Institute of Open Schooling (NIOS) –an autonomous institution set up by the Government of India - twice in a year in March and August.(NIOS-Guidelines,n.d). All the adult learners who feel that they have learnt to read and write –irrespective of the fact that they were enrolled in the adult literacy programme or not or completed the prescribed course of study can register to appear for the examination. The three hour written examination tests whether the learners have achieved competency in Reading, Writing & Numeracy skills as per the prescribed norms. Assessments are also designed to gauge the learner's general awareness, including that of social issues and one's work life environment. The learners have flexibility to appear in the examination as per convenience between 10 AM – 5 PM on the day of examination. The learners are graded at three levels of grades – A, B & C and given certificates issued jointly by NLMA and NIOS. While the Learners obtaining Grades 'A' & 'B' are eligible for certification, learners with Grade 'C' can re-appear as many times till they qualify. During the last three years (2012-15), 43.28 million learners appeared in the examination of which 31.30 million passed. (Gol.2015.p115.). It has been observed that in the absence of a mechanism to verify the genuineness of the candidates, often literate candidates appear in the examination which falsify the pass percentage.

The two mechanisms developed for monitoring the programme and assessment of learners seems to be good models for other countries to follow.

Conclusion

Eradication of illiteracy has been an important national concern in India. The task has been challenging due to a number of constraints like the size and diversity of its population; poor quality of the literacy programme; high dropout rates; the lack of trained and dedicated teachers and inadequate infrastructure and funding support. Yet, over the years, a variety of adult education programmes have been implemented in the country by the state and civil society and it has contributed to the gradual growth of literacy. There has been very close cooperation between government and NGO's and corporate sector in the promotion of literacy in India. Government has not only accepted the innovative models developed by NGOs and corporate sector but also promoted them. The concept of literacy has moved beyond its simple notion as a set of technical skills of reading, writing and calculating to a plural notion manifold meanings and dimensions. In fact, literacy work has seen a paradigm shift in terms of pedagogy in the last couple of decades. The shift has been from basic literacy to functional literacy and finally to lifelong learning. Adult education is no more seen as basic literacy and numeracy. Importance of skill development as an integral part of lifelong learning has been recognised by the Government and a new policy on National Skill Development and Entrepreneurship has been formulated in 2015. (<http://www.skilldevelopment.gov.in/National-Policy-2015.html>.)

Skill development linked to livelihood is critical for the success of SB. One of the basic approaches under SB was its 'convergence and linkages' with livelihood, development and empowerment issues. However, the approach remained casual and as such fragmented, piecemeal and ad hoc. Several evaluation studies of literacy programmes commissioned by the NLM at regular intervals have invariably revealed the poor performance and low success rate of around 40%. It has been reported by several grassroots level organizations that a large percentage neo-literates relapse into illiteracy due to delay in starting post literacy and continuing education programmes. If the limited funding to adult education checked the expansion of the programme, the inordinate delay in paying honorarium to the literacy workers demotivated them and made them leave the work. The process evaluation of Saakshar Bharat programme found the web based planning and Monitoring Information system (WePMIS) as well as the FAMS very complex and not user friendly and suggested the need for simplification. (Gol.2015.p.24.). In spite of these weaknesses, the literacy programme has been continuing and literacy rate may likely to grow as in the previous decades specially when there is tremendous expansion of elementary education. Hence, it may be quite logical to expect that the literacy rate in India will increase from 73% to above 80% much before 2030, which may be considered substantial and India will meet the SDG 4.6 by ensuring that all youth and a substantial proportion of adults, both men and women achieve literacy and numeracy. This may be possible

if the trend of steady increase in literacy rates as in the previous decades continues in future and India may achieve the desired result.

Recommendations

Monitoring of literacy programme should be comprehensive covering both qualitative and quantitative aspects. It has been observed that the literacy programmes are generally monitored in terms of quantitative achievements. i.e; number of learners enrolled and the numbers who successfully completed the programme. Since very little information is available on infrastructure, number of instructors, teaching learning strategies which affect the quality of programme, special care should be taken to monitor the programme with respect to these aspects.

Assessment of learners should not be only confined to pass or fail; but focus on the quality of their learning.

A wide variety of literacy programmes need to be developed to tackle the problem of massive number of illiterates keeping in view the specific socio economic situation in the country.

Promotion of literacy should not be the main concern of the government. All sections of the society should be involved and Private public partnerships should be encouraged.

In view of the tremendous expansion of ICT especially cell phones, attempts should be made to utilise them for the promotion of literacy and monitoring its progress.

Web based technology should be developed to monitor the progress of literacy programmes.

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Mapping an Action Plan for the Implementation of Adult Learning and Education Targets of Sustainable Development Goal 4 in Nigeria

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Introduction

One of the most significant global frameworks for development was The 2030 Agenda for Sustainable Development approved by the United Nations in 2015. The agenda, with its specified goals, was designed at transforming the world (United Nations, 2015). It marked a paradigm shift in the global framework for development and presented a unique opportunity to reorient efforts towards a new path for development with sustainability at its core (Ojiambo, 2017).

Education has been perceived as central to the achievement of all the 17 Sustainable Development Goals (SDGs) and their associated 169 targets. Education directly relates to one goal (SDG 4) but cuts across the entire SDG agenda. At the 19th Conference of Commonwealth Education Ministers (CEEM) held in The Bahamas in June 2015, ministers reinforced the centrality of education for building resilience and preparing the next generation of Commonwealth citizens to contribute positively to the social, environmental and economic development of their communities. Ultimately, they highlighted the pivotal role that education has in achieving sustainable development and driving the SDGs.

The agenda has been universally conceived to have significant influence in the context and activities of Adult Learning and Education (ALE) in the 21st century and beyond. SDG 4 – ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’- directly relate to Adult Learning and Education. SDG 4 can thus be appropriately termed as “transforming the world of Adult Learning and Education” through a matrix of an action plan. This paper is, therefore, written suggesting an action plan which can be adopted in the implementation of SDG 4 in Nigeria.

The Description and Context of SDG 4

SDG 4 has 10 targets. Five of these inter-related targets, which are directly or indirectly related to adult learning and education, are stated below:

**A Paper in a Book of Reading in Honour of Professor Fatima Umar entitled:
Reinventing Education and Lifelong Practice for Sustainable Development**

SDG 4.3- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

SDG 4.4- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

SDG 4.5- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

SDG 4.6- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

SDG 4.7- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The five targets, as shown above, are structured in line with all the components of Adult Education such as: access to knowledge and acquisition of skills to promote sustainable development, access of all, including vulnerable people, to education and training, literacy and numeracy, as well as integration into global citizens and cultural diversity. The understanding of these targets invariably connotes that there must be clearly specified action plan for the implementation of these targets in the country. The action plan will portray Nigeria as highly committed towards the implementation of the specified targets.

Justification for the Adult Education Targets of SDG 4

Adult learning and education (ALE) has made a long evolutionary journey from being merely a second-chance opportunity for illiterate adults to acquire basic literacy and numeracy skill; to a comprehensive canvas for providing education for all, throughout life, as lifelong and life-wide learning (CONFINTEA VI: Mid-Term Review 2017). Based on this submission, adult learning and education is now universally perceived as a fundamental human right 'for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies' (UNESCO, 2011, pp. 42-43). This definition manifests a holistic approach to adult learning and education which does not limit it to skills training for getting employed in the job market (Regmi, 2015). The last UNESCO international Conference on Adult Education, (CONFINTEAV1, 2009), conceptualised adult learning

and education as 'a significant component' of the humanistic perspective of lifelong learning (UIL, 2014; UNESCO, 2011).

Though the terms adult education, adult learning, lifelong education, and lifelong learning are often used interchangeably, the meanings of these terms differ significantly and have crucial policy implications (Regmi, 2015). The term lifelong education introduced by UNESCO (Faure, Herrera, Kaddoura, Lopes, Petrovsky, Rahnema, & Ward, 1972) highlighted an inevitable necessity of providing learning opportunities to adults irrespective of their age, class, gender, and socioeconomic statuses. Since then, various attempts have been made to provide functional as well as critical adult education opportunities to those marginalized adults. Those adults need a holistic approach to adult education that helps to enhance capabilities so as to enable them to critically analyze their day-today problems and find solutions through local means. These are the bases for the incorporation of the adult learning and education targets in SDG 4.

UNESCO and UIL, (2016, p. 8) identified the aim and role of Adult Learning and Education in the 2030 Agenda for Sustainable Development thus:

[the] aim of adult learning and education is to equip people with the necessary capabilities to exercise and realize their rights and take control of their destinies. It promotes personal and professional development, thereby supporting more active engagement by adults with their societies, communities and environments. It fosters sustainable and inclusive economic growth and decent work prospects of individuals. It is, therefore, a crucial tool in alleviating poverty, improving health and well-being and contributing to sustainable learning societies.

The International and Regional Support for the Implementation of the Targets

Prior to the United Nations adoption of the sustainable development goals, the Sixth International Conference on Adult Education (CONFINTEA VI), held in Belém in Brazil in 2009, issued the Belém Framework for Action which provided a set of recommendations for the development of adult learning and education. The framework for action stressed the broadness of the concept of adult learning and education as a "significant component of the lifelong learning process, which embraces a learning continuum ranging from formal to non-formal to informal learning" as well as an "imperative for the achievement of equity and inclusion, for alleviating poverty, and for building equitable, tolerant, sustainable and knowledge-based societies" (UNESCO, 2010).

It also laid emphasis on lifelong learning and education policies and practices as having "the advantage of returning to the concepts of adult education and training, concepts that have been openly devalued over the last decade in national and

transnational speeches and political orientations, in favour of economically valued qualifications, skills, and abilities" (Ireland, 2014).

The framework equally focused on implementation issues such as: policies, governance, and financing of adult learning and education, literacy as a key competence for lifelong learning, as well as quality and assessment of learning outcomes in adult learning and education.

Similarly, a regional expert meeting of Sub-Saharan Africa, which provided the justification for the United Nations SDG 4, was held in November 2012 in Praia, Cabo Verde. The theme of regional meeting was 'Increasing the participation of youth and adults in learning and education' while the objectives were to identify successful examples of adult education policy and practice and to share and learn from these achievements. Importantly, the meeting set out to develop effective regional action points for implementing the Belém Framework for Action.

The Cabo Verde meeting noted that countries needed to distinguish between mere declarations of political intention and actual political will, which is translated into action and reflected in funding and implementation mechanisms; the operational strategies and concrete policy recommendations; the mobilization of financial and material resources, as well as an inter-sectoral approach for implementing the Belém Framework for Action (UIL, 2013b).

In May 2015, ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector gathered in Incheon, Republic of Korea for the World Education Forum 2015 (WEF 2015). The outcome of the meeting has been universally tagged "The Incheon Declaration – Education 2030". The Declaration had a vision of equitable quality education and the promotion of lifelong learning opportunities for all in the context of the 'unfinished business' of the Millennium Development Goals and the Dakar 2000 declaration.

Clause 24 of the Declaration noted that all youth and adults, especially girls and women, should be provided with opportunities to achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire skills for life and decent work. Importantly, the provision of adult learning, education, and training opportunities must be ensured. Cross-sector approaches traversing education, science and technology, family, employment, industrial and economic development, migration and integration, citizenship, social welfare and public finance policies should be used (World Education Forum, 2015; & UNESCO, 2015).

Bokova, (2015), in her remark on Statements of the Heads of the WEF 2015 Convening Agencies, contended thus:

This Declaration is a huge step forward. It reflects our determination to ensure that all children, young people and adults gain the knowledge and skills they need to live in dignity, to fulfill their potential and contribute to their societies as responsible global citizens. It encourages governments to provide learning opportunities through life, so that people can continue to grow and be on the right side of change. It affirms that education, a fundamental human right, is the key to global peace and sustainable development.

Another international expert meeting towards the preparation of the adoption of the SDG 4 was held in Muscat, Oman in 2014 (UNESCO, 2014). The agreement which emanated from the meeting has been universally termed the Muscat Agreement. It was an agreement reached among various stakeholders—ministers, heads of delegations, leading officials of multilateral and bilateral organizations, and some senior representatives of civil society and private sector organizations—in the global Education for All (EFA). The Muscat Agreement endorsed an educational goal proposed by previous consultations (High Level Panel, 2013; Open Working Group, 2014; and UNICEF-UNESCO, 2013). The review of all these documents revealed that the international community agreed upon an overarching goal for education which was to “ensure equitable and inclusive quality education and lifelong learning for all by 2030”.

The third Global Report on Adult Learning and Education (GRALE III) (UIL, 2016) also provided an excellent picture of the state of Adult Learning and Education in the world and the general developments and innovations that have occurred since the Belém Conference of 2009. The report noted that ALE is often neglected compared to formal schooling and post-schooling, and has to be even more energetic to gain funding, even though it can point to the benefits that ALE can bring to people's lives.

Challenges Confronting the Implementation of the Targets in Nigeria

Some of the noticeable and well-pronounced challenges confronting the implementation of the AE targets of SDG 4 in Nigeria are discussed below:

1. Misleading Perception of Adult Learning and Education as Literacy- Nigeria was mentioned in the Regional Report of CONFINTEA VI Mid-term review, 2017 as one of the several countries in Sub-Saharan Africa that restricts their definition of Adult Learning and Education to literacy (alphabétisation) or adult basic education. Other countries are: Burkina Faso, Senegal, South Africa, Togo and Uganda. Even what is termed ‘lifelong education’, most times, is clearly only literacy.

2. Data Desert on Adult Learning and Education- Aitchison, (2012) lamented that in Nigeria, and other Sub-Saharan Africa, there is a data desert in regard to research and data on ALE and even when research is done and data are collected, it is often unavailable for comparative purposes.

3. Absence of a clear cut policy of Adult education targets- It is universally known that policies are the courses or principles of action adopted or proposed or agreed to by a government about what to do to further the development of lifelong learning in particular situations. In the normal course of events, policies lead to strategies and plans and sometimes to legislation and new institutions, so that the policies may be implemented. In Nigeria, the full continuum of lifelong and lifewide learning remains somewhat underdeveloped. Illiteracy and low levels of education have together acted as barriers to continuing education and training.

4. Very low level of public resources to Adult Education. By international comparison, there is the lack of criteria and benchmarks for resource allocation to adult learning and education as well as the proportional reduction of adult learning and education allocations as share of GDP in total government budget in recent years.

5. Insufficient numbers of Adult and Non-Formal Education facilitators of required quality standards. Most of the adult and non-formal education facilitators are known to lack the basic knowledge of the principles of adult learning as well as that of skills of facilitating learning with adult learners. It is also known of the inability of the system to attract and retain capable people to facilitate teaching and learning in adult and non-formal education programmes in Nigeria.

6. Supply-driven skills development with low quality in the informal economy. In Nigeria, it is known that attention to apprenticeship and needs of the informal economy is often accorded little minimal relevance even though the sector accounts for over 80% of employment.

7. Scarcity of policy document on ALE in Nigeria. Very few policy documents on efforts of Nigeria on the implementation of SDG 4 are accessible through the internet. For example, the UNESCO Institute for Lifelong Learning website collection of these efforts is very thinly populated. See (<http://www.uil.unesco.org/lifelonglearning/lifelong-learning-policies-database/collectionlifelong-learning-policies-and>).

8. Non-existing Post –CONFINTEA VI Action Plan. There is lack of well documented post-CONFINTEA VI action plans that covered areas of policy, literacy, governance, financing, participation and quality in Nigeria.

Recommendations for the Effective Implementation of the Targets in Nigeria

The success of the Adult Education targets of the SDG 4 requires sound policies and planning as well as efficient implementation arrangements. Therefore, the following are recommended for the successful implementation of adult learning and education targets of SDG 4.

1. There is the urgent need for Nigeria to specify timelines for national implementation of the Adult Education targets of SDG 4. The timeline can be a 10 year plan of implementing the Adult Education targets of SDG 4. The plan will indicate the national objectives, goals and targets, strategies, as well as indicators. The 10 year plan will assist the country to contribute to the international discourse on SDG 4 and its adult learning and education targets. The National Commission for Mass Literacy, Adult and Non-Formal Education can be saddled with this responsibility. The action plan should be made accessible through the internet especially on UNESCO Institute for Lifelong Learning website collection <http://www.uil.unesco.org/lifelonglearning/lifelong-learning-policies-database/collectionlifelong-learning-policies-and>.
2. It must be noted that policies on Adult Learning and Education are informed by how it is defined in a country. The narrow and misleading definition of Adult Learning and Education in Nigeria as literacy education probably explains the neglect the sector has suffered in the country. There is, therefore, the urgent need for the education policies planners and other stakeholders in Nigeria to officially recognize the comprehensive guiding definition of ALE as provided in the 2015 UNESCO Recommendation on Adult Learning and Education and adopt it in subsequent description of what adult learning and education connotes rather than the restriction of the sector to literacy. The 2015 Recommendation defined:

Adult learning and education as a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes: formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies (UNESCO and UIL, 2016, p. 6).

This comprehensive definition distinguishes three core areas of skills and learning: (a) to equip adults with literacy and basic skills, (b) to provide continuing training and professional development, and (c) to promote active citizenship through what is variously known as community, popular or liberal education.

3. There is also the urgent need for the education policies planners and other stakeholders in Nigeria to recognize the comprehensive guiding definition of literacy as provided in the 2015 UNESCO Recommendation on Adult Learning and Education (UNESCO and UIL, 2016, p. 6) and adopt it in subsequent description of what literacy connotes. The 2015 Recommendation on Adult Learning and Education defined:

Literacy is a key component of adult learning and education. It involves a continuum of learning and proficiency levels, which allows citizens to engage in lifelong learning and participate fully in community, workplace and wider society. It includes the ability to read and write, to identify, understand, interpret, create, communicate and compute, using printed and written materials, as well as the ability to solve problems in an increasingly technological and information-rich environment. Literacy is an essential means of building people's knowledge, skills and competencies to cope with the evolving challenges and complexities of life, culture, economy and society (UNESCO and UIL, 2016, p. 2).

4. There is also the urgent need for the country to recognise the following areas as key areas of action for the successful implementation of the adult learning and education targets of SDG4. These areas are: policy, governance, financing, participation, inclusion and equity, as well as quality.
5. A panel of Adult Education experts, with insight and interest in the interface of education and national development, should be inaugurated and brought into the process of crafting and elaborating an action plan for each of the key areas of action identified above. The action plan must be backed by law and used as the basis for budgets to adult learning and education agencies and parastatals.
6. There is also the need for Nigeria to have new policy covering the broad field of adult learning and education especially on advocacy and consultations with all relevant stakeholders and for concretizing responsibilities as well as for forming of coordination bodies.
7. There is the need for effective inter-ministerial, multi-sectoral cooperation, coordination, support networking, and partnership in adult learning and education in Nigeria. There is the need, as well, to strengthen agencies specialized in adult learning education with relevant and well-resourced staff.
8. There is also the need to map the situation of vulnerable youth and assess their needs and conduct needs assessments to ensure the development of contextually, culturally relevant, and useful programmes for them.
9. There is the need to develop alternative programmes for marginalized and disadvantaged groups and improve the training-delivery systems to meet the needs of these groups. It is also important to revise curricula to meet the specific needs of these marginalized groups and train curriculum designers to do so.

10. Finally, there is the need to develop knowledge-management systems for the collection, analysis, and dissemination of both qualitative and quantitative data and good-practice reports to inform policy development and practice.

Conclusion

From the discussion of this paper, there are three urgent and cardinal things that Nigeria needs to do in the implementation of the adult learning and education targets of the SDG 4. They are: (1) the adoption of the expanded and comprehensive definitions of literacy and adult learning and education as specified in the 2015 UNESCO recommendations as the basis for the design of the action plan; (2) the inauguration of an action plan towards the implementation of the targets; and (3) the inauguration of expert committee to draft the action plan along the areas of policy, governance, financing, participation, inclusion and equity, and quality. When these three suggestions are instituted, it is then that the country can be taken seriously by the global community to have taken a bold step towards the successful implementation of the adult learning and education targets of SDG 4 and contribute to the international discourse on the subject matter.

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Making Learning More Accessible for Women: The Practitioners' Viewpoint

Anita Priyadarshini

Open and distance (ODL) has been seen as a great liberator which has brought education to the doorsteps of those who are deprived and excluded. Over the years, ODL has been promoted by governments as a viable means for reaching out to the unreached and for overcoming the gaps that conventional face to face education has been unable to fill. Women are considered to be a major section of society that has and can benefit from the ODL system; the flexibilities of ODL are regarded as advantageous to the educational requirement of women and a suitable medium for strengthening women's education. In the recent years, the advances in technology have revolutionized the way in which society functions – the impact on the educational system being significant. Technology is seen as a channel that can increase the outreach to women and can overcome barriers that restrict women's education and change the way in which women learn.

The distance education system in India is now over fifty years old. The first correspondence course was started in 1962 when the University of Delhi set up its School of Correspondence Courses and Continuing Education. The first ODL University is the Dr. B.R. Ambedkar Open University (then Andhra Pradesh Open University) which was established in 1982. The Indira Gandhi National Open University (IGNOU) was set up in 1985 and is recognized as lead university in open higher education sector. In view of the mandate given to IGNOU, there is a need to introspect and reflect upon whether the University has achieved all that it was set up for with respect to reaching out to its women learners. Are the issues of physical accessibility, counselling, technology and other provisions for women's learning being adequately addressed and how can the experiences of the past years help to make the system more robust and women friendly?

For this purpose, the present study was carried out with the twin objectives of reviewing the status of women's enrolment in the world's largest university, IGNOU, and suggesting policy interventions for improving access of women to ODL.

Methodology

This study was conducted in a mixed mode using secondary data as well as

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conducting content and document analysis. In order to generate ideas and suggestions on issues of gender concerns focussing on the problem of access and equity, the technique of brainstorming was used. Views were also obtained through interviews.

The sample was made up of teachers and academics, who had been involved with the functioning of the ODL system, and had a work experience which ranged from 5 to 30 years. The sample size was 28 comprising senior Directors of Schools, Programme Coordinators of different disciplines, faculty with representation from the Regional Services Division. The disciplines of the participants varied with representatives belonging to the traditional academic as well as professional, technical and skill development programmes.

Results: Review of Women's Enrolment in Higher Education

As per the Government of India's Ministry of Human Resource Development (MHRD) Annual Report (2014-15), Gross Enrolment Ratio has increased from 19.4 in 2010-11 to 21.1 in 2012-13 (P) showing growth of 8.76 percentage points during this period. These figures show that although the GER for male population was higher than that for women, yet the figure for GER for women was also substantial. According to All India Survey on Higher Education, 2014 (Provisional), the Gender Parity Index was 0.93.

Table -1: Gross Enrolment Ratio (GER) in Higher Education: 2010-11 - 2012-13

Category	2010-11	2012-13 (P)
Male	20.8	22.3
Female	17.9	19.8
Total	19.4	21.1

Source: Annual Report 2014-15, Ministry of Human Resource Development, GOI, p. 81

It is also seen that India has made considerable progress since Independence, with there being a significant rise in the women's' enrolment in higher education.

Table-2: Women Students' Enrolment & Women Students' Per Hundred Men Students (2014-15)

Year	Total Women Enrolment (000s)	Women Enrolment Per Hundred Men
1950-1951	40	14
2014-2015	12476	88

Source: UGC Annual Report, 2014-15 p. 61

India has one of the largest higher educational systems in the world. The total students' enrolment in Universities and Colleges for the year 2014-15, through conventional face to face mode, stood at 26,585,437 (26.58 million). Of this, the total

number of women was 12,475,669 (12.47 million), which amounts to 46.93%. (UGC, 2015 p. 53-54)

The Open University system has contributed to the growth of the higher education sector. According to Srivastava (2015), the total enrolment in 2013-14 in the 14 Open Universities of the country stood at 2.10 million. The review of the student's enrolment figures shows that Open Universities are able to attract large numbers of women learners. As per university reports, the student profile of YC Maharashtra Open University, Nasik for the year 2013-14 shows that 35.5% learners were female, while women's enrolment of B.R. Ambedkar Open University, Hyderabad stood at 43.3% women for the same period. The Tamil Nadu Open University, Chennai reported 49.1% women's enrolment for 2013-14, while at KKH State Open University, Guwahati women's enrolment in the year 2013-14 stood at 43.9%.

The Indira Gandhi National Open University (IGNOU) has witnessed an impressive rise in student enrolment from 4,528 in 1987 to a massive number of 741,726 in 2015 (Vice Chancellor's Report, IGNOU (2015)). As regards the issue of women's enrolment, the enrolment trend of the last ten years shows that IGNOU has also witnessed a steady rise in women's enrolment. While female enrolment in 2004 was around 35.8%, it had increased by 10% by 2015 and stood at 45.8%.

Table-3: Enrolment Profile of Male –Female Learners of IGNOU

Sex	2004	2005	2014	2015
Male	64.2	63.6	55.2	54.2
Female	35.8	36.4	44.8	45.8

Source: Based on Chaudhary and Shankar (2015)

It is significant to note from the above data analysis that IGNOU has been able to achieve close parity with the formal education system in terms of enrolment of women. Both face to face as well as ODL system show a similar gender ratio of around 46% with respect to student enrolment of females in higher education.

It is also relevant to review the positioning of programmes in the total enrolment of the University and relate it to the positioning of women within these programmes. In 2015, IGNOU offered 228 programmes, which were at different levels and each programme had its own eligibility criteria for admission. The educational qualification required for admission into these programmes varied from being merely literate to having a degree in a particular subject.

The total percentage wise share of learners in the IGNOU programmes is as follows:

Table-4: Level Wise % Share in Total Enrolment (1986-87 – 2014-15)

Level	Enrolment	% of Share
Advance Diploma	18123	0.19
Bachelor	4531896	47.67
Certificate	636561	6.70
Diploma	567211	5.97
Master	3119548	32.81
PG Certificate	6793	0.07
PG Diploma	273095	2.87
Other	352544	3.71
Online	1226	0.01

Source: Chaudhary and Shankar (2015), p.10

Table-5: Male – Female Programme Level Wise Distribution (%)

Programme level	Male Enrolment %	Female Enrolment %
Advance Certificate/Diploma	0.25	0.12
Bachelors degree	50.32	42.70
Certificate	14.30	13.59
Diploma	6.88	9.59
Masters Degree	24.43	30.44
PG Certificate	0.16	0.10
PG diploma	3.58	3.01
Others	0.09	0.07

Source: Chaudhary and Shankar (2015), p.16

It is seen that the Bachelors and Masters degree programme are most popular and attract 80% of the student enrolment. Another interesting outcome is that the number of women enrolled in Masters Degree programmes is, in fact, higher than the number of males enrolled. This augers well for women and their usage of the ODL system for furthering their education.

However the review of documents shows that the expectations from ODL system in general and IGNOU in particular are high. The ODL philosophy and *raison d'être* for ODL institutions in the developing world has to be seen in the context of the state's own responsibility of providing higher education for all, especially the marginalized. The ODL system was set up to bring about democratization of education, to reach the unreached, to go to places where the formal system had failed, to reach out to those groups who were left out/pushed out from the formal system – to encourage participation and freedom of learning through its bouquet of choices and thus cater to those who want to carve out their own educational path. The IGNOU Act (1985) states that the objects of the University would be "to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community generally." (IGNOU Act, clause 4).

These obligations and demands upon the system to provide opportunities for greater access to higher education remain the same even today. The Twelfth Plan Document of the Planning Commission states that Open and Distance Learning will be used to widen access and significantly expand capacity in a cost-effective and flexible manner. The share of ODL in the proposed additional target enrolment of ten million students stands at one million learners. It is envisaged that ODL would be able to create greater access and would reach out to more learners including "non-traditional" learners and thus make its contribution to achieving the target 30 per cent GER by 2020-21. (Planning Commission (2013), p.91,101).

In 2016, the Government of India released the Report of the Committee for Evolution of the New Education Policy. The Report states that despite many gains, the Indian education system faces several problems that dent its credibility. The neglect of skill and vocational education and over-emphasis on acquiring "dead end qualifications" which do not lead to employment is cited as one such challenge. (NEP (2016), 9.4.2, p.171). The Report notes the disparity in women's participation in higher education and finds the situation far from satisfactory. (NEP (2016), 4.13, p.35)

India is also a signatory to the Sustainable Development Goals, of which Goal 5 is a standalone goal for achieving gender equality and empowering all girls and women. The World Economic Forum Report on Global Gender Gap (2014) found a positive correlation between gender equality and per capita GDP. The rise in female education brings about a rise in the participation of women in the labour force. The inclusion of women in employment contributes to the sustainable development of the country. Yet India has one of the lowest rates of FLFP (female labour force participation) rates in the developing world. According to World Bank (2016), this rate dropped further from 27.6 per cent in 1990 to 24.2 per cent in 2014. The need to cater to the educational requirements of women calls for their inclusion in flexible learning systems, through institutions like IGNOU.

The success of the ODL system has to be therefore measured against its own objectives rather than against the formal system. Undoubtedly ODL system cannot afford to feel satisfied even if it stands close to the same enrolment rate as brick and mortar educational institutions. In fact a successful ODL system is one that delivers more effectively and efficiently than the formal system. The strength of ODL system lies in its ability to be flexible to fulfil the multifarious needs and aspirations of its diverse student population, especially those who are marginalised. It is with this perspective that one needs to reflect upon the observations of ODL practitioners towards women's participation in higher education through ODL.

Discussions and Observations: Challenges Facing Women Participating in ODL

The most critical issue in ODL still remains that of access and equity. The low

participation of women is a common trend in developing countries. There are many studies from Africa and South Asia which have investigated low participation of women in ODL and identified the main reasons for this phenomenon. (Mensa, *et al*, 2008). Educational deprivation related to socio-economic, cultural and religious reasons is also well documented. The role of political will and government policy, advocacy, allocation of resources in deciding access and equity is also well known. However there is another challenge that women learners face and this comes from within the ODL system itself, i.e. whether the system is equitable? Does it take into account the specific problems that women learners face? Or does the system become a prisoner to its own need to conform? Do the large student numbers create a hierarchy and an educational order in which there is survival of only the fittest? The observations made by practitioners pertaining to both academic and non-academic issues are given below.

The growing phenomenon of massification of higher education has implications for the ODL system. IGNOU already has 2.8 million students on its rolls in 2014-15 (Vice Chancellor's Report, IGNOU, 2015). With close to 80% of its ODL learners pursuing Masters and Graduate level programmes, the space for learners in shorter duration non-traditional programmes has been reduced. This uneven enrolment distribution means has its own implications as many such programmes, including skill based programmes, are those that have social and economic value for women. There is a fear that such low enrolment programmes, which is not financially viable, may become marginalised and lower in priority in the larger scheme of operations. This would curtail accessibility of women to education and skill development through ODL.

The issue of physical accessibility remains a major challenge for women pursuing ODL programmes, with geographical distance acting as an obstacle in their smooth academic pursuit. When women take up programmes, they must be able to attend counselling. Counselling refers to the face to face component which is provided at programme study centres where learners can attend tutorials, submit assignments, use technology support, and make use of library and laboratory facilities. Counselling is an academic requirement in programmes which have a "hands on" component. There is therefore a necessity of having study centres that are in close physical proximity to the women's home or workplace. In a recent programme evaluation study of a high value programme, it was seen that women learners dropped out due to the distance (physical inaccessibility) of the study centre. (Priyadarshini, 2016).

The views of practitioners on the Self Learning Material (SLMs) call for reflection upon their design and development so that rigidity of material design does not become a deterrent for women learners. The importance of printed learning materials in the life of the IGNOU learner can be seen from the fact that, the total volume of course materials printed, in 2014, was 18.9 million (Vice Chancellor's Report, IGNOU (2015). IGNOU in its initial years developed its own instructional design house style, along

with a procedure for development of materials to ensure high quality. This design became the 'standard' and was adopted across all programmes. However as new programmes, with diverse aims, are offered to learners of different educational backgrounds, there must be options for new instructional design. Further there is sufficient research to show that gender differences exist in learning behaviour. The treatment of content has to be conducive to women's learning. Learning from one's own experiences and building upon what has been experienced is in line with the tenets of feminist pedagogy.

There can be no doubt about the value of ICTs in the learning process. However it was felt that if technology has to effectively contribute to the ease of access of knowledge, then appropriateness of technology has to be considered. In a recent programme evaluation, it was seen that most learners had easy access to radio and mobile phones (Priyadarshini, 2016). Problems arise when programmes are telecast through time slots that are unsuitable for women. In rural areas, the reality is that the time slot reserved by women for milking cows, filling water, feeding cattle, or organizing the household cannot be given up for viewing educational programmes.

Accessibility is also increased when programmes are linked to livelihood and are perceived to be able to add to a women's financial status. The enrolment data of IGNOU shows that short duration certificate programmes in the areas of health care, food and nutrition, guidance, childcare, primary teacher training are able to attract higher female enrolment (Chaudhary and Shankar, 2015). There is a need to reach out to women in the unorganised sector through programmes that are aimed at their skilling, re-skilling and up-skilling.

The practitioner's agreed that one of the biggest stumbling blocks is the lack of research in areas related to women in ODL. Women and issues of their learning tend to be neglected due to which policy making gets impaired.

A disturbing challenge related to women learners is the issue of their safety and security both within and outside the learning environment. As women travel long distances to study, they are vulnerable to sexual harassment and even violence.. The fear of being accosted while travelling is reason enough to dropout. This is where ICTs can play an important role through online, e-learning support. Technology may be used for monitoring security measures so as to protect the rights of women to pursue education in a safe and dignified environment.

Related to this is the issue of mindset and attitude of ODL functionaries towards women learners. The need for demonstrating gender sensitivity towards women, creating avenues for their grievance redressal is important. The need for gender sensitisation through training programme for all levels of ODL functionaries would help in creating positive attitudes and in turn help in retaining women and preventing dropout from the system.

One of the interesting issues that emerged was the contradiction between ODL serving as an educational model for providing education to deprived marginalised groups as against the need for ODL institutions to be self-sustaining. There is a perception amongst policy planners / fund providers that the large student numbers will provide financial resources for ODL. However the fact is that ODL institutions have been set up not to make profits, but to fulfil the state's social and moral responsibility towards its citizens. Therefore the economies of scale model need not be applied on programmes bearing high social value for women, as this could impact the growth of an inclusive society.

Future Strategies: Some Recommendations

The review of documents, interviews and discussion resulted in certain recommendations in some specific areas. In order to increase access for women's participation in higher education, the following measures were suggested:

Strengthening Access and Equity

- Special measures to address access and equity issues to reach out to women be taken up as part of policy.
- Programmes be developed for marginalized sections even if enrolment is low.
- Flexible custom-made programmes for women in the unorganized sectors be developed
- Special provisions for women learners and within women, special measures for those who are from communities that more deprived i.e. marginalized, tribal minority groups, disabled be made

Nurturing High Social Value Programme with Low Enrolment Programmes

- Courses with high social value but low enrolment that are women oriented be nurtured irrespective of their financial viability
- Small enrolment programmes be sustained through suitable revenue models
- Corporate funds of industry can be tapped for running socially relevant programmes for women.

Developing Innovative Women Centered Self Learning Materials

- Inclusion of gender as continuous theme within self learning materials be made
- Provision for designing of SLMs in accordance with the educational level of women be made
- Development of innovative learning materials focusing on women be undertaken

- Provision for gender editing of course materials to prevent stereotyping be made
- Content analysis of materials be conducted regularly.

Reducing the Distance through Media and ICTs

- Promotion of radio and community radio to reach out to women.
- Development of M-learning, E-learning programmes, online programmes, MOOCs
- Multimedia programmes to be developed for teaching and training purposes.
- Provision for adoption of programme appropriate technology
- Use of technology for addressing safety and security issues of women

Ensuring Safe and Secure Programme Delivery

- Provision for innovation and designing of different paths for programme delivery based upon the programme and enrolment numbers.
- Delivery aspect of programmes to be looked at from a gender view point.
- Counseling can be conducted with gender sensitivity.
- Inclusion of gender concerns in programme delivery mode across programmes.
- Women sensitive environments and infrastructure (toilets, common rooms, etc.),
- Safety and security concerns be addressed with
- Setting up of mandatory institutional mechanism for protection against discrimination and sexual harassment

Training Programmes for Gender Sensitization

- Training plan for continuous gender sensitization programmes for all groups be developed
- All teachers, academic counselors, experts, writers be trained in gender sensitization.
- Orientation programmes for counselors dealing with learners in the study centres be conducted.
- Training programmes for gender sensitization can be held at headquarter and regional centre level.
- Training materials on gender concerns be developed to support training programmes.

Conducting Research on Gender Concerns

- Development of a research culture on gender concerns.

- Research studies related to women can be conducted immediately.
- Need to study gender concerns of learners of other sexualities.
- Gender audit be regularly conducted for which data should be made available
- Programme wise gender break-up be made available to teachers for research purpose.
- Studies pertaining to gender be published for creating gender awareness and feeding into policy

Linking Employment /Placement/Industry issues to Education

- Developing industry matched programmes focused on skill development
- Focus on programmes that lead to self employment/entrepreneurship amongst women.
- Creation of opportunity for better livelihood through regular placement drives for women

Conclusion

The views of practitioners revealed that the ODL system in IGNOU had achieved considerable success in reaching out to women but there is scope for more. The expectations from the ODL system to provide higher education to all in general and women in particular are very high. The system has to ensure that systemic barriers are overcome so that more and more women can easily access higher education. IGNOU has the necessary expertise and experience to overcome these challenges. The experiences of practitioners can help in transforming the system to make it more accessible for women. The increased participation of women in higher education would contribute to gender equality, help in bringing about a greater gender balance in higher education and ultimately contribute to the sustainable development of the country.

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Child Labour: Violation of Child Rights

Asha Ramagonda Patil

The United Nations Convention on the Rights of Child (1989) has 54 articles. They can be clubbed under four major categories of child rights namely Right to Life, Right to Development, Right to Protection and Right to Participation. Children are future of a nation. Each country needs to pay proper attention to the development of their children. Unfortunately, child labour is a universal problem. Child labour violates the rights of children.

In India, the state of child labour is alarming. It is a tragedy that we do not have an exact number of child labourers, as many children work in home-based businesses (hidden workers). Child labour not only destroys the future of children but that of a nation as well. The risks that these children face can have an irreversible physical, psychological and moral impact on their development, health and wellbeing (UNICEF). Their childhood is destroyed. They cannot go to school, cannot play. In spite of the existence of laws for prohibition of child labour and constitutional right, children are working. They are working in hazardous and non-hazardous occupations in various sectors such as match-making, mining, agriculture, fisheries, livestock, leather industry, hotel industry, etc.

Child labour is a result of abject poverty and lack of social security. Globalization and privatization also play a significant role in its growth. Globalization has triggered unemployment as many industries have adopted technology. There is no room for illiterate, semi-literate, techno-ignorant and people without skills in the tough competitive job market. The parents cannot even provide for their family's basic needs. Consequently, the children have to bear the brunt of this adversity in the form of child labourers.

Poor quality of education has increased the number of school drop outs, who are eventually absorbed by the ever increasing demand of cheap labour. Other factors responsible for the growth of child labour are introduction of development projects, farmers' suicide, armed conflict, special economic zones, unemployment of parents due to illness or disability. Many child labourers are physically and sexually abused, hence suffer from emotional and psychological disturbances. Some of them even die due to this harsh treatment

Definition of Child Labour

Any work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical-mental development. It refers to work that is mentally, Indian Journal of Adult Education, Vol. 79 (3); July-September 2018, pp. 41-51

physically, socially or morally dangerous and harmful to children, and interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely or requiring them to attempt to combine school attendance with excessively long and heavy work" (ILO). Children in the age group of 5-14 years, who work, are called child labourers. According to International Labour Organization, children work for the longest hours, whereas they are paid the least.

Children are used for financial gains. Employers employ them as they are very cheap and undemanding.

Following legislations are made to stop child labour:

- UN Convention on the Rights of the Child, 1989 (CRC) (Ratified by India)
- The Factory Act, 1948
- The Mines Act, 1952
- Child Labour (Prohibition and Regulation) Act, 1986
- National Policy on Child Labour (1987)
- Right of Children to Free and Compulsory Education (RTE) Act, 2009
- Article 24 of the Constitution prohibits employment of children below the age of 14 in factories, mines and other hazardous work
- Article 21 A and Article 45 of Constitution – Free & Compulsory Education to all children between the age of 6 & 14
- National Policy on Child Labour, 1987 (implemented in 1988)
- Juvenile Justice (Care and Protection of Children) Act, 2000 and amendment of the JJ Act in 2006

In spite of these Laws, child labour is still prevalent. Enforcement of these laws is poor. Employers freely flout the provisions of the Act covering the provision of child labour. In a way they are depriving children of their rights. Unfortunately, all the above laws are applicable to organized sector. The policy makers are not clear about hazardous occupations. Hence, every time the list of hazardous occupations is changing. In addition, the law permits children to work in their home occupations, which is the big loophole in preventing the child labour.

The Child Labour (Prohibition and Regulation) Act was amended in 2016. It prohibits 'engagement of children in all occupations and of adolescents in hazardous occupations and processes'. This Act has imposed a fine on those who will employ or permit children to work. This amended Act has many flaws. For example, it has not included many hazardous jobs, where children currently work. They include cotton farms, brick kilns, agriculture, etc. unfortunately this law allows children to work in family or family enterprises. It simply mentions that children may work after school hours or during vacations. The law does not specify the number of working hours.

Child labour in India

According to UNICEF report, 10.1 million children are engaged in work. The census report 2011 states that 4.5 million girls and 5.6 million boys between the ages of 5-14 years are engaged in work. If we compare the 2001 and 2011 census, we find that child labour in rural India is decreasing whereas in Urban India, it is increasing. 11.3 million Children from rural area were working in 2001 which has reduced to 8.1 million (2011 census). There were 1.3 million children working in urban area (2001) which has increased to 2 million (2011 census).

- There are 10.13 million child labourers between 5-14 years of age in India (Census 2011)
- India has 33 million working children between the ages of 5-18 years. In many parts of the country, more than half the child population is engaged in labour (Census 2011)
- Every 8 minutes, a child goes missing in India – kidnapping and abduction is the largest crime against children in our country (District Crime Record Bureau (DCRB) 2014)
- Over the last 10 years, crimes against children have increased 5 times over (District Crime Record Bureau (DCRB) Data Series)

More and more children are engaged in cotton growing, match box factories, lock making factories, mining and stone quarrying and tea gardens. Following are the five states on India where child labour is more prevalent:

Name of the state	No. of child labour (in million)
Uttar Pradesh	2.10
Bihar	1.00
Rajasthan	0.84
Madhya Pradesh	0.70
Maharashtra	0.72

Child Rights and You (CRY) has analysed the census data. It reveals that a large number of children working as child labourers were illiterate. 45% of child labour in Bihar, 40% each from Rajasthan and Jharkhand, about 38% from Madhya Pradesh and Andhra Pradesh were illiterate.

Areas where children work

Children are working both in formal and informal sector. They are working in hazardous and non-hazardous occupations. Since 2011, due to international pressure, enforcement of child labour prohibition act and awareness amongst consumers, forms and location of child labour has changed. Children are now more involved in home-based industry and informal sectors. Some of the major occupations where

children work include agriculture, construction work, mining, bidi rolling, domestic work, small scale industries, bangle making, carpet making, Zari work and embroidery, fisheries, cotton seed production, precious stone cutting, match box, lock making, rag picking, brick kilns, tea gardens etc. etc. It has been found that Children' work is gender-specific. Most of the girls are engaged in domestic and home-based work.

UNICEF has categorised child work into three categories:

- Within the family i.e. domestic work without pay
- Within the family but outside the home e.g. agriculture labour, domestic maid, etc.
- Outside the family e.g. commercial shops, restaurants and dhabas, etc.

III-effects of working on children

Working at an early age affects the child's physical and mental growth and development. They are undernourished due to deprivation of proper food and water. Long working hours, unhygienic work conditions, lifting heavy loads, bullying and sexual exploitation affects their physical as well as mental health. They suffer from skin diseases, fatigue, respiratory problems, anaemia, ear complaints and stunted growth. There are very few studies conducted in the area of mental health of child labourers. A few studies conducted by various NGOs show that children, who are working, have mental health problems such as insomnia, migraine, fear, anxiety, depression, and other emotional disturbances. Most of them are sexually abused. The whole personality development gets affected. These children lack social skills and survival skills.

These children lose their childhood. They are deprived of the opportunities of playing, making friends and access to education. These things are crucial as they give solid foundation for the whole life. Thus, these victimised children remain illiterate. When they become adults, they have very limited opportunities as they lack skills. Ironically, the vicious cycle of poverty, illiteracy never ends for them.

Why children work?

Unemployed parents - Parents of child labourers are mostly unskilled workers, hence they have limited and temporary work opportunities. This results in poor income that forces their children to work.

Debt of parents - Due to poverty parents borrow money but cannot repay. To repay this borrowed money children have to work. Family indebtedness is a major cause for a child to work as bonded labour, even though bonded labour is abolished in India in 1976. But unofficially, it is still prevalent in different disguises.

Poverty - Most of the children, who work at an early age, belong to a poor family. To supplement family income these children have to work. These children work in restaurants/dhabas, mines and earn money to fulfil their basic needs. In other words children work to increase the income of their family. Most of the times, the parents of these children are unemployed/under-employed. Lack of livelihood options force children to work and contribute to the family income.

Culture - In India, many cultures still treat birth control as a taboo. Though it is unfortunate, but it is a fact that people still believe that more number of children will fetch more income. Their children get married at a younger age (puberty) and eventually produce children. It becomes difficult to feed more mouths in their meagre earnings, hence the children fall prey to child labour.

Belief in faith/ attitude - Due to ignorance and orthodoxy, parents develop fatalistic attitude and believe that they are born poor and will die poor. They blame this to their destiny. They do not trust that education of any kind will change their condition. They have very low aspirations. Thus, if a child starts working they treat it as normal. The rigid mindset and the attitude towards life is a big hurdle in changing the situation of child labour.

Too many children - Parents of most of the child labourers have big family with 6-8 children. Parents believe that more the hands, more the income. Elder children are forced to work in order to support their siblings and parents.

Migration - Globalization has adversely affected the rural economy. Opportunities of employment in rural and tribal areas are reducing. Hence, families are migrating to urban areas. This often exposes children to being trafficked for work.

Greed for more profit - Children are more obedient. They are available at cheap wages. Thus, many employers appoint children as labourers to increase their profit margin. They want to reduce labour cost and earn more profit. Due to the fear of law, they keep children hidden and make them work under very unhygienic and inhuman conditions.

Improper execution of laws - Due to globalization, many manufacturers outsource their work force. They do not even know who works for them. The child labour prevention Acts in India is not clear as it allows children to work in domestic sector. Such practice promotes child labour and violates child rights.

Access to education - In spite of Sarva Shiksha Abhiyan and RTE, many children do not have access to education. They live in remote areas, where schools are nonexistent and teachers are irregular. Education facilities are mere dreams. These children are deprived of their fundamental right to education. Such administrative loopholes are also responsible for child labour. Thus, for the poor parents getting their children

educated remains a distant dream. The quality of education is another reason for not sending their children to school. It does not guarantee any financial results. Some parents still cannot afford education of their children, even though it is free.

Ignorance of parents – Parents themselves are illiterate. They are not aware of various government schemes for education. Thus, if there is no school in nearby area, they ask the child to work and help the family.

Parent's physical condition – Many times parents are disabled or suffer from some severe disease. They are unable to earn for the family. In such a situation, children are compelled to work. Another reason is parents' addiction. Due to drinking habits, parents are irregular at work and are fired by the authorities. Children of such family are forced to work to sustain their family.

Forced begging – In India, one can see many children begging on the streets. There are begging rackets, especially in metros/cities, who force children into begging. For this purpose, at times, they cripple children. Their eyes are gouged; limbs are crippled to get sympathy of people. They are also given a target of collection every day. If they fail to collect that much money, they are punished. One can see burns on their bodies. These children are physically as well as sexually abused by the people in the rackets. Underage girls are raped, made pregnant and forced to beg.

Running away from home - Many children run away from the home due to various reasons such as poverty, strict/disciplinarian parents, lack of interest in study, attraction of Bollywood and glamour. They come to city and end up into child labourers. Such kids are trapped by gangsters and introduced into antisocial activities.

Areas where Intervention needed

Child labour is a multifaceted problem. It cannot be dealt in isolation. Various socio-economic, cultural factors are associated with it. Hence, simultaneously one needs to work at various levels. Just by making laws will not be sufficient to solve the problem of child labour.

Education

It plays a vital role in the development of children. In many countries, it has been proved that education is a key to eliminate child labour issue. Most of the children work due to their parent's poor economic condition. They work to fulfil their daily needs and help their family. In spite of Right to Education Act, retention of children in primary schools is not cent per cent. Those who drop out from schools have more chances of becoming child labourers. In other words, low enrolment in schools increases chances of children employment. In rural and interior parts of India, there is lack of access to basic and meaningful quality education and skills training.

To stop child labour, schools should impart quality education including vocational skills. It should be relevant. These poor children should also be paid stipend, if possible. Simultaneously, parents should be given some skills, which will help them to earn enough for their family. Unless economic condition of the family improves, children will not come to school.

Sarva Shiksha Abhiyan (SSA)

SSA should be implemented seriously and sincerely along with Mid Day Meal (MDM) programme. Schools in rural, tribal and remote areas should have hostel/boarding facilities for poor and homeless children. Such schools may provide traditional skills to preserve Indian art and craft along with the knowledge of modern technology. Local artisans can be employed as teachers in such schools. Some mechanism should be developed to make sure all children in the age group of 6- 14 attend school. No child should be dropped out from school before s/he completes primary education. One also needs to pay attention to violence and sexual abuse happenings in schools. This is also one of the reasons for dropout of children.

Migrant children, children with special needs, socially, economically, culturally backward children, children belonging to difficult terrain should be focused upon and be enrolled in schools. Special efforts should be made to enrol them.

Awareness

Parents should be made aware of the importance of children education. The society should be made aware of the ill-effects of child labour and how it is damaging future of children as well as that of the nation. All people should avoid purchasing articles prepared by child labourers. Every citizen should consciously report child labour cases to the police. Unless children and/or their families are economically helped, children will not be able to attend school. In other words, we will not overcome the problem of child labour unless they are economically helped. Continuous campaign about ill-effects of child labour in electronic and social media would help to reduce the practice of child labour.

Creating more opportunities for skilled adult labour

Government, industries and other sectors should employ only adult and skilled workers. Those adults who do not have skills should be trained in various skills. For this purpose, there should be facilities for skill-based learning centres, vocational training centres. Such centres should impart literacy as well as other skills. Government and NGOs can take initiative in this area and set up such centres. Parents, who are poor, can take training from these centres and get jobs.

Execution of laws

Employers, who employ children, should be punished severely. In any case they should not get bell. Execution of laws should be done properly.

Vocational training for adults

Parents of child labour should be thoroughly trained in one or two skills, which will make them earn sufficiently for their family. Government along with NGOs can organize skill development programmes at local levels. They should make sure that these adults get jobs. Decent earning by every family may help the child to take proper education. In other words, increased employment of adults would help to eliminate child labour.

Activating Police Department

Ministry of Home Affairs has made a provision of separate cell for juvenile, women and child protection in every police station. Still so many children beg on the roads, or are serving in various sectors. Police should take initiative and create awareness in their area about child labour and its punishment. There is a separate portal fully dedicated to trace missing children. It is launched by Ministry of Social Welfare and Justice and Ministry of Women and Child Welfare which is known as 'Khoya-Paya'. Common man is not aware of all these efforts.

Conclusion

Child labour is not an individual problem, but a social problem. It is the responsibility of whole society and government to eliminate child labour and give the rights to the children, which they deserve. In the above discussion we have seen that poverty is the root cause of child labour issue. One needs to address this issue very seriously. Without tackling the issue of poverty, if we just focus on preventing children from working, it may worsen their condition. One needs to substitute sources of income.

Recommendations

Child labour is a major issue for all of us. As an individual and as a member of society all of us should try to eliminate the problem of child labour. The Sustainable Development Agenda 2030 clearly mentions the goal of ending child labour.

As stated earlier, child labour is multifaceted. Depending on the type of work the children are engaged in, its form of exploitation changes. In addition to their age and sex, whether they are engaged in home based work or in outside industry, its severity varies. Hence, there is not a single solution to stop child labour. One needs to apply multiple strategies to eliminate child labour.

Government along with other institutions such as educational institutions, NGOs, electronic media and social media, trade unions, employers and lawyers, parents,

community people should work together to stop the curse of child labour. There is a need to bring change in attitudes of employers who engage children in work. There is an urgent need to eradicate poverty by giving work to every adult. Basic needs of each individual should be fulfilled, which can help to reduce the problem of child labour to a great extent. Strict implementation of labour laws is another solution to prevent exploitation of children. There is a need to amend the present Child Labour Law and update the list of hazardous activities which have been left out.

Increasing literacy and awareness amongst adults will help to reduce the problem of child labour. Employment opportunities for adults should be increased, so that the parents will be able to meet their family expenses. This will automatically help children to go to school.

Employing children should be made nonbailable offence.

Personnel, who are involved in rescue operations, should be well trained, especially about child psychology, to understand the reasons why children work and other related issues.

Convergence between various government departments such as police, welfare departments, education departments, etc should be there. This will help to perceive children's issues in a better manner.

Rescued children should be provided with proper rehabilitation, including food, shelter and more importantly social security.

Residential shelter homes should be provided to children who are rescued. It should provide bridge courses to children. Efforts should be made to bring these children in mainstream.

Government should start a residential vocational training centre. Rescued children and children belonging to vulnerable families should be imparted with some skills. During training, they should be paid stipend, free accommodation and food.

Fast track courts should be established to tackle the cases of child labour.

Special police squads should be employed at various bus and railway terminuses to protect children, who have fled from their homes and came to metropolitan cities.. They should not fall in the hands of middle persons, who may take advantage of these children.

Housing societies should display posters on the clause of Bye Laws stating ban on the child labour, rules and penalties.

As an individual, what can I do to stop child labour?

All of us see children working in restaurants, dhabas, begging at the signals, selling flowers at signals, selling goods in local trains, but are not bothered about

them. Many of us either neglect them or sympathetically give some money. In a way we are accepting, tolerating and promoting child labour. That's why the problem is increasing. As responsible citizens, all of us should change our attitude. Some of the NGOs working for children rescue them from various industries and repatriating them. But, rescuing in itself is not enough. Many a times after repatriation, these children again come back to cities to earn their livelihood and help their parents. Thus we need to address the basic reasons that force child to work.

- Dial 100 and inform police if you see child/children working. If phone does not get connected, you should personally approach the nearest police station and lodge a complaint.
- Dial 1098 to inform child line, whenever you come across child labour.
- Do not eat in a restaurant or dhaba where child/children are working. Immediately make a complaint against the employers.
- Adopt minimum one child and sponsor his/her education or donate money to those NGOs who are working for children.
- Visit observation homes and spend some time with children.
- Form children's groups at the community level. Train them to help children who remain absent in schools or those are lagging behind in studies. The peer influence works a lot. This would help to reduce dropout rate.
- We should not hire any child to work at home or in office. Some people think that by giving work to child, they are helping them. But at what cost? By giving work to these children at a tender age in exchange of money, we are rather spoiling their future.
- Stop purchasing from the shop where children are employed.
- Before purchasing goods, make sure that the children are not involved in production of products. In case if you come across such incidences, immediately inform police or agencies working for the welfare of children and become a conscious consumer. By doing this you are taking one step towards elimination of child labour.

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Corporate Social Responsibility and Lifelong Learning through University: An Indian Perspective

Prakash Narayan

Introduction

Corporate Social Responsibility (CSR) which is also known as Corporate Conscience, Corporate Citizenship, Responsible Business, etc. all over the world, is a form of corporates contribution towards society. The concept of CSR based on the ideology of give and take, whereas companies take resources from the society in the form of raw materials, human resources etc. and by performing activities under CSR, they are giving something back to the society. According to United Nations Industrial Development Organization (UNIDO), "*CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives (Triple Bottom Line Approach)*".

The concept of philanthropic practices of business is not new to India, as there is a tradition of social philanthropy in Indian culture. The concept of helping poor and disadvantaged is also found in the ancient Indian literature. The idea was also supported by almost all religions where it has been intertwined with religious laws.

Around the world as well in India, there is a growing realization that business cannot succeed in isolation and social progress is necessary for sustainable growth. An ideal CSR practice should have both ethical and philosophical dimensions, particularly in India where there exists a wide gap between sections of people in terms of income and standards as well socio-economic status (Bajpai, 2001).

In 2013, India became the first country to have legislated CSR mandates. The concept of CSR is governed by section 135 of the Companies Act, 2013, which was passed by both Houses of the Parliament, and had received the assent of the President of India on 29 August 2013. The CSR provisions within the Act is applicable to companies with an annual turnover of 1000 Crore INR or more; a net worth of 500 Crore INR or more; or a net profit of five Crore INR or more. The Act encourages the companies to spend at least 2% of their average net profit in the previous three years on CSR activities. According to an estimate, around 8,000 companies will fall into the ambit of the CSR provisions and this would translate into an estimated CSR spend of \$1.95 billion to \$2.44 billion. The higher economic growth and increase in company's profits will increase this sum.

Historic Background of CSR

The social responsibility is not limited to corporates but it is also a responsibility of every person towards the society i.e., a person who is living in the community has some responsibilities towards its community, which is known as his/her social commitments/responsibility towards the society.

The concept of social responsibility (SR) is not new to India, it has been followed since ancient times albeit informally. The concept of helping poor and disadvantaged was cited in much of the ancient literature. This idea was also supported by several religions where it has been intertwined with religious laws.

- **SR & HINDUISM:** Merchants belonging to the Hindu religion gave alms to temples and night shelters made for poor. Hindus followed Dharmada, where the manufacturer or seller charged a specific amount from the purchaser which was used for charity. This is for getting salvation "Moksh".
- **SR & ISLAM:** Islam had a law called Zakaat which ruled that a portion of one's earning must be shared with the poor in the form of donation.
- **SR & SIKHISM:** Similar to Islam's zakat, Sikhs followed what they called daashaant. They have also provision of free "Langar" food and shelter in the "Gurudwaras". This is an example of institutionalized philanthropy.

Many Indian philosophers such as Kautilya, Kabir, Tulsidas, etc. preached and promoted ethical principles while doing business.

In the pre-industrialized period philanthropy, religion and charity were the key drivers of SR. It has been a tradition in a number of organizations, especially family-based firms with a strong community ethos. The industrial families of the 19th century had a strong inclination toward charity for community development and other social considerations. Also many of the corporates like the Tata Group, the Aditya Birla Group, and Indian Oil Corporation, to name a few, have been involved in serving the community ever since their inception. Several other organizations have been doing their part for society through donations and charity events.

Mahatma Gandhi urged the rich industrialists to share their wealth and benefit the poor and marginalized in society. His concept of trusteeship helped socio-economic growth. He also influenced industrialists to set up trusts for colleges, and research and training institutions. These trusts were involved in social reform, rural development, education and empowerment of women.

The SR in India has gone beyond merely 'charity and donations', it has come across many changes and evolved from philanthropy to a mandatory CSR. Now, it is more organized and has become an integral part of the corporate strategy.

Companies Act 2013

The Companies Act 2013 has introduced several new provisions which have changed the face of Indian corporate business. One of such new provisions is Corporate Social Responsibility (CSR). The Act has notified Section 135 and Schedule VII as well as the provisions of the Companies (Corporate Social Responsibility policy) Rules, 2014. The new companies Act 2013 has come into effect from 1st April, 2014, which replaced the six-decade old legislation Companies Act 1956. The CSR has been made mandatory under the new regulation and there are also provisions of penalties, in case of failure.

The CSR provisions within the Act is applicable to any company (private limited or public limited), which either has a net worth of Rs. 500 Crore or more; a turnover of Rs. 1000 Crore or more; or a net profit of Rs. 5 Crore or more during financial year, will have to spend at least 2% of their average net profit in the previous three years on CSR activities. The Act applies to a holding company, its subsidiary, and even a foreign company with a branch or project office in India. The CSR activities should not be undertaken in the normal course of business and must be with respect to any of the activities mentioned in Schedule VII of the 2013 Act.

The law also requires that the qualifying firms will have to establish a CSR Committee of the Board of Directors. This committee is responsible for formulating the firm's CSR policy and will ensure that at least 2% of profits are spent on CSR activity, else explain why the firm failed to achieve the target. The committee shall consist of three or more directors, with at least one independent director whose presence will ensure democracy and diversity in the decision-making process.

Implementation of CSR

A company can undertake its CSR activities through a registered trust or society, a company established by its holding, subsidiary or associate company or otherwise, provided that the company has specified the activities to be undertaken, the modalities for utilization of funds as well as the reporting and monitoring mechanism. If the entity through which the CSR activities are being undertaken is not established by the company or its holding, subsidiary or associate company, such entity would need to have an established track record of three years undertaking similar activities.

Companies can also collaborate with each other for jointly undertaking CSR activities; provided that each of the companies is able individually report on such projects.

A company can build CSR capabilities of its personnel or implementation agencies through institutions with established track records of at least three years, provided that the expenditure for such activities does not exceed 5% of the total CSR expenditure of the company in a single financial year.

The activities which can be undertaken by a company to fulfill its CSR obligations include Eradicating extreme hunger, poverty and malnutrition, promoting preventive healthcare, promotion of education, promoting gender equality & women empowerment, setting up homes for women, orphans and the senior citizens, measures for reducing inequalities faced by socio-economically backward groups, ensuring environmental sustainability and ecological balance, animal welfare, protection of national heritage and art and culture, measures for the benefit of armed forces veterans, war widows and their dependents, training to promote rural, nationally recognized, Paralympic or Olympic sports, contribution to the prime minister's national relief fund or any other fund set up by the Central Government for socio economic development and relief and welfare of SC, ST, OBCs, minorities and women, contributions or funds provided to technology incubators located within academic institutions approved by the Central Government and rural development projects.

In this Act, contribution to any political party will not be considered as a CSR activity and also the activities in India only would be considered for computing CSR expenditure.

CSR and LLL

The notion of Lifelong Learning is based on the idea that everybody should have the opportunity to continuously develop and improve their knowledge, skills, and attitude. The Lifelong Learning provides learner opportunities to start learning at any stage of their life because it's never too late to start. Lifelong learning is very important for individuals of all ages and holds an array of benefits for them and society. The main goal of learning at all levels should be to achieve the goals of equity, equality, human dignity and gender justice.

The context of the changing global economy and the new information revolution as well as imperatives of human development including fighting poverty and the importance of promoting values, practice of democracy, justice and tolerance make LLL need of the hour. Every person has to be more dynamic and lifelong learner in nature to survive in this rapidly changing technologies and globalized world. LLL, leading to the creation of the learning society and learning community, which offer all the opportunities to participate in and contribute to learning according to the needs and potential of the learners. This comprehensive vision of lifelong learning is necessary to empower people, expand their capacities and choices in life, and enable individuals and societies to cope with the new challenges of the 21st century.

All the Business houses or the corporates have been taking up social welfare activities from time to time. The CSR is relevant in business for all societies, it is particularly significant for developing countries like India, where limited resources for meeting the ever growing aspirations and diversity of a pluralistic society, make the Process of sustainable development more challenging. The Corporates with the help

of Governmental organizations, NGO's, international organizations or self-initiative under CSR funds can provide a huge opportunities of lifelong learning to the people to tackle the new challenges of 21st century.

"The corporate sector must provide renewed impetus to CSR initiatives towards cleanliness, health and education. The government has launched several schemes in this direction. The corporate sector can work at various models to develop a synergetic relationship in the implementation of these schemes," President Pranab Mukherjee said while addressing the 'National Summit on CSR' organized by Confederation of Indian Industry.

After 2013 Act, corporates are looking for reliable partners for their CSR activities. The corporates are also investing their money in researches to understand the problems faced by people, so that they can help them by their CSR activities. On the other hand, the treasury of universities is filled with knowledge and every year new gems of knowledge are added in this treasury in the form of research conducted by the students as well as teachers. But due to lack of resources these treasures of knowledge are not utilized in proper manner.

Therefore, it is very clear that the universities and the corporates can fulfill each other's need and can work together for the betterment of the society. This partnership will be a win-win partnership for both of them, as corporate get a reliable partner for their CSR activities and universities get a partner who can provide them financial assistance to disseminate the knowledge for the welfare of the community through various programmes i.e., Extension, Adult education centres, Skill enhancement centres, etc.

How Universities and Corporates can work together to promote LLL? The Extension Incubation Centre (EIC)

"It is commonly known that through the dimension of teaching, there is dissemination of knowledge, through research new knowledge is generated and through the dimension of extension there is application of knowledge in real life situations, which leads to the further generation of new knowledge." (UGC)

In 1960, the Kothari Commission first articulated the concept of Extension as well as the TRINITY of Teaching, Research & Extension. The Commission stated that Extension was essential for the following aspects:

- Making education relevant to real life situations
- For preventing the alienation of the university from society
- For developing in the university, a sense of responsibility towards society
- For deepening the teacher's knowledge through a wider exposure to real life situations

In 1977, the University Grants Commission first incorporated Extension into its Policy Statement for Higher Education when it stated that

"If the University system has to discharge adequately its responsibilities 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 teaching and research. This is a new and extremely significant area which should be developed on the basis of high priority".

The main aim behind the inclusion of "Extension" as third dimension of education system equivalent to "Teaching" and "Research" respectively, was to disseminate the knowledge acquired from research for the welfare of community and explore the new areas for research. In other words, the main aim behind introducing the third dimension in education system was to promote a meaningful and sustained rapport between the Universities and the community.

In 2014, India became the first country to have legislated CSR mandates. The concept of CSR is governed by section 135 of the Companies Act, 2013. The Act encourages companies to spend at least 2% of their average net profit in the previous three years on CSR activities. According to industry estimates, around 8,000 companies will fall into the ambit of the CSR provisions and this would translate into an estimated CSR spend of \$1.95 billion to \$2.44 billion. Higher economic growth and increase in company's profits will increase this sum.

After companies Act 2013, the corporates are looking for reliable partners for better use of CSR funds. In this matter, the universities have a chance to convince corporates to invest their CSR money in R&D projects as well as in extension of research work for social development. As universities have a pool of researches on social issues, which needs fund for follow-up programmes. The Extension Incubation Centre (EIC) is an idea which makes this possible. It should be established with the help of university and corporates, in the Department of Adult, Continuing Education & Extension (DACEE) of University of Delhi. The EIC will provide a common platform for both University as well as Corporates, where they can work together for the betterment of the society.

The EIC will bridges the gap between Corporates and Universities. It will bring University and Corporates under one roof, where Corporates get researches for their CSR activities and University get fund from Corporates for Extension (taking research outcomes to the community) as well as further research.

The main focus of EIC will be on social science researches based on community development, empowerment of SC/ST, minority, woman and other marginalized section of the society.

Conclusion

The extension and CSR are two main activities of higher education and corporate respectively. The extension as third dimension of higher education opened the door of university/college to the community. With the help of extension activity the university/collegedisseminate the knowledge acquired from research for the welfare of community and explore the new areas for research. On the other hand, the CSR act 2013 mandated the corporate to spend at least 2% of their average net profit in the previous three years on any CSR activities listed in Schedule VII.

The EIC will bring University and corporate under one roof to work together for the welfare of the society, where university will provide intellectual support to the corporate for its CSR activity and corporate will financially help university for the extension of the research under CSR. It will provide the grooming ground to a research for its extension to the community.

The extension of the research outcomes will benefit the community, help researcher to test his/her research effectiveness, take university to community, and provide corporate an area for its CSR activity. In all, it will provide opportunity to all (University, Corporate, researcher) and benefits the community at whole.

Therefore, it will be a learning process for all the stakeholders and provide learning opportunities to all as well.

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Ideas and Contemporary Relevance of Select Modern Indian Social Reformers

Ronald Yesudhas

Introduction

Social reformers have played a key role in shaping the nation through their ideological, practical and visionary contributions. In India, there are several such reformers who have made a dent in the Indian society. In this article, ideas of four Indian social reformers, namely Swami Vivekananda, Mohandas Gandhi, Jyotiba Phule and Bhim Rao Ambedkar who helped in changing the fate of modern India are presented from a critical lens. The objective of this exercise is to help the reader appreciate the varied themes and the ideological articulations of the reformers; and to identify the relevance of these ideas in the contemporary times.

Vivekananda

On Spirituality and Religion

According to Vivekananda, the universe is an illusionary expression of the Brahma. The creator (Brahma) has immense power to hold the universe together and his influence is felt by every object. The difference between Brahma and his creations are the finitude of virtues in the material forms. What then separates man from the creator is the kind of virtues ingrained in him. Every person has different combination of unequal development of virtues. In contrast this relationship is complete and perfect in Brahma. Every person with a dominant virtue forms a part of the larger whole, i.e., the all-encompassing totality Brahma. Hence the goal of the individuals could only be found in the true expression of the entire humanity (the Brahman mould). Vivekananda clarified that man was born free, but life constrained his natural freedom making him an isolated individual who is solely interested in the unrestrained pursuit of his desires, which would bring him in conflict with the equivalent freedom of another, thus cancelling each other out. Thus man's individuality is restrained by his built in sociality. Since freedom is natural to human beings, limits to freedom will have to occur naturally. Hence such constraints on freedom will have to come from religion. However, the purpose of limiting man's freedom should be refinement, and not suppression.

On Caste

Vivekananda felt that since the hierarchical caste system has rigidified the role of the individual, thus making Indian civilisation inhuman. The way out is emancipation of the poor by restoring dignity and respect. He spoke about *Daridra Narayan* (conceiving poor as God), and service to their cause as noble path. True concern for others will result in truth, which can bring back freedom.

On Nationalism

Vivekananda developed a theory of nationalism based on religion. According to him, the central theme of India is religion and it has to be made the backbone of national life. He believed that religion has creative and integration ability. Vivekananda's ideas had lot in common with the western anarchist thought which viewed politics and power with suspicion.

According to Vivekananda, power, politics and even intellect is secondary consideration in India, and religion is the dominant consideration. He felt that pre-occupation with power is part of western vanity and material tyranny. Thus Vivekananda's emphasis was on individual morality and social change. He believed that a nation is great or good not because of the innate greatness, or goodness of people or the state, but because of the religion and spiritual traditions.

GandhiOn State

Mohandas Gandhi is a philosophical anarchist who did not admire the type of state in the western society. He saw western state as a 'violent soulless machine'. Gandhi stood for a non violent state based on consent of people and unity of the people in society. He advocated decentralisation of powers. In Gandhian schema, political power is vested with the individuals, which is transferred to the village, and then to higher unit at the provincial and national levels. The function of the higher unit is only to perform coordination functions. Thus the spirit of Gandhian Ramrajya is self regulating system where everyone is one's own ruler, and not a hindrance to neighbours.

On Sustenance Economy and Trusteeship

Gandhi espoused an economic theory of simple sustenance living and articulated an import substitution policy. He envisioned a rural-agrarian economy where the focus would be on meeting the immediate material needs of citizens prior to generating wealth and industrialising. He advocated an active village economy through promotion of small and cottage industries. He felt that this is important for self-reliant village economy. His concept of *swadeshi* requires us to serve our immediate neighbours and use things in our neighbourhood in preference to those produced in foreign land. For this reason he supported *khadi* or home spun clothes which can eradicate poverty and economic exclusion.

Gandhi floated an innovative socialist idea called trusteeship which aims at establishing cordial relationship between state, capital, and labour. He proposed for declaring all property to be the property of the community as a whole and pleaded the employers (capitalist/ industrialist class) to act as trustees and not as owners. In this concept, the employers and the employees are entitled to receive a sustenance compensation which they need to satisfy their necessities.

On Means to achieve Ends

According to Gandhi, ends and means are two aspects of the same reality. He argued that state cannot attain its ideal character as long as the means are tainted in violence. He therefore laid emphasis on purity of means to achieve ends. He said that he would not accept freedom/ swaraj if it comes through bloodshed. He reiterated his stance by claiming that ahimsa comes before swaraj. In contravention to Machiavellian idea of 'ends justifying means', Gandhism advocates for 'means to justify ends'.

On Sarvodaya, Brahmacharya, and Ahimsa

Gandhism as a philosophy is based on the idea of equality (not in the absolute sense) which helps in eradicating discrimination. Sarvodaya, as envisioned by Gandhi is the greatest good for all the members of the society. It is welfare of all.

At the age of 36, Gandhi adopted the vow of celibacy or *brahmacharya* (*self control*). Celibacy is important for purifying oneself of lust and sexual urges. It also helps to love one's spouse genuinely without having a sexual outburst or aggression. It is nothing but control of senses, thoughts and actions.

The concept of ahimsa (non violence) is firmly based on Indian religious and spiritual traditions. Gandhi held a firm view that non violence would rid a person of anger, obsession and destructive impulses. It is a powerful arm which advocates one-self to surrender physically to the enemy, but deter them to capture the soul, or the mind.

Satyagraha

Satyagraha is one of the toughest concepts articulated by Gandhi. It comes from two sanskrit words, namely Satya (truth) and Agraha (holding firm). Thus it means holding firmly to truth. Gandhi said that truth should pervade all considerations of politics. But what is truth? Truth is a subjective experience. If one honestly believes in a principle or action, it is truthful to believe in it. Gandhi developed a way of life by constantly experimenting with truth. He was prepared to learn through trial and error method, often admitting his mistakes publicly.

Phule

On Exposing Oppressors

Jyotiba Phule is associated with Satya Shodhak Samaj, an organisation he founded with his wife and fellow colleagues in 1887 to organise lower caste against the social order based on varna and caste system. Phule wrote polemical pamphlets to put forward his position on caste. In *Brahmanache Kasab* (1869), Phule exposed the exploitation of the then priestly class. In *Gulamgiri* (1873), he wrote a historical account of slavery of lower caste. In 1883, he wrote a much popular collection of

speeches under the title, *Shetkaryacha Asud* (Cultivators' Whip-cord). Though all his writing he exposed the oppressors and helped in liberation of the masses.

On Universal True Religion

As a child, Phule was influenced by Christianity. He was moved by the work on Sir Thomas Paine. Phule believed in one god and discarded idolatry, ritualism, and the idea of reincarnation (*avathars*). Phule visualised *Sarvajanik Satya Dharma* (Universal True Religion). The universal religion envisioned by Phule was based on principles of equality and liberty. It puts emphasis on truth seeking without the aid of any guru or text. Phule emphasised that government should not close their eyes to inhuman religious customs and unjust traditions.

Ambedkar

On True Democracy and New Society

Ambedkar viewed democracy as an instrument of bringing about change peacefully. According to him, democracy does not merely mean rule by the majority, but a way of realizing drastic changes in the social and economic spheres of society. Political democracy means the principle of 'one man one vote' which indicates political equality. But if oppression and injustice exist, the spirit of political democracy would be missing. In the Indian society, so long as caste barriers and caste-based inequalities exist, real democracy cannot operate. In this sense, democracy means a spirit of fraternity and equality and not merely a political arrangement. Along with the social foundations of democracy, Ambedkar takes into consideration the economic aspects also. He argued that true democracy implies both liberty and equality. This analysis becomes very important in the Indian context.

Inspired by French revolution and Buddhist philosophy, Ambedkar advocated for the principles of liberty, equality and fraternity. He visualized a new society based on these principles. Ambedkar was aware that liberty alone would not be sufficient. Liberty and equality must exist simultaneously. This can ensure quality of moral and material life of all individuals. These two will be realized only when there is a strong sense of unity (fraternity) among members of the society. According to him, in a society divided by caste and class barriers, people of one caste or class will be suspicious of people of other castes or classes. He wanted people to overcome these glass ceilings and called for a sense of brotherhood/ sisterhood - a feeling that we belong to the same social. Thus, Ambedkar made it clear that the ideal society of his conception would be a society based on liberty, equality and fraternity.

On State Socialism

Ambedkar studied various aspects of Marxism and favoured some Marxist principles. He generally subscribed to the material view of history and agreed to the need for a total change for bringing about equality. He also accepted the idea of public ownership of property. However, Dr. Ambedkar did not become a Marxist. The other important variety of socialism he advocated was Democratic Socialism.

Ambedkar's firm belief in democracy attracted him to democratic socialism. He felt that socialism must function within a democratic framework. Democracy and socialism need not be opposed to each other. Thus, in 1947, Ambedkar suggested that the Constitution of India should incorporate the principle of State Socialism. State socialism means that the state would implement a socialist programme by controlling the industrial and agricultural sectors.

There are two major aspects of Ambedkar's idea of State socialism. Firstly, key industries and basic industries will be owned by the state. There will be no private ownership of such industries. This will help in rapid industrialization and the benefits of industrialization will be distributed among all the sections of the society by the state. Secondly, agriculture will be treated as a state industry. This means that the state will initiate collective farming. Farmers will be allowed to enjoy part of the agricultural produce and the state will get some share in the form of levy. Food grains procured by way of levy will be used for distribution at fare prices.

On Questioning Traditions

Ambedkar's main battle was against the caste system. In his books 'Who Were the Shudras?' and 'The Untouchables', he dispelled many misconceptions about untouchability. Ambedkar warns that nothing worthwhile can be created on the basis of caste. Inter-caste marriages can effectively destroy caste but the difficulty is that people will not be prepared to marry outside their caste so long as casteism dominates their thinking. Ambedkar describes such methods as 'forced feeding'. In his words, what is required is a more drastic change: liberating people from the clutches of conservative and non questionable religious traditions.

Conclusion

Three themes which arise from Vivekananda thoughts include trusting religion for refinement; living/sharing with poor; and conducting business with goodness and without vanity. In today's context, religion has become a source of oppression. But, Vivekananda inspires us to see religion as a source of refinement of our thoughts and actions. His idea of living and sharing with the poor is important at this juncture where rich and the upper class seldom treat the poor in a dignified manner. Most importantly his ideas challenge the power mongers to shy vanity and tyranny and embrace goodness. This will help in achieving greatness.

Gandhi talks about swaraj; sustenance economy; means achieving ends; sarvodaya (equality); brahmacharya (self control); ahimsa (non violence); and satyagraha (holding to truth). Each of these concepts has high contemporary relevance. Swaraj, the power of individual citizen is fading in the democracies now. Gandhi's idea reminds us about the original owners of democracy, the individual citizens. His concept of sustenance economy has gained currency off late with the introduction of concepts such as sustainable and people centred development. In few developed countries people are going back to sustenance economy mode to save the planet earth, thus highlighting the prophetic ideas of Gandhi on economy. In the era of cut throat competition, Machiavellian idea of 'ends justifying means' takes

a popular outing. However, for fair play and justice, the world needs to reinvent the Gandhian idea of means achieving ends. Similarly, sarvodaya (equality) attains immediate attention as disparity and exclusion increase day by day. Informed citizens, industry and the state should work towards creating a just an equal society, where every human being can peacefully do their own business. Most troubles in person life, in between families, and in between states arise due to lack of restraint. In this context, Gandhi offers brahmacharya (self control) and ahimsa (non violence). In the process, one needs to conduct himself as a satyagrahak (a person holding to truth).

Phule stands for exposing oppressors; and developing a sarvajanic satya dharma (true religion). He offers a strong testimony of speaking trust to power and pioneering the empowerment of poor through educating the masses. In an increasingly political terrain, free speech and association is curtailed. However, speaking truth to power is crucial for human rights and social development of the marginalised. Secondly, exploring God through self experience is powerful than relying on text and gurus. In the contemporary times, even in the 21st century people follow fake gurus and saints without seeking the truth on their own. Phule urges the religious to seek satya dharma (true religion) which is free from institutional and parochial control.

Ambedkar's firm faith in democracy, and non violent advocacy laid the strong foundation of modern independent India. True democracy, he believed is not just political, but social and economic in nature. Values of liberty, equality, and fraternity take a centre stage in democracy. Today's political culture demands us in reimagining a new society based on Ambedkar's idea of true democracy. We have entered a stage of crisis of capitalism, as world markets are crashing and we witness events of mass deployment in IT sector and other labour markets. In this scenario, the idea of democratic state socialism propagated by Ambedkar needs to be relooked. Above all, youth of this generation are schooled to accept traditions and norms without doubt. Ambedkar reminds us to question tradition and in the process discover truth. Thus the study of the ideas of the selected modern Indian reformers helps us to reconnect with the future and envision a broad based inclusive society.

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1.0 Context

Is school a horrible place? A lot of the younger children start crying, even with the stimulus of school. The stimulus could be even the horn of the school bus. This is how, children reflect their unwillingness to go to school. Clearly, it reflects that they are not enjoying their school life. Theoretically, the paradigm has shifted from 'teacher centered approach' to 'child centered approach', whereas, the reflection of the children seems to be contrary to this shift. Further, it reveals that schooling is a painful experience for them.

Thus, the school is failing to cater need and expectation of at least this group of children, who are showing their resentment against to go to school. This situation raises a question that 'why should we go to school'? It is also a matter of concern that whether the school is substantially equipped to fulfill the need and expectation of children?

It is not simple, to answer this question. Though, in the simplest term, a school is a formal agency of education. We should go to school to take formal education like to learn how to adjust in the society and be prepared for the present job market, etc. But, if we undergo the gravity of raised question then it becomes a complex proposition. This complex proposition needs a rational discourse.

First, it is important to understand the etymology of the term school, the term 'school' is derived from Greek '*scholē*', it means 'leisure' and also 'that in which leisure is employed', but later 'a group to who lectures was given, school'. Thus, the school was initially established to utilize leisure time. However, with the evolution of the society from its simple to complex form, this notion diluted with time. Now, the school became an essential part of life and supposed to develop at least an adequate mastery over learning tools (reading, writing and arithmetic) and to impart a set of established knowledge, so that the individuals can establish themselves in the society and can be ready for the present job market.

Furthermore, children's resentment reveals that their needs are unattended and they have an unpleasant experience in the school. Still, the society and other stakeholders, especially parents, advocates schooling for their children. It signifies that all stakeholders have high expectations from the school. This advocacy of schooling accelerates the brainstorming process, even deeper to get the answer to the raise proposition.

The article comprises three sections to discuss and analyze the raised proposition. Section-1: What is the status of the school? Section-2: Why do the stakeholders advocate schooling? And Section-3: What is the solution to improve the school?

Section-1: What is the status of the school?

The Sarva Siksha Abhiyan (SSA) flagship programme, undoubtedly enhance the number of schools and access to the school. It helped India, to develop one of the largest school education systems in the world. Presently, it has 1.44 million elementary schools, in these schools 7.9 million teachers imparting education to 192.52 million students (DISE, 2014-2015). In other words, India has had an unparalleled quantitative growth in the number of schools across the country, during the last decade. That is to say, access to school has been extended from 'children of the elite class family' to 'all class', including children from deprived sections. On the other hand, according to Muralidharan (2013) students learning levels and trajectories are disturbingly low. Thus, the overall quality of school education and learning outcomes of the students concerned, the school education yet to go a long way.

1.1 Quality of school education

Academia has not been agreed upon a single convergent definition of quality in the context of education. That is to say, there is no omnipotent definition of quality in education. Furthermore, the perception of people changes with the dynamism of the society. This dynamism restricts to confine on a single convergent definition of quality.

Thus, in this scenario 'what really constitutes quality in education?' is a riddle to decipher. Yet, rarely one will disagree with the idea of NCF (2000) that "the quality of a school or educational system, in a real sense, has to be defined in terms of the performance capabilities of its students" (p. 24). So, quality education essentially improves the capabilities of its students. Capability of the students is a measure of quality in the context of education.

The National Curriculum Framework [NCF] (2005) observes that learning becomes a "...isolated activity, which does not encourage children to link their knowledge with their lives in any organic or vital way..." (p. 2). A time-tested saying that 'one cannot make a strong building on a weak foundation'. This observation compels that children have poor learning experience in the school. Furthermore, a poor schooling cannot be the base for substantial learning among children in order to lead them a successful life. Of course, such learning, neither equips children with adequate mastery over learning tools nor makes them employable in the present specialized job market. Thus, it fails to address both cognitive as well as the professional needs of children.

It may be inferred from the analysis of policy and research study that one cannot read and write, even after several years of formal schooling. Annual Status Education Report [ASER] (2013) found that the reading and arithmetic skills are poorly developed among children. Since, ASER's first report, in 2005, it is reporting similar findings in each report, thus, their one decade study has almost similar reports in relation to the learning of the children. Furthermore, in the large scale achievement survey at the end of Class V by NCERT (2012), it is found that less than 50 per cent of children could correctly respond to various questions in Language, Mathematics and Environmental Science in respective achievement test at the national level. According to Cheney, Ruzzi, & Muralidharan (2005) students often dropout because their public school experiences are often so poor that they learn very little even after being enrolled for 4 to 5 years. What's more, Jha (2013) concluded that "there is a need to focus on writing skill for the proper development of all the three R Skills" (p. 86). Thus, schooling is not helping children, even to learn basic three 'Rs' skill (i.e. Reading, wRiting and aRithmetic) and further this situation often leads the children to opt-out school and the system label them as a dropout. That is to say dropout is one of the characteristics of poor quality of education.

On the same line, status of higher education is no different. The literature reveals that the graduates have poor employability (NASSCOM-Mckinsey, 2005; NES, 2010; ISR, 2014). Furthermore, about 25% of technical graduates and 10-15% of non-technical graduates are suitable for employment in the offshore IT and BPO industries respectively. The current talent pool has very low employability (4.22%) with regard to IT product companies (NES, 2010). The employability of several graduates is very low. The different graduates, i.e. BE/ B.Tech., BA, B.Com., and B.Sc. are 51.74%, 19.10%, 26.99%, 41.66%, respectively, and for MCA and MBA employability are 43.62, and 41.02% respectively (The India Skills Report, 2014). These trends over the period about employability are a serious concern for the Indian education system.

At this juncture, it may be concluded here that school is producing students with poor learning and even failing to retain all children for completing their school education, due to the poor learning level. Moreover, the students get higher education, are not as per the demand of the job market. Thus, it seems, our schools are not providing adequate learning and our universities are producing job market oriented young people. Despite the fact, all stakeholders' have high expectation from school.

It is evident that the school alone neither holds the key to success nor fulfilling the expectation of stakeholders.

1.2 Policy and research perspectives of school

School is one of the most important agencies of formal education. That is to say education has an instrumental, role in the socio-economic development of an individual

and thereafter of the society. Hence, individual and society have expectations from the school. It leads to the second question: Is school equipped to fulfill expectations of stakeholders? The answer of this question lies in the policy and research related to school education.

Schooling, in one form or the other, is considered as the most important, aspect of an individual's life since time immemorial. The concept of homeschooling, is also in practice across the globe, including India (however, Right to Education Act (2009) does not recognize the notion of home school in India). Arai (2000) finds "there has been an explosion in the numbers of children not attending school because their parents have preferred learn from home over formal schooling in Canada" (p. 204). Homeschooling is the consequence of parental dissatisfaction from school education.

Policy and research

The question that 'how to improve education?' always finds focus in policy discourse and research discourses. The literature suggests that learning of children at school is poor. Learning of students is one of the measure of school performance. So, the performance of the school is not up to the mark. School is an unit of teaching-learning, thus it is largely responsible for this poor learning. This fact is recognized and identified time to time by the policy and research.

Analysis of the policies and researches finds two serious issues, i.) Nature of the School, and ii.) Evaluation System.

i. Nature of the school

The nature of the school is expected to supportive for teaching-learning process and promotes originality and creativity, etc. so that school can draw out best in each child. On the contrary, the NCF (2005) is one of the most recent, policy pronouncements especially on school education, raised several issues pertaining to the school. It highlights:

There is a deep disquiet about several aspects of our educational practice: (a) The school system is characterized by an inflexibility that makes it resistant to change; (b) learning has become an isolated activity, which does not encourage children to link knowledge with their lives in any organic or vital way; (c) schools promote a regime of thought that discourages creative thinking and insights; (d) what is presented and transmitted in the name of learning in schools bypasses vital dimensions of the human capacity to create new knowledge. (p. 2)

Thus, it seems a school has a baggage of toxic byproducts.. The aim of the school is to prepare children for life. If school discourages creativity, originality and promote isolated learning then it has a destructive function rather than constructive.

The school is destructing the creativity and originality of the children at the cost of isolated learning which has least to do with their lives. Such school will not lead to a better future, neither for the child nor for the nation. If it is the case, then it can be present school has a baggage of toxic byproducts for the students. In this light, the historic statement "the destiny of India is now being shaped in her classrooms" (Education Commission, 1964-66, p. 1) may be restated as "the destiny of India is now being destroyed in her classrooms". But, of course, none of the country can afford such situation.

ii. Evaluation system

Evaluation is an integral part of the school. What do students have learned must be evaluated in order to take several related decisions. The present evaluation system suffers from a number of issues. It has several issues to dissolve {National Policy on Education (NPE), 1986; NCF, 2000; NCF, 2005, Position Paper on Examination Reform, 2006}.

A major goal of examination reforms should be to improve the reliability and validity of examinations and make evaluating a continuous process aimed at helping the students to improve his level of achievement at a given moment of time. (NPE, 1986, p. 6)

In order to improve the validity of current examinations, the entire process of paper setting needs to overhaul. The focus should be shifted to framing good questions rather than mere paper setting. Such questions need not be generated by experts only. (NCF, 2005, p. 114)

Indian school board exams are rarely valid tests of desired competencies and broader curricular objectives, even within the cognitive domain. (Position Paper on Examination Reform, 2006, p. 7)

With the analysis of policy pronouncements following serious, issues can be identified in the evaluation:

- i. Ignorance of higher order cognition, affective and psychomotor domain, which are important aspects of human behaviour;
- ii. Lack of validity and reliability of the question papers; and
- iii. Inter-examiner differences and subjectivity are inherent in students' achievement score.

Moreover, malpractices in the examination cannot be ignored. Thus, it can be concluded that at present evaluation focuses only cognitive learning (even lower order cognition), and validity and reliability of examination are noteworthy issues. Examination score of students may not be a true measure of their abilities. The

concerns raised are not new. The need of examination reforms has been suggested in policies documents as well as researches undertaken by universities and other research institutions.

Schooling is under criticism since long. Tagore, Gandhi, Gijubhai, Aurobindo, and other eminent educationists criticized several aspects of schooling in their era and showed their dissatisfaction. The dissatisfaction emerged out as Vishva Bharti University by Tagore, Basic Education by Gandhi, and Sri Aurobindo International Center of Education by Aurobindo. Moreover, Gijubhai showed his discontent from the school curriculum, teaching and assessment methods and suggested a solution in his novel '*Divaswapna*'.

The NPE (1986) suggested a "continuous and comprehensive evaluation that incorporates both scholastic and co-scholastic aspects of education spread over the total span of instructional time" (p. 31). Several states and central boards of school education have implemented the continuous and comprehensive evaluation (CCE) scheme.

The CCE schemes suffers from issue like inadequate class-size, time constraints (Kaur & Gupta, 2012; Singh, 2013), schools have inadequate infrastructure (Kothari & Thomas, 2012; Velugu, 2013) and lack of teachers' training (Bhattacharjee & Sarma, 2009; Mohanty & Panda, 2012; Sexena, 2012; Singh, 2013; Dubey & Upadhyaya, 2012; Kannothe, 2013).

In the backdrop of the above discussion, it may be safely concluded that a non-contextual CCE scheme has been implemented in the schools. School is not equipped to implement the present CCE scheme. Furthermore, an age old criticism about examination reform is still relevant. No doubt, the CCE has a positive effect on students' learning (Bahadurai & Singh, 2012). There is a need to develop a contextual CCE scheme (including localized need) should be delineated and implemented in order to improve schools.

Even after such innovative experiments and ideas and policy implications, the school education in the country desperately awaits for reforms in school education across all the levels.

Section-2: Why do the stakeholders advocate schooling?

In this section perspective of parents, children, and graduates have been presented. Parents who send their children to school, children who go to school and the graduates who went to school. The perspectives are important to understand present issues with school.

2.1 Perspective of parents

As a child attain the age 3+ to 5+ (age to start school), often his/ her parents start searching for a 'good' school for the child, and finally they admit their child in a school what best they can afford. Thereafter, children start going to school. Sometime children show his/ her resentment against the school and protest to attend school.

Is sending children to school a mere ritual? Definitely, it cannot be a mere ritual. Parents will not waste their hard earned money and precious time of their children for a mere ritual even for such a long period.

Discussion with several parents reveals that they send their children to school with the expectation that the school can equip their children with required knowledge, skill and wisdom which is necessary for success in life. Parents send their children to school to make them a doctor/ an engineer/ a scientist/ an advocate/ a teacher, etc. in short, to make the child 'successful'...

Parents' perspective raised another question. Does the school hold the key be successful? Perhaps no. Schooling is not a guarantee for a successful career, as we have several examples of the successful people, who did not attend/ complete their schooling. Still, they are highly successful as a professional e.g. Thomas Edison, he had just three years of formal schooling. He is a genius; he has more than 1000 patents to his credit. The list is endless, the people are ordinary and the stories are real.

Parents have expectation from the school for a better future of their children. However, schools sometimes fail to develop basic learning skills among children.

2.2 Children's perspectives

One can only speculate that children don't have any other alternate but to attend regular schools. They have to go to school because their brothers/ sisters/ own age group relatives, even neighbors go to the school. In short, the children go to school as a tradition. It is a mechanical practice, propagated as 'does' and practiced as 'must'.

In order to know, why do children come to school, in class IX of 38 students (of a private school), it was asked to all the students to write, why do they come to school? The collected responses can be broadly classified into 12 major categories. The responses are tabled, as in Table-1.

Table -1: Reasons to Come School

Sl. No.	Reason to go to School	Responded by the students	
		Number	Percentage
1.	To study/ to learn / to get education/ to get Knowledge	38	100
2.	To gossip with friends/ to enjoy/ to get rid of boredom/	13	34.21
3.	To become higher professional	10	26.31
4.	To fulfill parents' dreams	7	18.42
5.	To learn good habits	5	13.15
6.	To fulfill own dream	3	7.89
7.	To earn money to buy a bungalow/ Cars/ Laptop, etc.	2	5.26
8.	To become a good human being	1	2.63
9.	To make the family happy	1	2.63
10.	To make life happy and comfortable	1	2.63
11.	To get respect in society	1	2.63
12.	To learn discipline	1	2.63

Source: Author's Survey

All the 38 students responded that they come to school to study/ to learn/ to get education/ to get knowledge. A higher per cent of children go to school to fulfill their parents' dreams rather than their own dream. Thus, children come to school to get an education and fulfill their parents' dreams.

2.3 Graduates' Perspective

While the same question 'why should we go to school' was asked to some of graduates along with, 'what have you learned in school, what would you not have learned if you had not attended the school'.

Surprisingly, no one could tell any concrete concept, what exclusively they learned in the school. This is the same findings to which Illich (1971) arrived at within his famous book 'Deschooling society'. Illich (1971) argues that one learns important knowledge and values from informal means rather than school. His argument as:

The same people, paradoxically, when pressed to specify how they acquired what they know and value, will readily admit that they learned it more often outside than inside school. Their knowledge of facts, their understanding of life and work came to them from friendship or love, while viewing TV, or while reading, from examples of peers or the challenge of a street encounter. Or they may have learned what they know through the apprenticeship ritual for admission to a street gang or the initiation to a hospital, newspaper city room, plumber's shop, or insurance office. (Illich, 1971)

On the basis of responses of graduates', it can be concluded that whatever children learn at the primary level forms a base for learning at the secondary level. Thereafter, learning at secondary level forms a base for learning at the senior

secondary level and the domino effect follows. . Thus, I could generalize as, during schooling, children learn for the sake of learning rather than for the sake of life. Learning becomes a sequential exercise that has nothing to do with life in an organic form.

Section-3: What is the solution to improve the school?

The school is suffering from several issued that need to address, that is why the question is raised that "why should we go to school?" this section tries to explore plausible answers to the question raised.

Dewan and Mishra (2011) argued that "there is no obvious set of aspects which can ensure the quality of a school" (p. 13). Therefore, no obvious set of solution is possible. In pursuit of a workable answer to improve the school, first we need to identify the failures or least functional concepts by asking a rational question 'who does fail?'

3.1 Who does fail? : System or Children

One of the significant questions related to a failure in the education system that who actually fails the system or children?

The answer is obvious. . Itis the system, which decides all for the students' why to teach?, what to teach?, how to teach?, and even how to evaluate?

The irony of the situation is, if the system could not implant, what it wanted to implant in the students with its pre-decided aims and teaching methods. It is the students who are being certified as a failure or low achiever.

Is it justified? Certainly not, it is the system which fails or achieved lower rather than the students. If everything is decided by the system and student could not learn, then it is the system which failed and not the students. It is the system which fails to identify the learning need and learning style of the students. It is the duty of the system to identify the innate capabilities of the students and nourish it.

3.2 School improvement initiatives: School assessment and accreditation

A paradigm shift from 'student evaluation' to 'school evaluation' is noticed with the enactment of RTE (2009). Several states have taken initiatives related to school evaluation. The major initiatives are Karnataka School Quality Assessment and Accreditation (KSQA) in Karnataka, *Gunotsav* in Gujarat, *PratibhaParva* in Madhya Pradesh, *Sambalan* in Rajasthan, *Samiksha* in Odisha, in addition to state initiatives School Quality Assessment and Accreditation (SQAA) by CBSE and Accreditation Standard for Quality School Governance (ASQSG) by Quality Council of India. Most

of the initiatives, assess human, physical resources, students' learning, etc. On the basis of assessment, a consolidated score is calculated. Depending upon the consolidated score the school is accredited with some grading or colour code. At the end of the evaluation process a consolidated grade is awarded to the each school.

Such initiatives suffer with issues like i. the consolidated grade hides the status of school on individual components, ii. human and physical resources are provided by the system, the school has limited control over these parameters, iii. interventions on the basis of such accreditation are missing in most of the initiatives. Thus, the resources are being provided by the system to schools, if due to lack of resources, a school gets low grade, it is clearly system failure.

Thus, these initiatives are appreciating intervention by the system; however, these are in the infancy stage. These need a radical improvement in their approach. The school as an institutional space for the teaching-learning has more control over the teaching-learning process. So, the process is required to assess and depending upon this assessment system is supposed to extend its support to improve teaching-learning process in the school.

3.3 What is the plausible solution?

Banerji (2000) explicitly point out that "reasons why children are not in school or why they are not learning have more to do with the nature of schools than with the economic circumstances of their families" (p. 801). We have demanded quality schooling. Thus, we need to improve the schools for better learning.

If the present schooling is not helping students, then we must try some innovation to improve the situation. As the problem lies within the school, the solution must also be evolved from within the school. The school can produce better results with the existing setups. It is the time to reform school rather than a mere reform in curricula.

3.4 Every child is different

Individual differences need to recognize. It is not a rational perspective at all that one should become a doctor because one's brother/ sister/ relative/ neighbour is a doctor. Each child is born with the specific innate qualities. It is the duty of parents, schools and teachers to identify those innate qualities and nourish them. Thus, individuality needs due consideration and respected. Accordingly, each child can select a profession of choice.

3.5 School improvement

Firstly, we need to understand and define what should be the product of our

school. Now, again, I come to my very first question, why we should go to school? The reform in school should be child centric, not only in a theoretical way but also in practice way.

One of the answers is: we should go to school, to develop our innate capabilities, imagination ability, creativity, social ethics and last but not least important communication skills. We should not go to school to learn the obsolete bulk of knowledge that is isolated from life and leads to mere certification. Children are the part of society, so in the post school life, they have to establish themselves in the society as its productive element.

Thus, it needs to delineate a school which is for the children. Therefore, there is a need to shift focus, from system imposed reforms to child centered questions. It is time to consider what can a child learn?, how can a child learn?, and, how can a child be evaluated? Rather than how to teach? What to teach? How to evaluate? The development of a child should be in its self-direction rather than a system driven direction.

Secondly, in the school assessment initiatives, the grading of results has a spectrum of school from the highest to the lowest grading. Such grading is neither going to help school nor its children. Thus, school assessment should be complemented by addressing the problem areas by extending specific support. The consequences of the poor grading should not be the ignorance of the school and the mere transfer of the school authorities. The poor grade school should be seen as 'a school with extra need and support from the system.

'A' grade schools are already at the highest level, thus these require support only to maintain its present status. Whereas, the 'C' grade schools, first need support to upgrade their level to 'A' then further support to maintain its 'A' grade. Thus, in this way a 'C' grade school needs additional support than an 'A' grade school. However, it is appreciating step to provide due recognition to an 'A' grade school.

Moreover, we cannot afford even a single 'C' grade school. If there are schools with such denomination that 'A', 'B' and 'C' grade than it is against the spirit of our constitution, which empowers each child to have an equal quality of education. It is imperative to note here that the grade is largely depends upon the human resource and physical infrastructure of the school, which is provided by the system. Thus, having a single 'C' grade school is a case of violation of 'RTE (2009)' of its children. The RTE (2009) embarked upon the equal quality of education to all. Thus, all children have equal right to study in 'A' grade school (equal quality of education).

4. Conclusion

It can be concluded that schooling is an important aspect of life, since time

immemorial. Nevertheless, since long, the several aspects of the school such as curriculum, examination, etc. have been criticized by educational thinkers, researchers and policy framers in a different span of time. Additionally, society is dynamic as a result the education is also dynamic. The school reform is a contemporary issue at every nick of the time. The present schooling system has become a necessary evil if not the orthodox system that has disgraced its honour over the years. Thus, school reform is necessary at this juncture.

The reforms are being institutionalized by respective agencies at state and central levels. One of the significant initiatives is school evaluation. Several states (Gujarat, Madhya Pradesh, Rajasthan, etc.) of India, and a national programme for school evaluation is already institutionalized as an appreciating step. Such initiatives need a strong support from all ranges of school stakeholders.

Furthermore, the school should be more vivid and life full, which can develop one's innate capabilities, inculcate the imagination ability, creativity, social code of conduct and last but not the least, communication skills. Learning should not be isolated from society as it was observed by NCF (2005).

Thus, we need a school system which can integrate the Gandhian concept of vocationalisation in contemporary context, Tagore concept of natural learning, and Gijubhai concept of a more comprehensive evaluation system so that the school as an institution for learning can promote originality and socially useful learning, irrespective of gender, caste and religion of the children. All these can lead to the goal of an equal quality of education to all the children.

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(Footnotes)

¹*Divaswapan is a novel written by Gijubhai*

Badheka. The novel describes an experiment related to primary school. Gijubhai criticized curriculum, teaching and evaluation methods in the novel. He also described various innovative teaching methods and focused on more comprehensive evaluation methods.

Reassessing the Pedagogical Status in Punjab State

Monu Singh Gurjar

Introducing the Historical Context of Punjab

Punjab was the last to be annexed by the British in 1849, ten years after the death of Maharaja Ranjit Singh who ruled Punjab for four decades. Attainment of India's independence from the shackles of British rule after a long struggle, in which Punjab had a glorious contribution, was accompanied by the traumatic partition of the country in 1947, dividing Punjab into Indian and Pakistani Punjab. Subsequently the present Punjab was carved out in 1966, giving birth to two new States of Haryana and Himachal Pradesh.

It is supposed to be a leading state in pioneering in the realm of green revolution, the benefits of which percolated to a sizable number of farmers. But at the same time, the land holdings of big farmers increased by and by and a good number of farmers having smaller units became landless farm laborers. Punjab is still fighting the negative after effects of green revolution on the fertility of land, depleted water table and poisonous fallout of the overuse of fertilizers and pesticides (Sidhu, 2005).

After India got freedom, this state had to face three major wars for the last one and a half decades from the early eighties onwards. It being the most disturbing state, has to deal with the problems related to international border. The impact of militant politics could be observed absolutely on all the aspects of life, including education. We can evidently view how a malicious culture of replication and fraud entering the system now, resulting in weakening the links between effort, scholastic indicators and job or career success.

Saints, seers and thinkers over the ages broadly encouraged the culture of dialogue and academic engagement, the tradition of critical questioning, respect for dissent and blossoming of diverse thought processes. The local people celebrate multi-ethnic culture and a legacy of liberal intellectual development. In spite of deformations, which are numerous, it moves on with its rich and bold legacy. As Guru Tegh Bahadur, ninth successor of Guru Nanak Dev said, '*Bhai kahoo ko det nahin, nahin bhai maanat aan*' (Neither I dare nor I dread anyone).

Educational Profile of Punjab State

Literacy Situation

Punjab is largely a rural state where 62% of the area falls in rural region. Literacy rate in Punjab has been rising constantly from 38.69% in 1971 to 76.68% in 2011.

The gap between rural and urban literacy has reduced over a period of four decades, from 27.95 percent points in 1971 to 11.25 percent points in 2011 (Sarkaria, 2012, p.1). Female literacy is 71.3% and male literacy rate is 81.5%. The state has attained Gross Enrolment Ratio at primary level at 104.78 and Net Enrolment Ratio at 90.45 as per census report 2011. GER for upper primary is 96.46 and NER is 81.90.

General Scenario of Education

The school education system in the state has been divided for administrative convenience at two levels, headed respectively by the Director Public Instruction (Elementary Education) and Director Public Instruction (Secondary Education). Both the directorates are guided and controlled by a Director General of School Education. The Director General of School Education (DGSE) is also the State Project Director of SSA and RMSA.

As on March 31, 2013, there were 23,217 lower primary schools and 14,356 upper primary schools. Approximately 22% of the lower primary and 26% of the upper primary schools are private unrecognized. 59% and 46% respectively of the lower and upper primary schools are government or government aided schools (SCERT, 2012a, and p.26).

State School System versus Privatization

After independence, the state built a vast network of schools in rural areas. The trend continued till the early eighties but slowed down thereafter. In the later decades, new government schools were not opened all together with population enlargement. We can identify a worsening condition in quality of education in the existing government school system. Private investments in school education have been also promoted. All this resulted in a situation where opening of further educational institutions was seen chiefly in the private sector. There is a series of private school categories opened in backward areas charging very low fees to others serving the richer cross-section of society.

Capacity of Teacher Education Institutions

Apparently there has been a phenomenal increase of B.Ed. capacity between 2007 and 2013. Subtracting the number of posts of appointed teachers from the number of sanctioned posts, as shown in Table 8, one finds a rough estimate of vacancy in teaching posts: 1983, 3521 and 7334 at the primary, upper primary and the secondary level respectively. This can be compared with the intake capacity of teacher education institutes at these levels: 4150 at ETT and 26,885 at B.Ed. This shows that the vacancies are too few to be filled in by the trained teachers coming out of these institutes. Rather, than indiscriminately continuing to expand the capacity of teacher education institutes, it may be worthwhile to restrain the opening of new

teacher education institutes in the private sector, and even to close down a few existing ones.

Research and Innovation in School and Teacher Education: Role of University Departments

The notion of research is considered to be pivotal to the process of making of new knowledge. The development of such institutions is the growth of society that builds them. Each aspect of life is felt by what is done and not done by the institutions. In this context the role of universities becomes significant in the sphere of education.

A variety of issues related to educational policy, theory and practice are being considered for research in the Departments of Education in Punjab University, Chandigarh and Punjabi University, Patiala. Evaluative studies for the reviewing the programmes and procedures are also being accomplished. Such researches help enlarging new insights into the issues having bearing on policy formulation. These researches have been carried out in multiple forms via Ph.D., M. Phil., Masters-thesis and research papers published by the faculty and students on various issues. In some particular fields of social and national interests, the University faculty can be assigned for their expertise. However it is not appropriate to fix certain domains of research for some University departments and then expect special results. There is a must necessity to extend a mechanism to share findings of relevant research with the people practicing in that particular area. Joint research projects and seminars between university, SCERT and DIET faculty are therefore highly recommended.

Note on School Internship: School Internship will be taken in Three Phases Pre-Internship, School Internship and Post Internship.

Course Details

- a) **Pre-Internship for one month** (further divided into 2 parts i.e. 2 weeks in semester one (25 marks) and 2 weeks in semester two (25 marks).
 - Observation of the real classroom situations (minimum of 2 schools in a rural/urban, private/govt. secondary school affiliated to PSEB/CBSE/ICSE etc.) and the whole school environment. Before teaching in the classroom the student teacher will have to observe a regular classroom in the school for a week, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.
 - Peer group discussion.
 - Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
 - Sample demonstration/viewing different classroom situation.

- Visit to innovative centres of pedagogy and learning, educational resource centres
- Input from teacher educators.
- Context analysis and reflection.

b) Internship for 16 weeks

- During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.
- The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
- Reflective journals and reports to be maintained during the internship period (a minimum of 80 classes)

c) Post internship for one week

It involves the following activities

- Writing reflective journals or reports on the whole school internship programme of 20 weeks
 - Extended discussion among the student-teacher.
 - Presentation by student-teachers on different aspects of the teaching experiences after the internship.
- d)** Final examination in practice teaching (in actual school setting by external and internal examiners). *Note: - The examination will be conducted in flexible manner in the last two weeks of internship jointly by the qualified school staff and teacher educators.*

(A) School Internship Programme

- School Observation File
- Teaching Practice File
- Actual teaching performance
- Action research report
- Timetable and attendance record
- Practical's related to B.Ed. Curriculum
- Observation of school children in classroom as well as out of classroom, during all school activities
- Report on Morning assembly and Co-curricular activities
- Reflections on School Internship programme
- Workshop on teaching learning material

- Development of audio visual aids
- Use of school library and conducting lab work
- Observing important occasions and celebrating important national days with school children
- To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades
- Learning to maintain school records and registers
- To gain total experience as a teacher in the school

(B) School Internship Programme: (Practice Phase)

Duration: 15 Weeks

Teaching practice

The school teaching practice period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.

(i) Initiatory School Experiences

During first week at practice teaching school, Pupil teachers will perform following activities:

- Observation of lessons of school teachers in concerned teaching subjects.
- School curriculum- subject-wise.

(ii) Teaching Practice activities

Preparation of School Observation file:

- Philosophy of the school
- Vision/ aims/Objectives of the school.
- Organization and management,
- Fee and funds, staff salary scales, leave rules, Service rules, joining reports etc.
- School Plant- detailed account of Infrastructural, Instructional and Human resources.
- SWOC analysis of the school.

(iii) Details of Teaching Practice file

- 80 lesson plans (Spread over 15 weeks), in elementary (upper Primary) level

classes & secondary classes in each subject during internship performance.

Discussion lessons in each teaching subject will be conducted after every two weeks.

- Distribution of 80 Unit/Lesson plans will be as under:
 - Detailed Unit/Lesson Plans: 40
 - Diary format Unit/Lesson Plans: 20
 - ICT Based Unit/lesson Plans: 12
 - Test based Unit/lesson plan(by preparing blue print): 4
 - Teaching models based Unit/lesson plans: 4

Total $80+80=160$ Unit/lesson Plans in both the pedagogical subjects.

Observation of Peer lessons: 40

Observation of lessons by school teachers: 20

(C) Evaluation Programme: (Post Practice Phase)

- Internal Assessment in each pedagogy subject based on total reflections and involvement in School internship Programme. (30+30=60 marks)
- External Assessment: Final Skill-in-Teaching Lesson in each subject. (70+70=140)

1. Written unit/lesson plan	10 marks
2. Presentation /content delivery	40 marks
3. Teacher Traits and classroom behavior	10 marks
4. Teaching aids/models/ICT used	10 marks
Total	70 marks

Problems of Pre-service Teacher Education Programme in the State

- As per the NCTE New Regulation and Norms 2014, existing Teacher Education Institutions intake capacity is reduced to the first unit of 50 and unless and until they have adequate man power and infrastructural facilities TEIs will not be able to take the second units of 50 more student teachers. This will prevent the state to clear the backlog of untrained teachers.
- Due to lack of infrastructural Facilities-classrooms, Hostels facilities, Common Rooms, Computer Laboratory, Auditorium, and Staff rooms etc., it will be difficult for the state to staff to start the second unit for admission.
- Understaffed in the existing TEIs is still a problem- Filling up Principals and Faculty members (Vacant Posts) and Appointment of additional faculty for enabling them to start the second unit.

- Pre-Service Teacher Education Programme is not made mandatory for all teachers of different managements.

In-service Teacher Education Programme

At present 6472 Block Resource Centers and 69268 Cluster Resource Centers are operational in the Country. In Punjab there are 125 BRCs and 1499 CRCs and number of Schools 20026. There are 1499 Cluster Resource Centres with coordinators who are involved in regular training of teachers.

The different types of in-service training programmes in the different Teacher Education Institutions for in-service school teachers such as Workshops, Seminars and Action Research are conducted on a regular basis. Further, Orientation programmes and Refresher Course are being carried out at the respective institutions but not on a regular basis. All in-service programmes under Sarva Shiksha Abhiyan and Rastriya Madhyamik Shiksha Abhiyan are being organized in collaboration with the TEIs at the District Level. In-service programmes under SSA and RMSA are also being organized by the Block Resource Centre and Cluster Resource Centres.

Teachers in training colleges under government or aided sector can undergo in-service programmes conducting by Academic Staff Colleges of different universities, as per their choice. There is no in-service training for the teachers of B.Ed. centres or unaided colleges. It shows that more attempts for effective and regular in-service programmes are needed from the government agencies in Punjab. Teachers handle classes without proper conceptual understanding; there is no mechanism to identify and solve their problems.

Suggestions for Improvement of Quality

Pre-Service Teacher Education Programmes

- As per the NCTE New Regulations and Norms 2014, existing Teacher Education Institutions could be considered for offering a 3year Integrated B.Ed. & M.Ed. Teacher Education Programme as stand-alone institutions are not encouraged. Moreover, there should be linkages with universities, colleges and other well established private institutions'.
- The Syllabi were redesigned but preparing resource material for student teachers and teacher educators, improving the Teacher Education Institutions, Undertaking capacity building of teacher educators through faculty development programmes, etc, should be highly encouraged and should be expedited at the earliest.
- The Concerned authority should encourage the teacher Educators to take

up fellow ship opportunities and undertake research. They should also be allowed to go on leave without any conditions or be deputed to other fields in order to gain exposure and experience of different work cultures and issues.

In-Service Teacher Education Programmes

- Training management system and Professional development record for teachers' is required to be able to track the various professional development activities within the district or TEIs. This will help to ensure that there is a rational and an efficient way to depute the right teachers' for the right training and to be track the training received.
- One of the most important suggestions is the implementation of UGC pay scale in all TEIs and that B.Ed. and M.Ed. course should be introduced in Directorate of Educational Research and Training (DERT) and that the concerned authority should take up the matter at earliest.
- At present, in-service programmes are organized largely for teachers. A few programmes are also organized for Headmasters, Principals and other supervisory staff.
- Training courses for personnel of State, District and Block Level Institutions.
- Training courses for Coordinators.
- Training courses for preparation of Teaching Learning Materials (TLMs) as one part of the training programme for the in-service teachers.
- Training Modules which has been prepared as part of the in-service training activities.
- The proficiency of the resource persons in the field of teaching.

Conclusion

The Teacher education programme in Punjab needs comprehensive restructuring in terms of the roles and functions of different institutions. SCERT, Punjab needs to be strengthened in all possible ways, academically, administratively and financially. It may be the part of the higher education system in the state. Further, there is an urgent need to create adequate posts for qualified teacher educators at all government level agencies and all these should be brought under one umbrella.

In-service Teacher training must focus on all subjects and its pedagogy, sound theoretical understanding of social justice, equity, plurality, diversity, inclusion, equality;

roles, goals and aims of education and how children learn among others. Moreover, B.Ed. and M.Ed. courses under different universities should have almost the same curricular structure. Further, cooperation among different universities and government agencies should be ensured.

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Social Maturity and Leadership Styles of Secondary Teacher Education Students

**Vel Murugan. P
Sathya. K**

Social Maturity

The ultimate aim of effective social status-hood is the attainment of social maturity. A socially matured person shows a few important characteristics. He is able to adopt himself successfully to his fellow beings and vice versa. It includes such behavioural forms as group compatibility, kindness and sympathy, fair play, emotional adjustability, courtesy and politeness, dependability, self-confidence, co-operation, leadership and cheerfulness. According to Husfork, a socially matured individual conforms not so much because he approves of existing patterns individual must be willing to fit his individual wishes into the pattern approved by the group as a whole. A socially matured individual should be able to make judgements, decisions and take proper action in facing problems and critical issues. He should be able to participate in cooperative activities without any conflict with others. He is capable of taking responsibility for his own actions and of making and keeping a large number of friends. He has a well-balanced and objective estimate of himself in accordance with the group.

Leadership Styles

A leader is a person who influences a group of people towards the achievement of a goal while leadership is the art of motivating a group of people to act towards achieving a common goal. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. It is the general manner, outlook, attitude and behaviour of a leader, particularly in relation to his colleagues and team members. This can be expressed in various ways including: what a leader says; how they say it; the example they set; their body language; and their general conduct and character. It is a form of cross situational behavioural consistency. It refers to the manner in which a leader interacts with his subordinates. More specifically, dimensions of leadership style depict the way in which a leader (a) attempts to influence the behaviour of subordinates; (b) makes decisions regarding the direction of the group and (c) his balance between the goal attainment function and the maintenance function of the group.

Significance of the Study

The destiny of India is being shaped in its classroom. The teachers occupy a unique position and they are the heart and soul of every institution. They can reform the students in a right direction with leadership behaviour. Thus the whole institution

spins around the axis of teachers. Moreover, students follow the teacher as their role model. The behaviour of students is determined by the behaviour of teachers. Therefore teachers are good leaders and they play an important role in making good citizens. At the same time, there is marked difference in their leadership styles. The leadership styles of the teachers differ based on their psychology.

Man is basically a social being. His existence without social setup can hardly be imagined. He is born in society and so social maturity is very essential for human values. Parents in the family lay the foundation of social development. In adolescence, he enters quite a new field of social responsibility. The society and parents place upon him new roles. The friends and type of peer groups the adolescent joins it would shape his behaviour to a great extent. His interest, attitudes and values influenced by his peers.

The adolescent becomes self-conscious of his place in the society. He tries to confirm the norms of peer group and he can do anything for the sake of pleasing his peers. But the independent adolescent requires developing capacity to choose and make his own career. He should not follow the example of others but first examine to determine whether they are mature means that the adolescent should get along with and work well with others. He ought to develop self-reliance in matters of taste and to learner of human differences. Also, he has to learn to live with others, cooperate and adjust with the environment.

Leadership styles play a main role in moulding their social maturity and character. The aspect of leadership styles has a vital role in reaching their destination. Secondary teacher education students know how to behave in the society and also they need to have social maturity as a teacher. This made the investigator to investigate the social maturity and leadership styles of secondary teacher education students.

Objectives

1. To find out the levels of social maturity of XI standard students with leadership styles.
2. To find out whether there is any significant difference between arts group and science group, rural and urban college, and aided and self-financed college secondary teacher education students with leadership styles in their social maturity.
3. To find out whether there is any significant association between social maturity and leadership styles of secondary teacher education students.

Null Hypotheses

1. There is no significant difference between arts group and science group secondary teacher education students with leadership styles in their social maturity.

2. There is no significant difference between rural and urban college secondary teacher education students with leadership styles in their social maturity.
3. There is no significant difference between aided and self-financed college secondary teacher education students with leadership styles in their social maturity.
4. There is no significant association between social maturity and leadership styles of secondary teacher education students.

Methodology

The investigator adopted survey method. The population for the present study is secondary teacher education students in Kanyakumari district. The investigator has used stratified random sampling technique for collecting the data. The sample consists of 265 secondary teacher education students. Leadership Styles Inventory developed by Arul Lawrence (2009) and Social Maturity Scale developed by Nalini Rao (1971) were used to collect the data. 't' test and Chi-square test were used to analyse the data.

Analysis of Data
Table - 1
Frequency Analysis of Leadership Styles

Leadership Styles	Number	Percentage
Autocratic	32	12.1
Democratic	181	68.3
Laissez-faire	52	19.6
Total	265	100

It is inferred from the above table that 12.1% of secondary teacher education students have autocratic leadership style, 68.3% of them have democratic leadership style, and 19.6% of them have laissez-faire leadership style.

Table - 2
Levels of Social Maturity of Secondary Teacher Education Students with Leadership Styles

Leadership Styles	Low		Moderate		High	
	N	%	N	%	N	%
Autocratic	7	21.9	24	75	1	3.1
Democratic	18	9.9	146	80.7	17	9.4
Laissez-faire	10	19.2	36	69.2	6	11.5

It is inferred from the above table that 21.9% of secondary teacher education autocratic leadership stylers have low, 75% of them have moderate and 3.1% of them have high level of social maturity.

It is clearly understood from the table that 9.9% of secondary teacher education democratic leadership stylers have low, 80.7% of them have moderate and 9.4% of them have high level of social maturity.

The above table shows that 19.2% of secondary teacher education laissez-faire leadership styles have low, 69.2% of them have moderate and 11.5% of them have high level of social maturity.

Table - 3

Difference between Arts Group and Science Group Secondary Teacher Education Students with Leadership Styles in their Social Maturity

Leadership Styles	Group	No.	Mean	SD	Calculated 't' Value	Table Value of 't'	Remarks at 5% Level
Autocratic	Arts	14	220.57	24.874	0.392	2.03	Not Significant
	Science	18	215.22	50.569			
Democratic	Arts	87	235.79	19.463	0.078	1.97	Not Significant
	Science	94	236.01	17.890			
Laissez-faire	Arts	29	227.83	23.610	0.626	2.00	Not Significant
	Science	23	232.26	26.668			

It is inferred from the above table that there is no significant difference between arts group and science group secondary teacher education students with autocratic, democratic and laissez-faire leadership styles in their social maturity.

Table - 4

Difference between Rural and Urban College Secondary Teacher Education Students with Leadership Styles in their Social Maturity

Leadership Styles	Location of College	No.	Mean	SD	Calculated 't' Value	Table Value of 't'	Remarks at 5% Level
Autocratic	Rural	13	214.85	59.325	0.265	2.03	Not Significant
	Urban	19	219.42	22.787			
Democratic	Rural	82	234.60	18.242	0.863	1.97	Not Significant
	Urban	99	236.99	18.935			
Laissez-faire	Rural	20	223.15	26.286	1.501	2.00	Not Significant
	Urban	32	233.94	23.380			

It is inferred from the above table that there is no significant difference between rural and urban college secondary teacher education students with autocratic, democratic and laissez-faire leadership styles in their social maturity.

Table - 5

Difference between Aided and Self-financed College Secondary Teacher Education Students with Leadership Styles in their Social Maturity

Leadership Styles	Type of Institution	No.	Mean	SD	Calculated 't' Value	Table Value of 't'	Remarks at 5% Level
Autocratic	Aided	9	228.56	8.719	0.550	2.03	Not Significant
	Self-financed	23	213.26	47.492			
Democratic	Aided	43	229.67	19.321	2.461	1.97	Significant
	Self-financed	138	237.85	18.018			
Laissez-faire	Aided	13	211.15	17.387	4.030	2.00	Significant
	Self-financed	39	236.0	23.985			

It is inferred from the above table that there is no significant difference between aided and self-financed college secondary teacher education students with autocratic leadership style in their social maturity. But there is significant difference between aided and self-financed college secondary teacher education students with democratic and laissez-faire leadership styles in their social maturity. While comparing the mean scores of aided and self-financed college secondary teacher education students with democratic and laissez-faire leadership styles, the self-financed college secondary teacher education students are better in their social maturity.

Table - 6
Association between Leadership Styles and Social Maturity of Secondary Teacher Education Students

Social Maturity	Calculated Chi-square Value	Remarks at 5% Level
	7.041	Not Significant

It is inferred from the above table that there is no significant association between leadership styles and social maturity of secondary teacher education students.

Findings

1. 12.1% of secondary teacher education students have autocratic leadership style, 68.3% of them have democratic leadership style, and 19.6% of them have laissez-faire leadership style.
2. 3.1% secondary teacher education autocratic leadership stylers have high level of social maturity, 9.4% of secondary teacher education democratic leadership stylers have high level of social maturity, and 11.5% of secondary teacher education Laissez-fair leadership stylers have high level of social maturity.
3. There is no significant difference between arts group and science group secondary teacher education students with autocratic, democratic and laissez-faire leadership styles in their social maturity.
4. There is no significant difference between rural and urban college secondary teacher education students with autocratic, democratic and laissez-faire leadership styles in their social maturity.
5. There is no significant difference between aided and self-financed college secondary teacher education students with autocratic leadership style in their social maturity. But there is significant difference between aided and self-financed college secondary teacher education students with democratic and laissez-faire leadership styles in their social maturity.
6. There is no significant association between leadership styles and social maturity of secondary teacher education students.

Interpretations

The 't' test result reveals that the self-financed college secondary teacher education students with democratic leadership style are better than the aided college students in their social maturity. This may be due to the fact that the self-financed college students have enough talents as well as they have full support from the faculty members. They are well-balanced students. So they can adjust with everyone. So self-financed college students outcome is better than aided college students.

The 't' test result reveals that the self-financed college secondary teacher education students with laissez-faire leadership style are better than the aided college students in their social maturity. This may be due to the fact that the aided college students enjoy the privileges of laissez-faire leadership. They want to try to show better to achieve. They have the individual capability. But the self-financed college students are well-balanced students. They can adjust with everyone and also have the opportunities and facilities to mingle with others. So self-financed college students have social maturity than aided college students.

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A Study of Mobile Addiction among Engineering College Students in Tiruchirapalli District

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Introduction

Mobile is an essential part of our daily life. Human being cannot imagine life without mobile. If we remember the era before mobiles, human life was very different. Although, there was some discomfort without mobile, people used to communicate each other by having meetings and sending letters. Mobile made communication and availability is very easy, but is it virtual. Besides communication, mobile brought digital era of "on the tip information", games, personal calendar and what not. Cell phone equipments are becoming easy and useful to handle. Due to usefulness, available apps, games, information, entertainment, mobile usage has become habitual. This usage is in such large extent among college youths, has become addiction.

Today people have mobile phones with them all the time and use to them to organize and manage every moment of their live, from work to free time. The function of mobile is to control distance in communication and relationship. By using mobile phone we can communicate very easily.

It has become vital element to every person but it is reason of addiction also. The addiction is spreading continuously among college youths and teenagers.

According to a survey by Pew Research Center, 25% of adult Americans had smart phones in 2011. Fast forward a year and that percentage is now up to 45%, this number includes almost half of all U. S. adults, and it surpasses those who have regular cell phones. Teens are following right behind adults, but are teens becoming addicted to smart phones?. Scenario in India is not different. Mobile phone services were introduced in India about 15 years ago. Nearly 1.63 million of people signed up for mobile phone services in February 2004 wherein the percentage of College youth and teenagers is 40%.

Literature Survey

Studies suggest the upsides of mobile phone usage. Power and Horstmanns (2004) proposed that mobile phone usage provides young people with an opportunity

to create new relationships with others and to sustain them. Many researchers, Chapman and Schofield (1998); Taylor and Harper (2001); Carroll et al. (2002) emphasized on its use to increase the sense of security in case of emergency. Tjong et al. (2003) proclaimed that this technology provides means for social fulfillment of young people such as access, convenience and mobility. Frissen (2000) and Matthews (2004) suggested that mobility also put busy working parents at ease because through this technology they can better be in touch with their children. Markett (2006) suggested that learning in classroom can be promoted through increased interactivity among the students during the lecture and using the short messaging service (SMS) can promote this interactivity. Chen et al. (2007) proposed that having mobile phone is necessary for college students to keep in touch with their family. Also they use mobile phones to fulfill their family roles by sharing their experiences with and getting an emotional and psychic support from their family. Ling and Yttri (2002) proclaimed that mobile phone technology has revolutionized the patterns of correspondence and coordination among peer groups, colleagues and family member. Cova (1994) proposed that youngsters seek peer group acceptance by using their mobile phones.

But researchers, Bianchi and Phillips (2005), Paragras (2003), Monk et al (2004), Palen et al. (2001), also recognized the problematic dimension of excessive usage of mobile phone in young people. James and Drennan (2005) conducted a study on Australian students and identified a higher usage rate of 1.5 hours - 5 hours a day. They also highlighted the financial costs, emotional stress, damaged relationships and falling literacy as adverse consequences of excessive usage. Matthews (2004) concluded that Australian adolescents do not make more than five calls a day on average and 85% of them used SMS less than 5 times a day.

Ishfaq Ahmed et. al. in their study regarding Mobile phone to youngsters: Necessity or addiction have given that youngsters use their cell phones under reasonable limits and do not tend towards extreme behaviours leading towards addictive cell phone usage.

Abhas Tandon et. al. in the study "Mobile phone and internet adoption and consumption patterns of college students in India" concluded that the college students in India are highly addicted to the use of mobile phones and internet and excessively use the above technological services. Their life now highly depends on phone and internet.

Present Study

Present study concentrates on mobile addiction among students and the behavioral aspects of mobile addiction. The study checks whether mobile addiction really exists among the students by using 10 items scale and also reveals whether

there is any relationship between Gender and mobile addiction and whether mobile addiction depends on education taken by students or not.

Objectives

1. To study what is mobile addiction.
2. To study % of mobile addiction among students.
3. To study behavioral aspects of addiction.
4. To study dependency of mobile addiction with Gender and Education.

Data Collection

Data is collected as primary data from 200 students from Anna university constituent college Trichy by Purposive sampling method Questionnaire is used for collecting the data. Questionnaire contained 10 item scales to analyze behavioral aspects of the mobile addiction. Besides this there were demographic question.

Data Analysis and Hypotheses Testing

Data is analyzed using tables and graphs which are drawn through MS Excel. To test the hypotheses Chi-Square test is used.

Mobile Addiction: The Concept

Addiction is evident when an obsession with something disrupts the more important things in life, like personal relationships, schooling, or jobs. People can become addicted to pretty much anything. While teens are far more likely to become addicted to their cell phone, they will become adults and that addiction may still be unresolved. People who are shy and have low self-esteem are more likely to become cellular addicts because, with text messaging, you can make 'texting friends' that you never actually have to meet, very much like internet chatting. The cell phone has been dubbed 'the new cigarette' and 'one of the biggest non-drug addictions of the 21st century'. Psychiatrists consider mobile phone addiction to be an obsessive-compulsive disorder. Mobile phone addiction can totally isolate its victims, ruin them economically and even turn them into criminals. Addicts can easily run up phone bills over \$1,000 a month, and, like drug addicts, some turn to crime to pay them. Take this quick assessment to learn more about the warning signs of cell phone addiction and help you to determine whether or not you may be a cellular addict.

Addicted peoples forget real purpose of their phone, they waste large part of time in unnecessary interaction like playing games, video, messaging etc over their phone. Peoples get disturbing when phone ringing and they are doing work. This also happen with students. The mobile addiction hampers most while driving and may lead to serious accidents. The serious health issues of mobile addiction are Nomo phobia, Insomnia, mental disorder etc.

Risk factors for Mobile Addiction

1. People suffer from anxiety - People may use the mobile to distract you from their worries and fears. An anxiety disorder like obsessive-compulsive disorder may also contribute to excessive SMS/MMS checking and compulsive mobile use.
2. People are depressed- The mobile can be an escape from feelings of depression, but too much time online can make things worse. Mobile addiction further contributes to stress, isolation and loneliness.
3. Peoples lack social support- Addicts often use social networking sites by using Internet, instant messaging, or online gaming as a safe way of establishing new relationships and more confidently relating to others.
4. Peoples are less mobile or socially active than they once were - For example, people may be coping with a new disability that limits their ability to drive. Or you may be parenting very young children, which can make it hard to leave the house or connect with old friends.
5. Peoples are stressed- While some people use the mobile to relieve stress, it can have a counterproductive effect. The longer they spend online, the higher their stress levels will be.

Signs of Mobile Addiction

1. People spend more on accessories than on their phone.
2. People having alarms telling them when to do everything in their life.
3. They install different apps in mobile.
4. When people meet other people they talk about mobile
5. People use it in bathroom also.
6. Experience anxiety when phone is misplaced.

7. Feel uncomfortable if more than two hours pass without checking phone for messages.
8. Experience extreme emotions when a cell phone connection is lost.
9. Answer calls and text messages while driving.
10. The first thing upon waking is check phone for messages

Data Analysis, Findings & Discussions

Table (a): Descriptive statistics based on gender

Sr. No	Description		Frequency out of 200	Percentage
1	Gender	Male	125	62.5
		Female	75	37.5
2	Education	UG, Year – I	20	10
		UG, Year – II	60	30
		UG, Year – III	60	30
		UG, Year – IV	40	20
		PG, Year – I	10	5
		PG, Year – II	10	5
3	Community	OC	30	15
		BC/ MBC	120	60
		SC/ ST	50	25
4	Mode of Residence	Day scholar	100	50
		Hosteller – College	60	30
		Hosteller – Private	40	20
5	Parents Educational qualification	Below 10 th Std	100	50
		10 th to 12 th / Diploma	40	20
		Degree and above	60	30
6	Parental Income	Below 10,000	60	30
		10,000 – 30,000	100	50
		30,000 and above	40	20

Table (b): Responses to behavioral questions

Sl. No	Question	Yes		Yes/ No		No	
		Freq out of 200	%	Freq out of 200	%	Freq out of 200	%
1	Making calls longer than intended	110	55	55	27.5	35	17.5
2	Do you always feel anxious about your cell phone, especially when you are unable to use it (meeting, class, church)	100	50	60	30	40	20
3	Are you uncomfortable and fidgety when you are not using your cell phone	110	55	60	30	40	20
4	Ignoring face-to-face friends for using cell phone	109	54.5	41	20.5	50	25
5	Others complaint about excessive cell phone usage	106	53	44	22	50	25
6	Do you experience high levels of anxiety, stress or insecurity when you are without your cell phone	100	50	36	18	64	32
7	Decline in productivity due to cell phone usage	110	55	55	27.5	35	17.5
8	Do you sometimes believe your phone is ringing but was not ringing at all (Phantom ringing)	118	59	31	15.5	51	25.5
9	Suffering sleep loss due to late night usage	120	60	50	25	30	15
10	Have you had problems in your family or friends because of your cell phone usage?	120	60	45	22.5	35	17.5

The responses to 10 item scale (10 questions in questionnaire) are analyzed using Likert Scale style. Each item has three response options; Yes, Y/N neither (neither 'Yes' nor 'No') and No. The "Yes" response is assigned weight 1 and "Y/N" and "No" options are given weight 0. The responses of each student to all items (questions) are summed and total score for each student is calculated. The response scores varied from 0 (if any student says either Y/N or No to all items) to 10 (if any student says yes to all items). If the total score is greater than 5, then that student is considered to have mobile addiction otherwise no serious addiction is there. Table (c) shows frequency of samples regarding mobile addiction based on calculation described above.

Table (c): Frequency of Addiction

Addiction	Frequency	Percentage
Y	136	68
N	64	32

Table (c) clearly shows that 70% students have mobile addiction

Table (d): Frequency of addiction with demographic variables

S. No	Description		Frequency out of 200	Addiction		Addiction (%)	
				Yes	No	Yes	No
1	Gender	Male	125	82	43	65.6	34.4
		Female	75	54	21	72	28
2	Education	UG, Year – I	20	13	7	65	35
		UG, Year – II	60	42	18	70	30
		UG, Year – III	60	43	17	71.6	28.4
		UG, Year – IV	40	26	14	65	35
		PG, Year – I	10	7	3	70	30
		PG, Year – II	10	5	5	50	50
3	Community	OC	30	21	9	70	30
		BC/ MBC	120	78	42	65	35
		SC/ ST	50	37	13	74	26
4	Mode of Residence	Day scholar	100	45	55	45	55
		Hosteller – College	60	52	08	86.6	23.4
		Hosteller – Private	40	39	01	97.5	2.5
5	Parents Educational qualification	Below 10 th Std	100	73	27	73	27
		10 th to 12 th / Diploma	40	27	13	67.5	32.5
		Degree and above	60	36	24	60	40
6	Parental Income	Below 10,000	60	33	27	55	45
		10,000 – 30,000	100	67	33	67	33
		30,000 and above	40	36	04	90	10

Table (d) – Sl. No. 1, clearly shows that 72% of the female students are addicted to the usage of mobiles and the addiction rate is 65.6% in case of male students.

Table (d) – Sl.No. 2, III year UG students are more addicted to the usage of mobiles

Table (d) – Sl.No. 3 shows that SC/ST community students are more addicted to the mobiles when compared to other communities.

Table (d) – Sl. No. 4 – shows that students who stay in a private hostel are more addicted to usage of mobiles.

Table (d) – Sl. No. 5 gives an idea that students whose parent's education qualification is below 10% are more addicted to mobile usage.

Table (d) – Sl. No. 6 gives an idea that students whose parent's income range is above 30K are more addicted to mobile usage.

Table 3 - Usage patterns and behaviors of mobile phone.

Addictive behaviors	Strongly disagree		Disagree		Indifferent		Agree		Strongly Agree	
	Freq out Of 200	%	Freq out Of 200	%	Freq out Of 200	%	Freq out Of 200	%	Freq out Of 200	%
I am in different world while using cell phone	66	33.0	55	27.5	37	18.8	28	14.2	13	6.5
I use cell phone irrespective of the place where I am	51	25.5	52	26.0	43	21.2	35	17.5	19	9.8
I avoid activating silent/vibration mode of cell phone	76	38.0	52	25.8	37	18.5	27	13.5	9	4.2
I have made new friends whom I came to know using cell phone	79	39.8	47	20.5	38	19.0	31	15.8	10	5.0
Presence of others bother me while I am talking over my mobile phone	34	16.8	51	28.5	41	20.8	57	28.5	11	5.5
Lengthy conversations on mobile phone are okay	56	28.0	61	30.5	40	20.0	38	19.0	5	2.5
I respond to unknown calls/ messages	62	31.0	45	22.2	37	18.2	37	18.5	20	10.0
Information stored in mobile phones are private	46	23.0	38	19.0	44	22.0	51	25.5	21	10.5
Using mobile phone while driving is ok	77	38.2	53	26.5	35	17.2	17	8.5	19	9.5
Excessive usage of mobile phone causes health hazards	27	13.2	31	15.2	44	22.0	65	32.2	35	17.2
I can live a day without my mobile phone	45	22.8	37	18.8	37	18.2	43	21.5	37	18.8
I use to text/call to someone living under the same roof	37	18.8	41	20.8	55	24.5	53	26.5	19	9.5
I cannot stop thinking about the chat I had on my mobile phone	23	11.2	42	23.0	61	30.2	46	23.0	25	12.5
I look forward to get to a peaceful place to attend the call/text from my friends	17	8.2	46	20.0	48	24.0	61	30.2	35	17.5
My inbox remain full of saved text that I use to read in leisure	16	8.0	40	26.5	47	23.5	54	27.0	30	15.0
I cannot go for a day without using cell phone	33	16.8	44	22.0	49	24.8	44	22.0	29	14.5
I give priority to my cell phone over my professional and personal commitments	55	27.2	51	25.5	39	19.2	36	18.0	20	10.0
I cannot relax if my cell-phone signal does not have good signal strength	29	14.5	46	23.0	51	25.8	49	24.8	24	12.0
I respond to someone's call/text even when it is not convenient for me	19	9.2	62	30.0	57	28.2	50	25.0	15	7.5
I can complete my assignments with in stipulated time	19	9.7	48	21.0	54	27.0	68	34.0	17	8.2
Mobile phone usage is just wastage of time and resources	33	16.8	59	29.5	59	29.0	33	16.2	17	8.5

Conclusion

As per this study it seen that more than 75% students are addicted to mobile. The addiction is like using mobile 24 X 7 and feeling uncomfortable while not using

mobiles. Some percentage of feeling anxiety is also noted. Mobile addiction is seen to be independent on gender whereas it is depending on education.

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Andragogical Approach of Training to Enhance Working Efficiency of Human Resource

**S. Raja Annamalai
V. P. Matheswaran**

According to Malcolm Knowles, Andragogy is 'the art and science of helping adults to learn'. It is leading to Human Resource Development. Andragogy is a humanitarian attempt to conceptualize adult education leading to specific methods and practices. Training refers to the learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and organization. Dales. S. Beach defines Training as "The organized procedure by which people learn knowledge and / or skill for a definite purpose". "Training" refers to a systematic approach to learning and development to improve individual, Team, and organizational effectiveness (Goldstein and Ford 2012). According to Edwin Flippo, "Training is the act of increasing the knowledge and skill of an employee for doing a particular job". Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

Andragogical approach

In andragogical approach training, adult educators or trainers should to create a cooperative learning atmosphere in the classroom, to assess the learner's specific needs and interests, to develop leaning objectives based on learner's needs, interests and skills, and to design sequential activities to achieve the objectives, work collaboratively with the learners to select methods, materials, and resources.

Induction Training Programme (ITP)

The traditional model of teacher-oriented training trying to impart knowledge has been proved inadequate and inappropriate. According to Knowles (1998), adult trainers' role changes to 'encourager or coach', rather than persons who just transfer knowledge and values. Adult trainer should be flexible in developing educational process, designing effectively modules and training materials, combining, enriching and renewing used educational techniques and instruments aiming at the active participation of learners; providing learning through participatory processes.

An Induction Training programme is the process used in many businesses to welcome new employees to the company and prepare them for their new role. It helps in the effective integration of the employee into the organization. Induction Training Programme which include development of theoretical and practical skills,

but also meet interaction needs that exist among the new employees. The theory of TPI is an attempt to reconcile theoretical understanding of organizational socialization such as the process of integration. In this context, we are trying to provide an androgogical approach in the training to enhance working efficiency of Medical representatives who have newly recruited.

Need for ITP

Employee Training is an educational preparation for performing a job that is typically provided to employee by the business that has recently hired them before they become active in service to the company. Employee training is increasingly required to assist the work force in using modern techniques, tools, strategies and materials in their jobs. Employee training is a programme that is designed to increase the technical skills, knowledge, efficiency, and value creation to do any specific job in a much better way. Training increases the needed skill set and helps in development of an employee as well as overall growth of the organization.

Significance of ITP

An induction training programme is an important process for bringing newly recruited employees into an organization. It provides an introduction to the working environment and the set-up of the employee within the organization. The process will cover the employer and employee rights and the terms and conditions of employment. As a priority the induction programme must cover any legal and compliance requirements for working at the company and pay attention to the health and safety of the new employee.

An induction programme is part of an organizations knowledge management process and is intended to enable the new starter to become a useful, integrated member of the team, rather than being "thrown in at the deep end" without understanding how to do their job, or how their role fits in with the rest of the company.

Good induction programme will have great impact on morale of new employee and their productivity and reduce short-term turnover of employee. These programmes can also play a critical role under the socialization to the organization in terms of performance, attitudes and organizational commitment. In addition well designed induction programme can significantly increase the speed to competency of new employees thus meaning they are more productive in a shorter period of time.

Marketing pharmaceutical products or medicine

Marketing pharmaceutical products or medicine is a perfect blend of Science which gives knowledge and Arts will give salesman ship. Lot of non-science background graduates are coming into Pharma marketing whereas they need basic

science to promote product and art of selling the product also needed. Basic difference between other sales professionals and medical sales representatives is buyers (Doctors) are more knowledgeable than sellers in Pharma marketing, whereas in others vice versa.

Medical Sales Representatives (MRs)

Medical Sales Representatives (widely referred to as 'Medical reps') are a key link between medical and pharmaceutical companies and Health Care Professionals (HCPs). A HCP is a physician, medical practitioner or any other individual, institution or entity that has the ability to prescribe, acquire or influence the prescription or acquisition of medicinal products and/or services. Medical Sales Representatives are sales people employed by pharmaceutical companies to promote their products to HCP highlighting feature, advantage and benefits (FAB) of their products with the help of Visual Aid (a printed book format) and persuade doctors to prescribe their drugs to the patients.

Importance of ITP for Medical Sales Representatives

The fastest and double digit growing sector is the Pharma marketing and it is competitive. There is healthy competition between local and multi-national companies; brand to brand; molecules to molecules; Research molecules to generics; Pricing and etc., So, medical representatives are in need sound knowledge on these aspects. Medical representatives are expected to deliver the right communication message to focused customer segment uniformly to all across the operating areas. For key deliverance of important points with supporting scientific data or references, they are in need of structured classroom training session. These types of training programme will help to acquire good knowledge about their products' composition, mechanism of action, dosage, indications, unique selling propositions (USPs), price, pack and presentation and knock-out points over the competitor brands.

Professional Development of Medical Sales Representatives

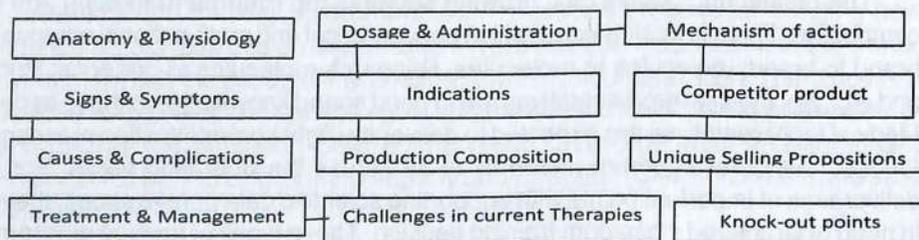
ITP is organized by the employer with enriched content on medical and product knowledge, as well as sales promotional techniques. Medical representatives are trained on scientific knowledge, selling and communication skills and professional excellence. They are expected to transform the acquired knowledge into demand generation through excellent communication skills and sales persuasiveness. Their patience and perseverance with all HCPs will lead in generating demand for their company's products through prescriptions or recommendations to an entry in a hospital pharmacy. Self-motivation, Analytical and Sales Planning skills will shape them to take higher responsibilities. A flexible approach to work in order to adapt to changes and strong teamwork are added the elements in the training programme.

ITP - Protocol

ITP is designed for New Employees recruited in the designation of Business Executive (BE) i.e. Medical representative (MRs). ITP content are customized on Corporate Vision, Mission and Value system, Human Resources policies, Compensation benefits, roles and responsibilities of Medical sales representative, navigation to on-line daily work reporting page, steps involved in the effective detailing and important sales related terminologies such as Primary sales, Secondary Sales, Net Sales, Closing Inventory, Achievement, Year To Date (YTD) Performance and Per Capita Per Month. Moreover, Basic Scientific Product knowledge content is designed and customized to respective therapeutic areas. The content of training manuals are digitalized and uploaded in web-based e-learning portal. The same content are prepared in power point presentation slide deck. The medical concepts are further elucidated with the help of advanced technology based methods such as simplified and animated videos, pictorial illustrations, flow charts and graphs. This initiative will help the learners to understand the concepts in an effective way.

ITP - Content and its description

Induction Training Programme content will follow the following :



Sl. No	Components	Description
1	Anatomy	Structure and parts of body
2	Physiology	Functions of each part
3	Signs	Dr diagnosis methodology to assess diseases by
4	Symptoms	Dr diagnosis based on patient's expressions
5	Causes	Probable reason / causative factors for that disease
6	Complications	Diseases progressing to worse condition
7	Treatment	Prominent results through proper medications
8	Management	Medications used for chronic disease conditions
9	Challenges in current therapies	Gap in the medication
10	Product composition	Brand composition
11	Indication	A definite disease where the product indicated for
12	Dosage	Amount of medicines to be taken
13	Administration	Route by which medication is to be given
14	Mechanism of Action	Medicament how it exhibits the action
15	Competitor (Direct)	Competitor brand which contains same composition
16	Competitor (In direct)	competitor brand which contains similar composition
17	Unique Selling Propositions	Highlighting Feature, Advantage and Benefits
18	Knock out Points	Superiority over competitor brands

Execution of ITP

The process of Induction Training Programme for the Medical representatives is conducted in 10 steps as follows:

- ITP is a residential training programme where stay and accommodation for participants are provided by the employer and all participants expected to do stay for 5 days (Monday to Friday)
- Trainers present the training content in Power Point presentation and projected through LCD.
- Also, Trainers have simplified / animated videos, Pictorial illustrations, Flow charts and Graphs to further elucidate the contents to the participants.
- Quick recap will be done on the very next day to re-emphasis on the previous training contents.
- Every day assessment on the content done through Multiple Choice Questions types to evaluate participants' understanding.
- Teach back sessions, Chalk and Talk method and Chart presentation are used appropriately to check their understanding and clarify their doubts then and there.
- On the concluding day i.e. 5th day, Accreditation will be done to evaluate deliverance of key detailing points of Visual Aid communication.
- Grade has been given based on aggregate of Test Score and Accreditation Score.
- Toppers of the batch recognized with motivational books.
- Feedback on Induction Training Programme collected from the participants and areas of improvement is noted for future programme.
- Overall feedback about the training programme along with scoring sheet will be mailed to the respective 3rd level managers to do the necessary follow-ups.

Effectiveness of Training Programme

At the end of the training programme, the effectiveness of training programme was measured by getting feedback from the participants. Feedback was collected under the parameters of Trainers' Content delivery, Communication skill, Scientific knowledge, Preparedness for the session, Ability to Integrate of content with real life experience, Ability to Maintain discipline in the session, Appropriate usage of videos, pictures, charts, etc., Encouraging active participation of trainees , Usefulness of Teach back session , Completion of session on time. The representatives were asked to rate the training programme by the above said parameters under 5 Point Scale as Excellent, Very good, Good, Average and below average. After evaluating the effectiveness of training programme, necessary measures were taken for further improvement of the training programme in the coming days and sustainability of learners.

Conclusion

Through this training programme, the participants (medical representatives) are expected to transfer of training knowledge in delivering key results such as individual performance, team collaborations and organizational objectives. Also, ease them to overcome from tough situations and handling the tough customers in more subtle way. In turn, benefits the individual on job performance, proficiency, efficiency and altogether behavioral change. Thus, the invested organization will get their return on investment such as productivity improvement, sales or revenue generation, and overall profitability. Hence, Induction Training Programme is an Enabling Tool for Professional Development of Medical Representatives

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Indian Adult Education Association, 1939**Patron**

Prof. BS Garg

The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education, which it visualizes as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

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

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The Delhi High Court on August 8, 2018, Wednesday gave the judgment against the Act that criminalize begging in the National Capital by saying that the penal provisions in the law were unconstitutional and deserved to be struck down. The bench with two judges also said that the provisions of the Bombay Prevention of Begging Act, 1959 and extended to Delhi by a Central Government Amendment in 1960 which prescribes a penalty of 3 years of detention in beggar homes, in case of first conviction for begging, and the person can be ordered to be detained for 10 years in subsequent conviction cannot sustain the constitutional scrutiny. The bench while striking down a total of 25 sections of the Act said that these provisions either treat begging as an offence committed by the beggar or deals with ancillary issues such as powers of officers to deal with the said offence, the nature of enquiry to be conducted therein, punishments and penalty to be awarded for the offence, the institutions to which such offenders could be committed and procedures following the awarding of sentence for committing the said offence. However, the bench also said that the remaining provisions of the Act, which do not directly or indirectly criminalize begging or relate to the offence of begging and other provisions which deal with the nature of offences under the Act, appeals, the power to frame rules and removal of difficulties would not be required to be struck down and are therefore maintained.

The judgment is important as the Court has asked how begging could be an offence in a country where the government is unable to provide food or jobs. It has said that criminalizing begging is a wrong approach to deal with the underlying causes of the problem. The state simply cannot fail to do its duty to provide a decent life to its citizens and add insult to injury by arresting, detaining and imprisoning persons who beg on the streets in search for essentials of bare survival.

It is to mention here that in India already 20 states and 2 Union Territories have either enacted their own legislations against begging or adopted the legislations enacted by other states.

What is begging? Begging has different meanings – “ask someone earnestly or humbly for something”, “ask for food or money as charity”, “asking for money, food, shelter or other things, when one is not able to give

anything instead. It is also referred to as sponging, spanging (meaning short for spare – changing) or panhandling as per American English”.

If we look back, we can find begging is an age old profession practiced by people who do not have any means to live on their own or compelled by situation like family or community or society disown them. Some also beg because the state could not extend support to them. Whatever may be begging is mainly due to neglect by every sections of the society.

The judgment of the Delhi High Court opened a new gate to deal with the beggars in a different way. The state may have to study the judgment broadly taking into account the sociological and economic aspects related to begging and take necessary action to pluck all the loop holes so that the deserved are extended state support to enable them live a decent life by not resorting to begging. The state also must be very careful to deal with the syndicates mainly keeping their operational areas in big cities/mega cities which involve children in involuntary or forced begging for their own personal ends. Many times the modus operandi of the syndicates are clearly shown in cinema which reveals the pathetic condition of persons forced into involuntary begging including the cruelty effected on them by breaking their bones or making them blind to earn sympathy from the arm givers. Such syndicates should be clearly wiped out and severe punishments given to them. This can be achieved by effective coordination between the state and civil society and the change in government’s attitude to the urban poor.

Dr.V.Mohankumar

Literacy & Education : Important Indicators of Development

"I am happy to be with you today on the occasion of the conferment of Nehru and Tagore Literacy Awards.

I congratulate the Indian Adult Education Association for instituting these awards in the name of two eminent persons whose writings and vision have inspired millions around the world.

I also congratulate all the awardees for their contribution to the development and spread of literacy.

You all know that literacy and education are important indicators of development in a society. Spread and diffusion of literacy is generally associated with essential dimensions of today's civilization such as – modernization, urbanization, industrialization, communication and commerce. They are important inputs in the overall development of individuals enabling them to comprehend their social, political and cultural environment better and respond to it appropriately.

Higher levels of education and literacy lead to a greater awareness and also contributes to improvement of economic conditions. They act as catalysts for social upliftment enhancing the results on investments made in almost every aspect of development effort, be it population control, health, hygiene, environmental degradation control, empowerment of women and weaker sections of the society.

Improved levels of literacy also are pre-requisites of acquiring various skills. It is an indispensable component of human resource development. It is an essential tool for communication and learning, acquiring and sharing information, a pre-condition for individual growth and of national development.

We are living in a world where 'text' dominates in most of today's life contexts. Writing and reading have become indispensable skills for making progress. In fact, literacy is inevitably the foundation for lifelong learning. It is a tool that gives dignity and self-confidence to individuals. It gives greater freedom to participate in society more actively and access better learning and earning opportunities.

Address delivered by Shri M. Venkaiah Naidu, Honourable Vice President of India after conferring the Nehru and Tagore Literacy Awards, instituted by the Indian Adult Education Association in New Delhi on July 30, 2018.

It is indeed a glaring gap in world development that one third population of the world is illiterate. In developing countries, one half of the children is denied the opportunity of basic education and these children continue to add to the number of illiterates.

India has made rapid progress over the last seven decades. When India got independence, the literacy rate of the country was 14% with female literacy as low as 8%. With the expansion of education system, the country has tried to ensure universal primary education and literacy. Thanks to these efforts, as per 2011 census, the literacy rate of the country was 73%, with male literacy at 80.9% and female literacy at 64.6%. Today, we have one of the largest education systems in the world with 789 universities and 37,204 colleges and 11,443 stand-alone educational institutions. However, according to the *Human Development Report* (2017), India ranks 131 out of 193 countries and 282 million persons cannot still read and write.

We have adopted a Constitution that has equality and inclusion as key principles. Our government has adopted 'Sabka Sath, Sabka Vikas' as an overarching goal. We are envisioning an inclusive new India. To achieve this, we cannot afford to ignore this huge challenge. We have to recognize that there is a persisting gender gap of 16.3 percent. Clearly, we have to focus much more sharply on women's literacy and gender gaps in literacy and education.

The flagship programme of literacy intended to narrow down this gap and address the challenge of female illiteracy was "Saakshar Bharat Programme" which has concluded in March 2018.

The country should analyze the outcome of the literacy programmes implemented in this country including Saakshar Bharat vis-à-vis the target set at the very beginning in a candid and holistic manner so that all the stakeholders can take-up the remaining task in the days to come in a sustainable way.

We have a set of targets to be achieved under Sustainable Development Goals 2030 (SDGs). Goal 4 of SDG clearly states that we need to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

While the Government is taking the necessary steps to achieve these goals, we must certainly act together, act faster and act with conviction, competence and commitment.

The government, the civil society, the private sector and the media must work together to create a literate society, a knowledge society and a learning society.

I am happy to know that Indian Adult Education Association has always worked shoulder to shoulder with the government to implement the policies and programmes of adult education and hope it will continue to do so.

Sisters and Brothers,

We need to rethink education. We need to review what is taught and how it is taught. The schools and colleges must get transformed into active, vibrant places of learning where students experience the joy of learning. I am saddened by reports that reflect the predominance of rote memorization, lack of learning materials and inadequate attention to different dimensions of learning. There is much more to be done in terms of improving the quality of education.

We must move on from universal functional literacy to skill development and lifelong learning. Learning is a continual process.

Government of India has launched many useful schemes like 'Samagra Shiksha Abhiyan', Skilling India programme, Mudra Yojana and Startup India to facilitate this learning continuum so that adults not only become literate but also engage themselves in gainful employment to improve their quality of life. We need to develop an efficient programme involving all the stakeholders to achieve the goal of building a learning society.

I have been briefed about a recent study report entitled 'State of Youth Volunteering in India- 2017' published jointly by the Union Ministry of Youth Affairs and Sports, United Nations Volunteers (UNV) and United Nations Development Programme (UNDP). It says "India has an unrivalled youth demographic: 65% of its population is 35 years of age or under and by 2020, it is forecasted to become the youngest country in the world, with a median age of 29 years. As 250 million people prepare to join India's workforce by 2030, this group stands to be either India's biggest asset or its biggest vulnerability".

This is a crucial moment in India's developmental journey. We must realize the demographic dividend.

We must focus on the youth and ensure that they have the requisite skills to shape their futures in the knowledge economy of the 21st century. Functional literacy and other skill sets as well as an ability to learn from resources around the world hold the key to making rapid progress.

We need institutions like Indian Adult Education Association to take this movement forward.

Your organization has travelled a long way over many decades and has kept the focus of the country on a vital aspect of national development. I would like you to continue your excellent work with the same grit and determination.

I congratulate the winners of the Nehru and Tagore Literacy Awards and hope they will continue to contribute to the fulfillment of the dreams of the two illustrious sons of modern India in whose names these awards have been instituted.

Pandit Nehru had reminded us all about the labour and the hard work required to "give reality to our dreams" and "to build the noble mansion of free India". His emphasis on science and technology in the early years of independent India and the establishment of national science laboratories in core areas of science all over India and the IITs have helped take India to great heights in technical development. However, he also recognized that education should be holistic and reminded us that "we should accept technology without leaving basic values which are the essence of civilized man". For Pandit ji, the object of education was to "produce a desire to serve the community as a whole and to apply the Knowledge gained not only for personal but for public welfare". Science and education, for him, was tied closely to social development. Gurudev Rabindranath Tagore had also dreamt of a heaven of freedom into which he wanted our country to awake. That heaven of freedom is characterized, by Gurudev, as a place where "the mind is without fear and the head is held high, where knowledge is free". Both these iconic personalities have had similar views on the centrality of human resource development in the architecture of national development. They believed that we should absorb the best from the world but blend it with the best in the Indian tradition as well.

Literacy and education emancipate people. They transform lives. We must ensure that this transformation occurs in every Indian home and that our children, youth and adults emerge into a learning world. All of us must create this New India where all citizens have the basic skills and are given equal opportunities to grow into lifelong learners.

I wish you all, especially the Indian Adult Education Association, all the best in future endeavours.

Jai Hind!"

A Critical Study on Implementation of Right of Children to Free and Compulsory Education Act, 2009

Asha Verma

"Education is the most powerful weapon which you can use to change the world."

— Nelson Mandela

Introduction

Education acts as an agent in developing and actualizing the human resource of a nation. Education plays an important role in the overall development of a country and growth of the individual personality. Education is a critical factor in improving the quality of life of people, in eradicating poverty, unemployment and accelerating the economic growth. Education has a well-defined role in creating conditions of change. Therefore it is the main duty of the government to provide the quality education to its citizen. Education is the most powerful tool for the progress of the country and to bring the social change. It means knowledge and knowledge itself is power. Education helps an individual in making rational choice, takes reasonable decision and protects them from exploitation.

Thus, the Right to Education is an inalienable human right, a pre-requisite for the defense and enjoyment of all other human rights. Prioritizing Right to Education and its incorporation in national education strategies is therefore important as it is a fundamental right that cannot be forfeited. Full realization of the right to education is not merely a question of access but a holistic one, encompassing educational quality and the environment in which education is provided as well. It is in this backdrop that the present article analyses and evaluates the provisions under the Right of children to free and compulsory education and to critically evaluate the implementation of the Act.

Historical Background of RTE Act- 2009

At the time of Independence, India inherited an education system which was not only quantitatively small but was also characterized by striking gender and regional disparities. Only one child out of three had been enrolled in primary school. Therefore, it was a big challenge before the government to provide the primary education to all the children between the age group of 6-14 years within the stipulated time. Accordingly, universal education for all the children became the constitutional provision by Article 45 of the Constitution. ² Special care of the economic and educational interests of the under privileged sections of the population also became a constitutional obligation. The reality is that these constitutional obligations still remain unfulfilled. The other initiatives taken by the government for primary education are "Sarva Shiksha

Abhiyan". The Right to Education Act has a very long journey from charter Act, 1813 to the present Act of 2009. There were major developments in between like Macaulay's Minute (1835), Wood Despatch (1854), Elementary Education Act, (1870), Maharaja Baroda's Compulsory Education (1906), Gopal Krishna Gokhale's Bill (1911) Hartong Committee (1929), Mahatma Gandhi's Basic Education (1937) Article 45 of the Indian Constitution, National Policy on Education 1968 and the Policy of the year 1986, Sarva Shiksha Abhiyan (2001) and finally Right to Education Act-2009.

Free and compulsory education was made a fundamental right under Article 21 A of the Constitution in December 2002 by the 86th Amendment. The rough draft of bill was drafted in 2005 which received much opposition to provide 25% reservation in private schools for disadvantaged children. The law commission of India proposed 50% reservation instead of 25%. The Bill of Right to Education was approved by the cabinet on 2nd July 2009, Rajya Sabha passed the bill on 20th July 2009 and the Lok Sabha passed the bill on 4th August, 2009. The Bill of Right to Education received the notification as a law on 26th August, 2009 after the approval of President of India and known as " The Right of Children to Free and Compulsory Education Act, 2009" and it came into force in whole India except the State of Jammu and Kashmir from 1st April 2010.

Salient Features of the Right of Children to Free and Compulsory Education Act, 2009

The Right to free and compulsory education was inserted in the Indian Constitution through the 86th amendment in the year 2002. The said Act introduced Article 21-A providing for fundamental Right to Education for children aged 6-14 years. It also amended Article 45 which provides that the State shall endeavor to provide early childhood care and education for all children until they complete the age of six years; and also introduced a Fundamental Duty in Article 51-A for parent or guardian to provide opportunities for education to his child between the age of 6-14 years. Later on after few years of this amendment made in the constitution, the dream of Free and Compulsory education for all children became a reality in August 2009, when the Parliament passed the Right of Children to free and Compulsory Act. With the RTE coming into force, India has joined the league of over 130 countries which have legal guarantees to provide free and compulsory education to children.

The Act is very comprehensive and touches upon every aspect related to education and right to education. The broad features include:

- The RTE Act 2009 guarantees quality free and compulsory education to every child in the age group of 6-14 years in the neighborhood school till the completion of elementary education.³
- No child is liable to pay any kind of fee or charges or expenses which may prevent the child from pursuing and completing elementary education.

- The Act also makes provisions for a non- admitted child to be admitted to an appropriate class.
- Action on the part of the government and local authority to establish a school within the limits of the neighborhood, within a period of three years from the commencement of this Act: also to ensure and monitor admission, attendance and completion of elementary education by every child.
- With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate government may make necessary arrangement for providing free pre- school education for such children.
- It stipulates that no school should refuse admission to any child on any grounds.
- Any school or person, while admitting a child shall not collect any capitation fee and subject either the child or his/her parents to any kind of screening procedure.
- The Act also provides for adequate number of qualified and trained teachers.
- Adequate and proper infrastructure is to be provided by the schools.
- Maintenance of teacher-student ratio as per prescribed norms, provision of necessary facilities in the schools, student friendly education etc.
- The Act also provides for 25% reservation for children belonging to marginalized sections of society in order to ensure the inclusive growth.
- Corporal punishment, detention and expulsion till the completion of elementary education are strictly prohibited under the Act.
- The Act provides for the development of curriculum in consonance with the values enshrined in the Constitution and for all round development of the child.
- The curriculum should be so designed that it is learning through exploration; building up child's knowledge, talent and potentialities; development of physical and mental abilities to the fullest extent; learning through activities, discovery and exploration in a child- friendly and child- centered manner; making the child free of trauma, fear and anxiety and helping the child to express views freely; comprehensive and continuous evaluation of child's understanding of knowledge.
- It is the duty of the parents to admit their children in the neighborhood school.

Key Issues and Challenges in the Implementation of the Act-

➤ **Why only 6 – 14; why not 0 – 18 years**

One of the issue in the enforcement of the Act is that, "The Act allows only children between the age 6-14 to get the privileges, which seems to be too shallow."

- Various studies reveal that leaving out early childhood care and education, and senior schooling seriously limits the right to education. "0 to 6 years is considered to be the formative years in the child's upbringing. There is no reason why a child of this age group should be excluded. And India has signed the U.N. charter which states clearly that free education should be made compulsory to children of 0-18 years old." The act excludes 157 million children below six years of age and children between 15-18 years.
- **Psychological Insecurity:** There has been a sense of insecurity that has crept into the minds of people from all the sections of society on the clause pertaining to reservation of 25 % of seats for children with underprivileged background. While parents have raised their voice against the behavioral traits their child is likely to learn on mixing with children from underprivileged background and the long term impact of such an environment later in life, teachers are worried on the issue of handling children with different academic credentials, home environment and cultural backgrounds and have expressed their inability to do so
- **Issue of capitation fee:** Charging of capitation fee is yet another issue in implementation of the Act, Despite the enactment of The Right to Free and Compulsory Education Act, 2009 which guarantees free and compulsory education, several private schools are charging capitation fees for education in pre-primary which is against the provisions of the Act. They are also interviewing parents and/or children and the Act clearly provides that there cannot be any screening procedure for the parents and children. There have been complaints from parents saying that several schools took their interview and asked questions about their family income, vehicles they owned, income certificates, pan card details and even the size of their flats, one of the schools even asked parents to get a character clearance certificate from the local police station. Several schools have even demanded donations at the time of admission for the pre-primary admission, and although parents have approached officials, the latter have failed to take any action in this regard.
- **Compromise with the Quantity of the Education** –The teachers are the backbone of entire education system and it is this factor on which lies the onerous responsibility of ensuring the effective implementation of RTE Act. But the apathy is that in the given today's complex environment, the diversity and complexity of backgrounds from which students enter in the schools today, this responsibility increases in magnitude. The existing teacher's training and education programs are not in accordance with the need of the present generation student, to meet the contemporary understanding of students' needs and to cope up with the environment. Considering all these aspects the government also sometimes becomes reluctant and the quality of education is affected. There is a need to address this important issue.
- **Geographical, Economic Variation:** Even after the constitutional

amendment and the specific law relating to the right of children to free and compulsory education the education still remains differentiated in both qualitative and quantitative terms. There are a lot of differences when it comes to the access to education across location, economic category, social group and gender which cannot be simplified into public versus private. The differences in the quality of schooling have significant implications not only on the quality of education but also on the chances of entry into higher education and other possibilities of socio economic advancement. All this critically depends on public funding because only then can we ensure quality infrastructure, adequate and adequately trained teachers, other amenities and teaching aids. Ensuring a reasonable quality of education requires not just expanding the system to all children but rather a significant expansion of resources to upgrade the quality of education.

➤ **Policy Deficient-** By far the most virulent criticism of the RTE Act is its no-detention policy. The attack is on section 16 of the RTE Act, no detention policy. ⁴This matter had come up before a three-judge Bench of the Supreme Court in *Society for Un-aided Private Schools of Rajasthan vs U.O.I. & Anr*,⁵ in which Justice Radhakrishnan had ruled that "Holding back in a class or expulsion may lead to large number of drop outs from the school, which will defeat the very purpose and object of the Act, which is to strengthen the social fabric of democracy and to create a just and humane society ... to provide for special tuition for the children who are found to be deficient in their studies, the idea is that failing a child is an unjust mortification of the child personality, too young to face the failure in life in his or her early stages of education."

The argument that because of the no-detention policy, learning levels has gone down may appear far-fetched. Firstly, learning level is determined by several factors—teaching practices, teacher quality, availability of books, socio-economic background of children, school environment, etc. To isolate one factor, policy of no-detention, as a sole determinant of lowering of learning levels is neither plausible nor justifiable. Secondly, implicit in that argument is that children study only because of the fear of being detained. This is a serious charge and hits at the very bottom of the entire process and philosophy of school education.

Thirdly, the no detention policy cannot be viewed in isolation but has to be looked at in conjunction with other provisions of the Act. The provisions of having an evaluation process which is continuous and comprehensive, having a class environment which is free from fear, trauma and anxiety, that there is no physical punishment or mental harassment of a child, ensuring that teachers perform their duty, including the requirement of transacting the curriculum as per schedule and in accordance with the laid down procedure, and assessing the ability of each child and providing additional instructions. All these are important determinants of quality education and improving learning levels. Gunning the no-detention policy is an alibi for sub-par teacher performance and classroom practices.

The education 'demands a good a deal of time and attention, for instance, preparing a child to go to school, stimulating his or her interest, helping her with homework, and even establishing a rapport with the teachers' which is much more demanding for underprivileged families, especially when the child is first-generation school-goer. Based on empirical evidence, they found, that a large number of children, from marginalised sections, have left school after being detained, having found the school environment unfriendly and hostile.⁶ Children have dropped out due to traumatising experiences of physical punishment, social discrimination and other forms of discouragement effect such as alienating curriculum, inactive classrooms, and indifferent teachers. Surely, doing away with the provision of no-detention may hit hardest the children belonging to the poorest of the poor.

Let us be patient, as there is nothing fundamentally wrong with the RTE Act. Since the Act contains a set of visionary statements for conferring a fundamental right to the children of our country, involving multiple stakeholders, and huge financial resources, it will take time for its objectives to be achieved. Given the vastness of our country, its efficacy and success will have inter- and intra-regional variations.⁷

Progress of Right to Education-

The Ministry of Human Resource Development, Govt. of India has set a 13 point indicators that all elementary schools need to comply as per RTE Norms. This includes infrastructure, toilet facilities, classrooms and teachers and so on. However, after seven years of completion of RTE Act in this country, there are still challenges that need to overcome in order to make education rights in India a reality. The recently concluded Stock taking Convention 2017 of National RTE Forum has revealed in its report that only 9.5 percent of schools in the country had implemented the act so far and still millions of children lacked the opportunity to education. Referring to the 11th ASER report, the report highlighted that in 2016, 68.17% of schools surveyed had functional toilets in comparison to 47.2% in 2010.⁸ The learning outcomes which are the indicators of quality of classroom instruction have been found to be badly low.

Under the RTE Act, there was a provision that 25 per cent seats for admission in Private Schools must be reserved for Children belonging to Economically Weaker Section and the declaration wanted the government to cancel recognition of those schools but the Government has failed to do so in number of cases.

School closure is a major current issue in India that affects the National Public Education System at large. While our public schools are not able to maintain Teacher-Pupil Ratio, distance of school from habitations, drinking water facilities, separate toilets for boys and girls, ensuring participation of School Management Committees in effective functioning of schools, the government efforts are rather been diverted towards closing of schools with the only justifying point of mere shrinking numbers of children. The growth in the number of private schools, both recognized and unrecognized, has drawn children from the rural middle classes and the elites into

the private schools. States like Karnataka, Orissa, Rajasthan etc., since 2009, have been reporting school closures and mergers rapidly.

Near about 1 lakh schools of India are either closed or merged as per the report even though there is no empirical data available to estimate these numbers. There can be several alternative measures to rethink why our government schools are failing to attract rather than taking decision to close the schools. There are greater roles of members of SMCs, local authorities, teachers and a child friendly school environment that can help children retain in schools or can attract new children to schools. Language has been a major issue especially in tribal areas where teachers from other regions find it difficult to communicate with children and vice-versa that demotivates children towards joyful learning. So our efforts towards school closure approach can be seen in other dimensions and we cannot accommodate solutions at the cost of children's deprivation to education.

Recently, Government of India has made Aadhaar (Unique Identity Number) enrolment mandatory for accessing an umbrella scheme like the Sarva Shiksha Abhiyan, especially for Mid-day Meal which is a clear violation of RTE Act. While this Act emphasizes on removing all barriers to education to achieve Education for All, Aadhaar enrolment is a chapter added to already existing difficulties/barriers to ensure education rights a reality for all children in the age group of 6 to 14. Even though National Commission of Protection of Child Rights (NCPCR) and its state chapters should raise voice against it as per the powers and functions laid down for them under RTE Act, nowhere it is being opposed by these institutions who are responsible to work for the best interest of the children.

For the first time in our country, learning indicators will be used in India to assess children even though it is a common practice globally which is a good step. However, the universalization of elementary education can only be achieved if there is a strong political need to understand and prioritize efforts to make education rights a reality for all.⁹⁹

Recommendations/ Suggestions

In the light of the progress discussed above the researcher would like to make the following suggestions and recommendations-

The State Governments are required to show the promptness for the implementation of the Right to Education Act. The States who have not yet issued the notification regarding the Act must do it without any further delay. The Central government should impose a time limit to release funds to the states. If any states Government still show apathy to releases notification, then no funds should be released by the Centre to that state for the establishment of new schools. State Government should show full commitment for the implementation of the Act.

Primary Schools with all minimum required infrastructure facilities should be established in the neglected areas on priority basis. Central Government should release sufficient budget of its share to the states at the earliest. There is also the need to increase the facilities at the existing schools. There must also be the provision for closure of unrecognised private schools if they have not fulfilled the prescribed recognition standards within three years.

There must also be recruitment of trained full time teachers. Pupil- teacher ratio must also be maintained as per the requirements. There is a need to improve the quality of education.

Primary schools must be made aware about the provision of 25% reservation of seats for the economically and socially weaker and disadvantaged children and the role of school managing committees.

There is also the need to increase the speed of the implementation of the Act. There is a need to have integrated approach and establish the linkages between education and the other related areas such as child care, nutrition and health. Each state should formulate a 'State Program of Action' and each district and school should formulate a Programme of Action of its own by taking into account the State Programme of Action.

Teacher's performance should be very well monitored. Well qualified and the highly motivated teachers are the key to effective implementation of the Right of the Children to Free and Compulsory Education Act.

Although the Central Government and the State Government have full responsibility, the community participation is also important. The NGO's involvement will also make a great difference.

The curriculum needs to be redesigned and there is a need to incorporate and integrate the new areas like science, technology, population and the environment.

Conclusion

In order to meet the challenges and surmount the hurdles that stand in the way of implementing Right to Education Act, it is needful to concentrate and to put all efforts so that the Act can be effectively implemented. There is a need of greater coordination between the various agencies and functionaries involved in the task. Efforts should be made for qualitative improvement of the whole program. Education is a tool for empowerment and the RTE Act is one of the modes of empowering the citizens. The task is difficult to achieve and the scheme will get modified in the light of practical experience. All the stakeholders should act positively and try to implement the provisions of the Act. Universal education will take its own time and the initial

attempt should be to give good education to all those who want it. Even if the learning results are below the desired level, children putting on a clean uniform and attending school has its merits. This will teach the children a sense of good behaviour instead of running around in the street or travelling up and down in trains without tickets. The delinquency amongst the children will also get reduced.

The Economically Weaker Section (EWS) children require careful handling by the school staff and management. They should not feel separated. School education cannot be separated from its social context; those who teach and learn carry with them attitudes, beliefs, habits, customs and orientations which differ from class to class and caste to caste. The elite schools have their own culture and their teaching-learning environment which suits children of upper class but which children from weaker section may find alien. Most of the teachers in schools belong to middle class which gives an edge to middle class children in learning. Children of upper classes are able to comprehend the contents of the syllabus better than their counterparts belonging to marginalized sections of society.

The present experience of India with mixed or diversified classroom is not encouraging. The children from marginalized sections of society are discriminated in the classroom on the basis of gender, caste, and ethnicity despite the fact that the Indian constitution strictly prohibits discrimination on the bases of caste and other social backgrounds and is a punishable act. Teachers must exercise due caution to ensure that they are not discriminated against and their lack of knowledge not ridiculed.

The Act should not be frozen and changes must be made as and when necessary based on experience.

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(Footnotes)

¹Sapna Chadah, "Operationalising Right to Education Act: Issues and Challenges *The Indian Journal of Public Administration*, July-September, Vol. LVI No. 3 pp.616-634 2010

²45. Provision for free and compulsory education for children The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years

³Section 3. Right of child to free and compulsory education: 5[(1) Every child of the age of six to fourteen years, including a child referred to in clause (d) or clause (e) of section 2, shall have the right to free and compulsory education in a neighborhood school till the completion of his or her elementary education.] 6* 7[(3) A child with disability referred to in sub-clause (A) of clause (ee) of section 2 shall, without prejudice to the provisions of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, and a child referred to in sub-clauses (B) and (C) of clause (ee) of section 2, have the same rights to pursue free and compulsory elementary education which children with disabilities have under the provisions of Chapter V of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995: 1 of 1996 Provided that a child with "multiple disabilities" referred to in clause (h) and a child with "severe disability" referred to in clause (o) of section 2 of the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 may also have the right to opt for home-based education.]

⁴Section 16. Prohibition of holding back and expulsion-
No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

⁵Society For Un-Aided P.School Of ... vs U.O.I & Anr on 12 April, 2012

⁶Amartya Sen and Jean Dreze have argued (India : Development and Participation, 2002

⁷<http://www.financialexpress.com/opinion/no-detention-policy-dont-detain-the-right-to-education/334450/> accessed on 16/7/2017

⁸The Annual Status of Education Report, ASER 2016 was released in New Delhi today after a break of one year in 2015. This is the eleventh annual report. The report was released by ASER volunteers. ASER is the largest annual household survey in rural India that focuses on the status of children's schooling and basic learning. Facilitated by Pratham, the survey is carried out by volunteers from local partner organizations in almost all rural districts of

India. ASER 2016 reached 589 rural districts. The survey was carried out in 17,473 villages, covering 350,232 households and 562,305 children in the age group 3-16.

<http://politeknik.de/from-provisioning-to-implementation-progress-on-right-to-education-act-in-india-naba-kishor-pujari> accessed on 16/7/17

Consciousness of Life Skills among Teacher Trainees

Gajanan Gulhane

Introduction

Education is the only means to empower children to become active participants in the transformation of the society. It helps in the enrichment and progress of society by equipping children with moral, material and spiritual knowledge. One of the objectives of education is overall and holistic development of the children. But in the present period of science and technology, education has undergone several changes with impact of globalization, privatization, and urbanization on it. The burning issues like poverty, value erosion, lack of jobs, population explosion, unnecessary stress of examination, and more expectation of parents are also affecting youth and resulting in disturbance in their overall development. The children are pressurized by studies, competition and lack of job security. To overcome these problems among youth is a great challenge and only education has a solution for it. That is why the 164 nations committed to 'Education for All' have included "Life Skill" as a basic learning need for all young people.

Life Skills

Life skills are present in every individual. To get the best out of them we need to sharpen them regularly. Life skills help in building self-confidence and self-esteem. Life skills enable us to translate knowledge, attitude and values into actual abilities - i.e. "what to do and how to do". Life skills have been defined by the World Health Organization (WHO) as 'abilities for adoptive and positive behavior that enable individuals to deal effectively with the demands and changes of everyday life.'

World Health Organization (1999) has laid down following ten core life skills:

- i. **Self-awareness:** It is an ability to recognize 'self', our character, strength and weakness, desire and dislike. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.
- ii. **Empathy:** Empathy is the experience of understanding another person's condition from their perspective. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires.
- iii. **Critical Thinking:** It is an ability to think clearly and rationally. Critical thinking can contribute to health by helping us to recognize and assess the factors

that influence attitudes and behaviour, such as values, peer pressure and the media.

- iv. **Creative Thinking:** It is the ability to look beyond our direct experience, even if no problem is identified, or no decision is to be made. Creative thinking is a novel of seeing or doing things and addressing issues.
- v. **Decision Making:** It is an ability of assessing an issue or situation by considering all possible options. Decision making helps us to deal constructively with decisions about our lives.
- vi. **Problem Solving:** It is the ability to understand what the goal of the problem is and what rules could be applied to represent the keys for solving that problem. Problem Solving helps us to deal with problems constructively in our lives.
- vii. **Effective Communication:** It means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears.
- viii. **Interpersonal Relationship:** It is the ability to help us to interact and relate with others effectively in our society. This makes us to build and keep friendly relationships which can be of great importance to our mental and social well-being.
- ix. **Coping with Stress:** It means recognizing the sources of stress in our lives, how this stress affects us, and tries to find ways that helps us control our levels of stress, by changing our lifestyles environment around us.
- x. **Coping with Emotion:** It means ability to recognize emotions within ourselves and others, being aware of how emotions influence our behaviour and being able to respond to emotions appropriately.

Need of Life Skills in Teacher Education

The National Council for Teacher Education (NCTE) introduced new norms for improving the quality of teacher education programmes. No doubt, majority of the teacher trainees possess adequate knowledge and professional growth in their teacher training programme. But today's environment demands more from them and poses a number of challenges to the teacher community. In order to meet the demands of changing world and face the challenges with confidence, it is necessary for the teacher trainees to acquire some life skills. These life skills enable the teacher

trainees to acquire confidence and to adapt to the changes in the educational environment which is not static but dynamic.

Reviews of Related Literature

The relevant research studies conducted by different research scholars and agencies on this topic in India as mentioned below: Garg Geeta (2011) conducted a study on 'Academic anxiety of secondary school children' with objectives: to assess the impact of gender; private and government on life skills among secondary school students; and to assess the relationship between life skills and academic anxiety of secondary school students. The findings reveal that there is no significant difference in academic anxiety between boys and girls but significant difference in life skills of private and government secondary school students. The study also reveals that significant highly negative relationship between life skills and academic anxiety. Kusum Lata (2014) conducted study on 'Effect of teaching skills in modifying classroom behaviour of prospective teachers'. The objective of study was: to analyse the difference in classroom behaviour of prospective teachers of both experimental and control groups. The study reveals that there is highly significant difference in the classroom behaviour of perspective teachers belonging experimental and control groups with regard to teacher talk ratio and pupil talk ratio. Devi Shalini & Gupta Shushma (2016) conducted 'a study of self-confidence, academic anxiety and life skills of private and government senior secondary school students. The objective of the study was to find relationship among self-confidence, academic anxiety and life skills of private and government senior secondary school students. It was found that there is no significant difference in the life skills of private and government senior secondary school students. Varma Jag Prasad (2017) undertook a study on 'tribal adolescents of life skills effect stress with special reference to Satna district'. The objective of the study was: to study the effect of life skills on stress of tribal adolescent students. It is found that there is no significant effect of life skills on stress with respective tribes and due to secretive nature and lack of sharing increases stress in them. All the above related reviews of the studies reflect a clear focus on the importance of life skills in the life of students. In the present study researcher studied the consciousness of life skills among teacher trainees studying in the institutions of teacher training affiliated to Sant Gadge Baba Amravati University during the academic session 2017-18.

Research Questions

On the basis of above related reviews and own experience, the researcher has identified the research questions for the empirical study on consciousness of life skills among teacher trainees:

- a. How life skills affect the behaviour of teacher trainees?
- b. Are life skills essential component of teacher training curriculum?

- c. Which different activities used to facilitate life skills in teacher training institutes?
- d. Is there any difference in the attitude of teacher trainees towards life skills?
- e. What are the views of teacher educators about consciousness of life skills among teacher trainees? and
- f. What is the role of parents in shaping the bright future of their children?

Objectives of the Study

The study was undertaken with the following allied objectives:

- i. To study the attitude of male and female teacher trainees towards life skills; and
- ii. To know the views of teacher educators about consciousness of life skills among teacher trainees.

Hypothesis

Keeping in view the objectives of the study, the following null hypothesis was formulated for the present study:

H_1 : There is no significant mean difference in the attitude of male and female teacher trainees towards life skills.

Delimitation of the Study

The present study was delimited to the teacher trainees studying in the teacher training institutes affiliated to the Sant Gadge Baba Amravati University, Amravati (MS) in the academic session 2017-18. The study was also delimited to the five components of life skills like self-awareness, critical thinking, creative thinking, decision making, and problem solving. The present study was confined to the Amravati division in the state of Maharashtra.

Methodology of the Study

A survey research method was used for this study. The population of the present study was around 2000 teacher trainees studying in the teacher training institutes affiliated to the Sant Gadge Baba Amravati University and their teacher educators. The stratified random sample technique was used to select 200 male teacher trainees and 200 female teacher trainees from the institutes of teacher training of five districts. Forty teacher educators were interviewed for the confirmation of their academic performances and life skills. In order to collect the data, the researcher developed an attitude scale based on five components of life skills for teacher trainees. A pilot study was undertaken in order to verify the relevance of the questions.

Analysis and Interpretation of Data

Analysis is a vital process of research. The tabulated data were scientifically studied in order to determine the underlying or inherent facts. The data were scored according to the scoring pattern of the scale. Appropriate statistical technique was employed for describing and analysing the data and testing the hypotheses.

Table - 1
Comparison of different components of life skills of male and female teacher trainees

Life Skills	Variable		Sample N	Mean M	Standard Deviation	SE of MD σ_{DM}	t-value	Level of Significance
Self-awareness	Male	Teacher Trainees	200	27.16	3.542	0.4162	1.290	NS
	Female	Teacher Trainees	200	27.70	4.701			
Critical thinking	Male	Teacher Trainees	200	21.90	4.603	0.4249	1.647	NS
	Female	Teacher Trainees	200	22.60	3.843			
Creative thinking	Male	Teacher Trainees	200	29.22	4.369	0.485	2.511	S*
	Female	Teacher Trainees	200	28.00	5.300			
Decision making	Male	Teacher Trainees	200	28.90	3.601	0.3566	4.486	S
	Female	Teacher Trainees	200	27.30	3.531			
Problem solving	Male	Teacher Trainees	200	21.80	3.198	0.2888	3.116	S
	Female	Teacher Trainees	200	20.90	2.542			

Ref: The facts and figures in the above table is based on the field data collected; and NS – Not significant, S – Significant at 0.01 level and S* - Significant at 0.05 level

Above table reveals that there is no significant mean difference between the attitude of male and female teacher trainees towards the two components of life skills like self-awareness and critical thinking; whereas there is significant mean

difference between the attitude of male and female teacher trainees towards the three components of life skills like creative thinking, decision making and problem solving. Hence the hypothesis is accepted for the two components of life skills like self-awareness and critical thinking; whereas it is rejected for the three components of life skills like creative thinking, decision making and problem solving.

Findings

On the basis of analysis and interpretation of the field data, the following findings have been drawn:

- There is no significant mean difference between the attitude of male and female teacher trainees towards the two components of life skills like self-awareness and critical thinking; whereas there is significant mean difference between the attitude of male and female teacher trainees towards the three components of life skills like creative thinking, decision making and problem solving.
- It is observed that male teacher trainees are more conscious in creative thinking, decision making and problem solving than female teacher trainees.
- It is observed that female teacher trainees are more conscious in self-awareness and critical thinking than male teacher trainees.
- Almost 90% teacher educators stated that life skills help in developing positive and flexible attitude for life among teacher trainees.
- Virtually 60% teacher educators viewed that they organize activities related to development of life skills among teacher trainees.
- Nearly 48% teacher educators responded that life skills reduce the stress and help in controlling the emotions and making the right decision in life.

Conclusion

Life skill education is an integrated and developmental approach to help teacher trainees learn how to deal with difficulties of their lives, growing up and risk situations. Educating life skills needs the involvement of various forces in society i.e. college, school, family, community and the government. Hence, there is a need of integrating life skills in the curriculum of teacher education as well as schools. The policy makers and National Council for Teacher Education (NCTE) must put up efforts to update the present curriculum of teacher education and schools.

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India's Maritime Strategy in the Indian Ocean Region: Issues of Strategies

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Introduction

A report drafted by the RAND (Research And Development) cooperation in 1992 entitled as Indian Strategic Thought (RAND Cooperation, 1992). In this report it is described the influences of geography, history, culture and British rule (era of the Raj) on Indian strategic thinking. The author of the report was George K. Tanham and he concluded that India does not have strategic thought or a strategic culture. Tanham argued that due to a lack of a monolithic political entity in India, there is a lack of strategic thought. This conclusion came as a shock to Indian strategic and academic communities. Since then, a debate emerged whether India has a strategic culture or not (Xinmin, 2014). Rodney W. Jones wrote that India has a history of strategic thought, captured in the symbolism of the pre-modern Indian state systems and the Vedic civilization which date back several millennia. Harjeet Singh believed that geographic variables have contributed to a lack of "Indianism" (Singh, 2009). India lies at a focal point in the Asian landmass and has always been susceptible to outside invasions and plundering. "Its vast territory, complicated internal structure and strong cultural tension have helped it avoid long, continuous rule by any single empire" (Xinmin, 2014). Due to this, it was not possible for a strong strategic culture to evolve, given several disruptions in Indian history and civilization.

Some authors like Gautam Das justify India's lack of strategic culture by saying that geographical India was made up of many kingdoms at different times with few political empires (Das & Gupta, 2008). This made it difficult for the formulation of a static strategic culture from which modern strategists and decision-makers in government can draw upon (Xinmin, 2014).

It is necessary to carry out research on Indian strategic thought and culture because we will be able to know how India's strategic culture is able to exert an impact on its strategic choices and international behavior, the "strategic cultural paradigm" (Johnston, 1998). According to Johnston, "There is the assumption that the strategic environment constitutes the central paradigm of a strategic culture, comprising the role of war in human affairs, the nature of the adversary and the threat assessment, and the efficacy of the use of force. Second, based on the acceptance of the central paradigm, a set of operable policy preferences can be enforced in order for time to be deduced. Obviously, the focus of this strategic cultural theory is the culture of war and the efficacy of the use of force" (Johnston, 1998).

Simply put, a country's strategic culture can explain its security behavior. "Strategic culture is made up of a country's worldview, judgment of subject-object relations and model of behaviors based on that country's geography, history and economic and political development. Interaction among these symbols can forge a collective national identity distinct from other countries, while also limiting the social and cultural environment of its strategic decisions" (Johnston, 1998).

John Duffield claimed that a country's security culture is formed by the strategic preferences of the entire society and political elites on some policies and actions that are different from other countries (Duffield, 1999). Economic well-being is vital for national security, an impoverished Indian society can't feel or be secure. This leads to dissatisfaction and insecurity among the people. In order for India to feel secure, trade and economic interactions in the form of free market polices for example, will ensure mutual gain between states. Therefore, India's strategic culture must encompass the notion of interdependency and focus on trade, investment and technology, not just war.

Overall, India's strategic culture is best explained when "governments and peoples are more clear-headed and did their cost-benefit calculations correctly" (Bajpai, 2010). Also, rivalry and violence would be conceived as irrational because military conflict cannot be "sustained as economic globalization moves forward. For neoliberals, force is an outmoded and blunt instrument unsuited to the new world order" (Bajpai, 2010). The Narendra Modi "doctrine" (2014) is close to explaining what India strategic culture should encompasses. He mentions 'vikas vaad' (development) and 'vistar vaad' (expansionism), both characteristics of a Grand Strategy, strategic culture and neoliberal thinking.

This report analyzes the historical, geographic, and cultural factors influencing Indian strategic thinking: how India's past has shaped present-day conceptions of military power and national security; how Indian elites view their strategic position vis-a-vis their neighbors, the Indian Ocean, and great power alignments; whether Indian thinking follows a reasonably consistent logic and direction; and what this might imply for India's long-term ability to shape its regional security environment. The author identifies four principal factors that explain Indian actions and views about power and security: Indian geography; the "discovery" of Indian history by Indian elites over the past 150 years; Indian cultural and social structures and belief systems; and the British rule, or raj. India has a predominantly defensive strategic orientation, although some leaders now seek a more offense-oriented strategy. India retains a longstanding commitment to strategic independence and autonomy, although it's economic, industrial, and technological shortcomings continue to limit the success of such a strategic design. Indians realize that the high technology being developed for India's long-term defense has implications for Indian strategy. Domestic and budgetary constraints will continue to limit Indian military power for many years.

Theoretical Framework

The discussion in this essay is best understood by applying the neo-liberalist theoretical framework. Systemically, states look for military and economic security in their relations with one another. Realism posits that international relations are determined by a constant state of war that interdependency gives rise to coercion among states in the form of balancing, bandwagoning or hedging. Neo-liberalists agree, but emphasize that economic strength is the ultimate basis for military power (Bajpai, 2010). They argue further that economic well-being is akin to power which can be more effective than military power. Therefore, due to the inter-dependence among states, relations need not be based on force. According to Bajpai, "in situations of 'complex inter-dependence', force is unusable or ineffective" (Bajpai, 2010). They argue further that economic well-being is akin to power which can be more effective than military power. Therefore, due to the inter-dependence among states, relations need not be based on force. According to (Bajpai, 2010). In the Indian context, the neo-liberalist approach to researching strategic culture is the most relevant. Since economic well-being is vital for national security, an impoverished Indian society can't feel or be secure.

This leads to dissatisfaction and insecurity among the people. In order for India to feel secure, trade and economic interactions in the form of free market policies for example, will ensure mutual gain between states. Therefore, India's strategic culture must encompass the notion of interdependency and focus on trade, investment and technology, not just war. Overall, India's strategic culture is best explained when "governments and peoples are more clear-headed and did their cost-benefit calculations correctly" (Bajpai, 2010). Also, rivalry and violence would be conceived as irrational because military conflict cannot be "sustained as economic globalization moves forward. For neoliberals, force is an outmoded and blunt instrument unsuited to the new world order" (Bajpai, 2010). The Narendra Modi "doctrine" (2014) is close to explaining what India strategic culture should encompass. He mentions 'vikas vaad' (development) and 'vistar vaad' (expansionism), both characteristics of a Grand Strategy, strategic culture and neoliberal thinking.

Methodology

Johnston (1998) argues that in order to establish the existence of a strategic culture it is necessary to show that there exists a set of strategic preferences that are consistently ranked in some canonical texts (Bajpai, 2010). He also suggests that actual state behavior representative of a strategic culture must be based on preferences that anchor the thinking of decision-makers which will determine government policy (Johnston, 1998). Arun Prakash states that India's maritime history is a description of past events, on what happened and not why it happened (Prakash, 2013). Methodologically, Prakash suggests that it has left research on India's strategic culture in a void. However, since 1998, the Indian navy has produced a strategic

framework for the deployment of maritime forces in peace and in war (Prakash, 2013). In this essay, we will focus on scattered writings in the press, academic journals, think tank publications, and biographies and autobiographies of past decision-makers. It will refer to three documents, namely *The Indian Maritime Doctrine* (2004) and *Freedom to Use the Seas: India's Maritime Military Strategy for the 21st Century* (2007) and *Nonalignment 2.0* (2012). In conclusion, this essay will analyze Narendra Modi's thoughts for the Indian Ocean and beyond (Cronin & Baruah, 2014).

Assumptions/Hypotheses

This essay hypothesizes that, first, India does have a strategic culture but is somewhat muddled and not yet conceived of concretely due to the absence of an amalgamation of strategic cultures of pre-Independence Indian/Hindu states. Second, that India does have a grand strategy paradigm about operational policy in the IOR, which is a component of strategic culture. Discourse on these two hypotheses includes an historical understanding of India's actions in its maritime neighborhood.

Definition of Strategic Culture

More than four decades ago, a global debate on strategic culture emerged. At the height of the Cold War, answers were sought after to questions about the origins of strategy and how policy decisions on strategy were formulated (Al-Rodhan, 2011). For example, the United States and the Soviet Union (as well as their satellite states) wanted to know how the adversary made decisions to protect their national security. The discourse centered on the role that culture played in safeguarding their respective spheres of influence. The term strategic culture was coined by Jack Snyder in 1977, when he wrote "The Soviet Strategic Culture: Implications for Limited Nuclear Options" (Al-Rodhan, 2011). He defined strategic culture as the sum total of ideals, conditional emotional responses, and patterns of habitual behavior that members of the national strategic community have acquired through instruction or imitation and share with each other with regard to [...] strategy" (Snyder, 1977). Johnston defines strategic culture as follows: Strategic culture is an integrated set of symbols (i.e. argumentation structures, languages, analogies, metaphors, etc.) that acts to establish pervasive and long-lasting grand strategic preferences by formulating concepts of the role and efficacy of force in interstate political affairs, and by clothing these conceptions with such an aura of factuality that the strategic preferences seem uniquely realistic and efficacious (Johnston, 1998). According to Bajpai, strategic culture consists of two parts: The first is the central strategic paradigm—the basic assumptions about orderliness in the world. Included here are assumptions about the role of war in human affairs, about the nature of the adversary, and about the efficacy of the use of force. The second part is grand strategy, or the secondary assumptions about operational policy that follow from the prior assumptions (discussed above). These may be gleaned from various texts written over time by statesmen, soldiers, scholars, commentators, and diplomats (Bajpai, 2010). Strategic culture thus integrates cultural symbols such as religion, myths and legends with historical memories of ancient

states and civilizations. It determines a state's security policies and how they affect their relations with other states. The latter is reflected in a state's strategic doctrine.

India's Grand Strategy Paradigm

According to David Scott, there is a significant meaningful degree of naval strategy for the Indian Ocean backed up by the government. Since 1992, there have been government announcements and on-going commentaries by think tanks like the National Maritime Foundation that "there may indeed be a strategy for the Indian Oceanin which a degree of consensus is noticeable over India's aspirations in the IOR". Also significant is the establishment of the National Security Council set up in 1998 which suggests that India has some form of a Grand Strategy and strategic culture. Prakash, writing in 2013, suggests that the: "IN aims to achieve conventional deterrence by maintaining a preponderance in conventional maritime capability, i.e. a sufficiency of warships, submarines and aircraft which will undertake the full gamut of operational missions, the idea being to never leave friends as well as potential adversaries in doubt about India's capabilities at sea. Given the dominant location of the peninsular India, astride Indian Ocean sea lanes, such a maritime force can guarantee the safety of international trade and energy lifelines and capabilities at sea port (Prakash, 2013).

From this, we can roughly decipher what Indian strategy is Neil Padukone, in his book *Beyond South Asia: India's Strategic Evolution and the Integration of the Subcontinent* (2014) says, "India's worldview that took shape after independence when India took onto itself the project of securing the Indian subcontinent. Analysts have called this strategy as 'India's Monroe doctrine'—referring to the US foreign policy declared in 1823 which viewed any interference by European countries in North or South America as an act of aggression requiring US intervention. On similar lines, the Indian subcontinent was seen as a single geographic and strategic unit. This understanding, combined with the colonial experience convinced Indian policymakers that securing the strategic unity in the wake of new borders which were essentially 'demographic and marginal' and not strategic required a two-pronged approach. One, keeping the subcontinent united and two, denying extra-regional powers any presence in the region. The first aim was instrumentalised by denying autonomous tendencies of the smaller neighbors, particularly if they tried to bandwagon with extra regional powers.

The second aim was aided by Non-alignment, which was 'meant to be the practice of real politic cloaked in idealism'" (Padukone, 2015). Padukone's Grand Strategy is a component of strategic culture. An Indian worldview informs Grand Strategy, so indirectly reflects what the strategic culture of that nation may be. In the Indian context, her worldview is colored by a detachment of the political establishment from security issues (Prakash, 2013). This may explain the lack of a tangible, composite strategic culture in India. However, India has long tradition of independent states,

each with its own strategic culture. In post-Colonial times, India's political and maritime decision makers have been finding it difficult to articulate a united strategic culture, but there are glimpses of it in the writings on Indian maritime policy. In the late 1980s, India had adopted a long-delayed naval acquisition program under which the IN inducted a second aircraft carrier and a nuclear attack submarine along with numerous warships, submarines and aircraft (Prakash, 2013).

This threw India into the international limelight when the cover of Time magazine (Asia Edition) was titled "was titled e (As Superpower" (Time Magazine Asia Edition, 3rd April, 1989). For the first time, there was room for India to articulate a Grand Strategy. How India sees itself is critical to this undertaking. According to Ashley Tellis, there are three ways in which India sees herself. First concerns the economic component of Grand Strategy. India began managing economic growth primarily through autarky and dirigisme. In the post-Cold War era however, it is shifting to a vision that has greater room for globalization and a greater acceptance of market forces (Tellis, 2012). Second, India has focused on building state capacity, trying to balance the state and market in achieving room for globalization while minimizing security competition. All three strategies fall within the neo-liberalist framework mentioned earlier.

India's Maritime Strategic Doctrines and Strategic Culture

India has three main maritime doctrines, namely, Indian Maritime Doctrine (2004), Freedom to Use the Seas: Indian Maritime Strategy for the 21st Century (2007) and Nonalignment 2.0 (2012). What is India's attitude towards war and the use of military force to attain political ends? Is it informed by a definite strategic culture? The three doctrines were written in the hope of answering these questions. With regard to the first doctrine, Indian Maritime Strategy (2004), India's National Security Advisor, Shiv Shankar Menon asked, "Is there an Indian doctrine for the use of force in statecraft? This is not a question that one normally expects to ask about a power that is a declared nuclear weapon state.....But India achieved independence....through a freedom movement dedicated to truth and non-violence, and has displayed both ambiguity and opposition to classical power politics" (Menon, 2011). Menon asks an important question and puts forward a relevant conceptual conundrum about the use of power in Indian state behavior. India's achieving independence through peaceful means does confuse the matter of the role of strategic culture because there is no concrete reference to similar examples in antiquity, historical memory, myth, or other texts written over time. Prakash further comments that this demonstrates the "inability of Indian statesmen to apply themselves sufficiently, to strategic issues" (Prakash, 2013). Both Menon and Prakash allude to the fact that with the 2004 Doctrine, India had failed to achieve any political end-states with the aid of military operations.

They opine that India did not have a strategic culture to draw upon. The basic problem was that there was a "detachment of the political establishment from security

issues" (Prakash, 2013). Therefore, India was still in a strategic cultural void to which no national security paradigm could refer (Prakash, 2013). The 2007 Doctrine, Freedom to Use the Seas appears to be an extension of the 2004 Doctrine with some exceptions. It was released after the Indian Navy (IN) had acquired hardware, systems and weaponry, as well as trained human resources reminiscent of a professional maritime force. The 2007 document was a "force planning document which set out the capabilities required for its execution" (Prakash, 2013). This time, the Doctrine set out to itemize a full spectrum of four basic missions relating to conflict. These were, in the fashion styled by Sun Tzu himself, Military, Diplomatic, Constabulary and Benign roles (Prakash, 2013). These four basic missions represent deterrence in India's Grand Strategic thrust. "Deterrence, at the Grand Strategic plane, involves the use of nuclear weapons as political instruments of state policy, their actual use being contemplated only 'in extremis' in the second strike mode" (Prakash, 2013).

From the 2007 Doctrine, it is clear that India had officially formulate the Grand Strategy, this being a component of strategic culture and one step closer to an Indian worldview. The foreword to the Doctrine 2007 defines maritime strategy as "the overall approach of a nation to the oceans around it, with the aim of synergizing all aspects related to maritime activities to maximize national gains" (Freedom to Use the Seas, 2007). Also, it is mentioned that the partial fulfillment of India's Grand Strategy is inevitable, given that India's maritime strategy has "economic, commercial, political, military, scientific and technological facets" (Freedom to Use the Seas, 2007). A section of the document discusses the relations between doctrine and strategy, a step closer to articulating a strategic culture. It says "Doctrine is evolved from government's policies. Strategy is derived from doctrine. If a strategy brings success, it reinforces doctrine" (Freedom to Use the Seas, 2007). However, this does not sufficiently explain the role of strategic culture from which the IN can draw upon. At best, it is assumed but muddled in the comparison of doctrine and strategy. Chapters 1 and 2 of Doctrine 2007 present India's perspectives on and implications of Indian maritime history. They stress the fact that without doctrine, India could not develop a strategy without a point of reference. So, one can assume that it is a step closer towards the establishment of a strategy based on a point of reference, i.e. from which we can put the pieces together to solve the puzzle of Indian strategic culture as that point of reference. We can assume this because, "even though India remains a young nation-state— somewhat tentative and unsure about the use of power" (Prakash, 2013), she has three substantial doctrines which stress the need to "project power, catalyze partnerships, build trust and create interoperability, and when required, use convincing power to achieve national aims" (Freedom to Use the Seas, 2007). This, too, alludes to India's strategic culture. In chapter 2, the evolution of recent maritime history is given prominence. Going back to 1948, India's maritime vision was captured in the first Naval Plans Paper.

The in would acquire cruisers and destroyers, to be situated around small aircraft carriers in order to protect the Sea Lines of Communication (SLOC) and merchant

shipping and trade. India's quarrel with Pakistan over Kashmir forced the deployment of India's army and air force "to defend territory. This rationale was to dominate Indian military thinking for the next half of the century" (Freedom to Use the Seas, 2007). Three to nine chapters proceed to delineate maritime trade and security of energy, maritime domain awareness, strategy for employment in peace, strategy for employment in conflict and strategy for force build-up. This directly defines the IN's Grand Strategy, but is silent on where it is derived from. Impressive, but it begs the question of what the ancient, mythical, or methodologically scientific investigations into the IN's evolution of strategic thinking. Here again, we are left to infer a strategic culture, albeit a muddled one which is not explicitly represented. The next logical step in our analysis is to state the obvious; that an enquiry into the traditions, values and institutional culture of the Indian Navy (IN) warrants examining a wider range of factors that constitute her strategic culture. A statement of a former Chief of Naval Staff, Admiral Sureesh Mehta, in 2009, mentions that "In military terms, both conventional and nonconventional, we neither have the capability nor the intention to match China, force for force". (Geraghty, 2012). Although India is uncomfortable with China's growing footprint in the IOR, it has no intention of jeopardizing its delicate relationship with China, or precipitating their ties into irreversibly and overtly hostile territory. As late as 2012, therefore, the two countries continue to engage in subterranean maneuvering, jostling for position, while seeking to manage tensions at the surface and avoid them spilling over to overall confrontation. India is somewhat tentative and unsure about the use of power. In response to Tanham's analysis of India's strategic culture (1992), a contemplative Indian would survey the contemporary strategic environment and ask relevant questions like, 'why were invasions over its north-western passes never stopped or defeated?; why were rulers of Indian states unwilling to unite against invaders; why was no thought given to maritime.

Defense, or to strategic defense of India as a whole and, what is the explanation for the 24 year hiatus between India's first nuclear test in 1974 and nuclear weaponization in 1998? These probing questions reflect the notion that India and more directly, the IN are aware that some form of strategic culture can and should emerge. To stress this point, in the second half of the 20th century, there emerged public discourse, led by India's national security establishment, in the area of national security strategy. An independent group of academics were tasked with examining India's strategic environment. The product was a doctrine entitled Nonalignment 2.0, published in 2012, which has offered recommendations regarding India's role in the international order (Khilnani 2012). Nonalignment 2.0 is an attempt to identify the basic principles that should guide India's foreign and strategic policy (Nonalignment 2.0, 2012). Nonalignment 2.0 suggests that strategic culture always refers to power (hard and soft), and now, in this new document, India has proven that a strategic culture is in the making. India's legitimacy is summed up in the statement, "India must remain true to its aspiration of creating a new and alternative universality", the key word here being universality (Nonalignment 2.0, 2012). The report further states that India's primary strategic interest is to ensure an open economic order (Non-Alignment 2.0,

2012). Neo-liberalist theory suggests that India is slowly becoming prominent in economic liberalization (primarily trade in goods and services, and finance)(Non-Alignment 2.0, 2012). Due to a growing post-9/11 gambit of global security challenges, India realizes that their primary aim is to maintain territorial integrity which encompasses land, sea and space frontiers. It also includes the protection of trade routes, access to resources and protection of the Indian Diaspora (Nonalignment 2.0, 2012). It can be argued that as part of India's strategic culture, India has propounded the concept of conventional space being available under a nuclear overhang (Nonalignment 2.0, 2012). This means the shaping of India's military power must have a significant maritime orientation which should be India's strategic objective (Nonalignment 2.0, 2012). "The role of hard power as an instrument of state is to remain ready to be applied externally or internally in pursuit of political objectives (Nonalignment 2.0, 2012).

Conclusion: India's Strategic Culture under Narendra Modi Administration and Beyond

India's newly-elected Prime Minister Narendra Modi's main drive is a stable and secure growth that will make India economically stronger. Commenting on the Bharatiya Janata Party (BJP) manifesto, Modi said, "The vision is to fundamentally reboot and reorient the foreign policy goals, content and process, in a manner that locates India's global strategic engagement in a new paradigm and on a wider canvass, that is not just limited to political diplomacy, but also includes our economic, scientific, cultural, political and security interests, both regional and global, on the principles of equality and mutuality, so that it leads to an economically stronger India, and its voice is heard in the international forum" (Time Magazine interview, 2015). What are the strategic and security dimensions of Modi's worldview? Modi's neoliberal approach is essentially one of engagement with potentially-hostile powers, including China. India's area of security interest prioritizes strategic challenges where China will figure prominently. Most importantly, Modi is expected to replace an Indian mindset from thinking 'South Asia', to a larger area, i.e. the IOR; and from 'Look East' to 'Act East'. The IOR is a strategic link from the Straits of Hormuz to the Straits of Malacca making it a highly volatile span of sea water in terms of global stability.

Modi realizes that India and the Indian Ocean are regarded as the appropriate half-way points between West Asia and Southeast Asia. To contemplate India's strategy and security in such a vast area requires a total revision of the leadership mindset. This mindset will have to look at India as playing a leading role in other regions which are connected by the Indian Ocean. These regions are Southeast, Central and West Asia. For instance, India cannot fight a globally operated and coordinated terrorist and fundamentalist menace by being confined to one particular geographic region, i.e. South Asia.

The role has to be more forwardly offensive rather than defensive. Under Modi, a

resurgent India must get her rightful place in the community of nations and international institutions. Rising hegemonies in the IOR, mainly the US and China have prompted India to coordinate with other countries in the IOR that are equally affected by such developments. India should focus on improving relations with India's South Asia neighbors. Bi-lateral and multi-lateral steps that India has taken with Southeast Asia, for example, should be geographically-expanded under Modi's leadership, in order for India to be a dominant player in the IOR. Modi has deep trust in Indian values that allowed for a thriving Indian sea power. For instance, according to Sardar K.M. Panikkar (1895- 1963), an Indian statesman, diplomat and visionary, Indians possessed the skills to construct ocean going ships, sturdy enough to venture into the distant reaches of the Arabian Sea and had in use a matsya yantra (magic compass) for accurate navigation. What lies behind this seafaring greatness is deep Indian values which Modi adheres to. He will have to prove how he can combine economics with military power, a neoliberal strategy that has not been applied by other Indian leaders before him. In the realm of economics, previous Indian leadership had led to strained relations with the U.S. Under Modi, this has changed. First of all, in 2014, Obama had extended a formal invitation to Modi for a visit to the US and has expressed keenness to work closely with him stressing that this should be a defining partnership in the 21st century. Obama's message was conveyed in an official letter to Modi by Deputy Secretary of State William Burns when he called on Modi in New Delhi. Modi had accepted the invitation, and visited in September 2014. One can see India's strategic culture in the making. Interesting developments await us on the maritime front.

The commissioning of the INS Vikramaditya in late 2013 has made India the only Asian nation other than pre-war Japan to operate more than one aircraft carrier at a time. Modi visited the carrier on July 14, 2014. In light of India's other carrier, the INS Viraat, being 60 years old, India is constructing an indigenous carrier even though there is a shortage of funding. Modi will have to make sure the construction speeds up or Beijing will swarm the IOR with more of her aircraft carriers. (mentioned in China's defense white paper of 2013). According to Modi, India's maritime strategy including its industry will have to take precedence. It is a positive message that Modi is showing the world, when he visited the Indian armed forces at sea soon after his appointment as Prime Minister. Modi is definitely aware that the origins of the IN can be traced back to Gujarat, his home state. This may urge Modi to reflect on India's long-neglected maritime imperative and strategic culture, as well as to think of India's strategic future in maritime terms. Strategically, India seems to be balancing with the US and Japan, rather than hoping for a less aggressive Chinese behavior by acting as a regional moderator. Modi has to focus also on the leveraging of India's soft power, the building of 'Brand India', especially in diaspora communities, an emphasis on trade in foreign policy, and the expansion of India's diplomatic corps. Modi is also fully aware that he has to improve India's national security with a more joined-up, whole of government approach, overhauling the intelligence agencies, revamping the defense industry, modernizing the military and dealing with terrorism with a firm hand.

Overall, Modi's embodiment of leadership will be centered on deeper economic engagement within and outside of the IOR, and safeguarding core Indian interests backed by a more credible military, particularly on the maritime front. A cover story in *India Today* (May 26, 2014) called Modi a 'man of destiny' who has been given the peoples' mandate to reshape the idea of India. The article goes on to say that Modi does not just want to govern India, he wants to remake it. There are two parts to this: one is the crafting of a new kind of neoliberalist pluralism which rejects the secularism practiced by the previous Congress Party dominated coalition. The second aspect is to reinvent the nation as a center-stage of the economic agenda and to rebuild India's image as a global powerhouse. Modi desires that India expand her diplomatic, economic and military relations with China en route to becoming a great power. *Vikas vaad* (development) and *vistar vsitar vaad* (expansion) as well as *Ahimsa* or the self's orientation are the driving forces behind Modi's desire to show a sovereign India with a 'self'. Modi is clearly including strategic culture in his administration, with his own form of doctrine. Modi is aware that he has to revive an effective foreign policy which has been in shambles since economic mismanagement, corruption, inflation, a growing balance of payments deficit and declining growth rates were incurred by previous leaderships. Modi wishes to guarantee national security by returning defense spending to a level of 2.5% of GDP. Also, this has to be accompanied by rapid development of hi-tech industries, particularly in aerospace, shipbuilding and communications. The defense ministry will have to be restructured with greater integration between the armed forces, defense scientists and bureaucrats. The nuclear command structure also has to be revamped. Japan, South Korea, Taiwan, U.S., Israel and select members of the EU should be crucial partners in the effort to enhance defense production capabilities. All this bodes well for an India to reach superpower status and to lead in the IOR.

What lies beyond for India's strategic culture? More debates have emerged about the geographical security nomenclature that makes up the IOR, Southeast Asia and the Asia Pacific. The regional security debate has implication for India's strategic projection. There is a move away from an Indian Ocean and towards an Indo-Pacific security construction. "This means that, culturally, 'Australia identifies primarily with Europe; that, economically, Australia's strongest links are with Asia, and especially China; and that, militarily and politically, Australia is aligned with the U.S. (Rumley, 2012). India's Indo-Pacific role is clearer, especially after Modi's visit to Japan in September 2014. Japan committed to increase its investment in India's economy as well as to transfer equipment technology to the Indian defense sector. (Singh, 2014). A stronger maritime partnership is envisaged as "both nations committed themselves to increasing their maritime interaction and reaffirmed support for the Japanese Maritime Self Defense Force's continued participation in the annual Indo-US-Malabar maritime exercises" (Singh, 2014). India has been projecting itself as a benign power, till today.

This is part of India's strategic culture. India has never coveted territory beyond regional confines even though it has constantly been attacked from outside, both in

medieval and colonial times. This is a strategic culture that was defensive, non-expansionary and accommodative. (India Together, 2015). With Modi at the helm, India's regional orientation and strategic behavior seem to be changing. Indian strategic culture seems to be evolving. Below are some examples. Threats and strategy drive arms acquisitions. Similarly, military modernization is a sign of emerging peer competition. India sees that the only way is to keep modernizing the armed forces, paying more attention to offensive capabilities. The net effect of such arms acquisitions on stability in the IOR is a function not just of power and strategy, but also of these variables as refracted through the prism of culture. The Modi government, in 2014, had appointed a new defense minister, Manohar Gopalkrishna Prabhu Parrikar to run the world's third largest military. When newly appointed, he exposed the huge backlog of procurements (The Week, November 23, 2014). Besides emphasizing the development of an indigenous defense industry, Parrikar will have to make the Defence Research and Development Organization produce results faster, especially in projects such as the light combat aircraft Tejas and the Arjun tank which have been pending for decades. Parrikar will have to ensure to provide the IN the firepower it needs to counter the Chinese and the Pakistan navy in the high seas and around its maritime territory. Another form of proof that India is evolving her strategic culture is seen in a McKinsey & Co. study in 1990 that high performing companies distinguished themselves by execution, not just on strategy.

Modi's interest in the 1990 study reinforces his determination for India to build up a strategic culture that is also based on execution. Modi has surrounded himself with people of execution ability, those who can set clear, measurable goals with small implementation teams. He recognized those who took initiative and risks, and punished those who played safe and behaved like bureaucrats. This is clearly strategic culture in the making (India Today, June 30, 2014). Lastly, and quite importantly, Modi made it clear to Obama during his 2015 visit to India that India's independent foreign policies would not allow any third parties (in this case, the U.S.) to forge a common front against China. Modi's China policy is firm and unbending to U.S. urges. An online network reported: "The great American fear today is that Modi might put India-China relations on a predictable footing. From the Chinese commentaries on Obama's visit, Beijing is aware of the American attempt to hustle Modi towards the US' rebalance strategy in Asia. And Delhi is hastening to clarify that proximity to the US will not translate as alliance against China. An element of strategic ambiguity has appeared" (Strategic Culture Foundation, 2015). It is clear, therefore, that India's strategic culture is not clearly visible, but evolving.

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Community Learning Centers as a Tool for Women Empowerment

Jai Pratap Singh
Rajesh

Today women are increasingly coming forward to the every front of the world. They are not only contributing to household incomes but to the growth of national economies. At the same time women face time, human, physical, and social constraints that limit their ability. The terminology of empowerment has arisen from the theoretical debates as well as practical debates especially from the experience of women working at the grassroots level in many parts of the world. In 1990s when terms like 'participation', 'consultation' and 'partnership' began to enter the development thinking importance given by development agencies was shifted to enabling approach i.e., enabling people to identify and express their needs and priorities. It is in this context the notion of empowerment has arisen.

Concept of Empowerment

The dictionary meaning of the term empowerment is to give power, to give them capacity to perform some physical or mental activity; to delegate authority, to give legal rights, to enable, to entitle, to endow (invest with powers).

Empowerment indicates that it is centered on the root concept of power. Then what is power "Power is the ability of one person or group to get another person or group to do something against their will. Power in relation to social economic and political aspects indicates control over resources and decision-making. The exercise of power by one over the other leads to determine the perception, preferences and choices of a group. The controlled group internalized it as natural and unchangeable. This has happened in gender relation where women have 'internalized oppression'. When the control is internalized then it is necessary create power in oneself. According to Srilatha Batliwala "Power can be defined as control over resources, ideology and self, exercised in social economic and political context among individuals and groups.

Though the interpretation 'power to' and 'power with' empowerment with the process by which people become aware of their interest and how those relates to the interests of others but also participates in decision-making and influence such decisions.

It is difficult to measure empowerment. There is no single method for measuring it. It should understand and defined through indicators. *Indicators of empowerment* should encompass personal social economic and political change. Empowerment is a term generally used to describe a process by which powerless people become

conscious of their own situation and organize collectively to gain greater access to public services or to the benefits of economic growth.

Within the country especially the third world countries the process of empowerment of poor women is different from that of the middle and the rich class. Poor women must be provided with basic needs, increase in their income, make them literate and involved in skill development to empower them. Due to poverty, illiteracy and patriarchal values poor women cannot be empowered on their own. The empowerment process through external intervention is inevitable in the third world. Intervention comes through government, women's movement and NGOs.

Encouraging self employment of women is also one way of empowering women who are in the unorganized sector. A good example is the work of SEWA in Gujarat which believes in collective employment. The strategy of SEWA to empower women is protecting the interest of women workers, and encouraging their participation at all levels.

Preferences must be given for the empowerment of poor women as they are deprived in two ways, one for being poor and another for being women.

Components of Empowerment

People from different fields define empowerment in different ways. Policy makers, development planners, activist, researchers, and aid agencies have try to define it by emphasizing on different aspects.

Some indicators of women empowerment which has been used in this paper are: women's sense of internal strength and confidence to face life, the right to make choices, the power to control their lives within and outside the home and also the ability to influence the direction of social change towards the creation of a more just social and economic order nationally and internationally.

As Kate Young said empowerment is about people taking control over their own lives, gaining the ability to do things, to set their own agendas to change events in a way previously lacking. But go feminist empowerment is bringing radical changes in social structures which creates subordinate position of women. For Srilatha Batliwala the process of challenging existing power relations and of gaining greater control over the sources of power may be termed empowerment.

The process of gaining control over the resources ideology and self which determines power can be called empowerment. When we apply this definition of power empowerment of women it is clear women don't have power since they don't have control over resources. Even if they have it is only to some extent over some resources. This power is limited by the patriarchal norms customs, traditions, and

social values imposed on them. In the family men is considered as breadwinner, physical and financial assets are in his name and control, naturally power is in his hands. Women being deprived of access to and control over resources are denied of power. Even in the case of community, public property, resources, institutions and political power is concentrated in the hands of men. In this context women should have power by gaining control over the resources ideology and self. Empowerment of women is of great need. But empowerment is not limited to power. It is larger and broader concept with vaster and different dimensions.

Everyone needs empowerment at all levels. Empowerment can be achieved through training, networking developing positive role models and facilitating the process of empowerment.

Feminist interpretations of power led to us still broader understanding of empowerment. Since they go beyond formal and institutional definitions of power and incorporate the idea of "the personal is political". Empowerment if thus more than participation in decision making it must also includes process that lead people to perceive themselves as able and entitled to make decisions.

According to the Caroline Moser "empowerment is the capability of women to increase their own self reliance and internal strength. This is identified as the right to determine the choices in life and to influence the direction of change through the ability to gain control over material and non material resources".

Significance of Women Participation

The Copenhagen Declaration on social development as well as the Beijing Declaration of Fourth World conference on women both of 1995 recognized the need to enhance the participation and leadership role of women in political, civil, economic, social and cultural life and in the development process. The informal groups of women significantly improve women's participation both from economic and social aspects. There is a great potential for the group approach in future while conceptualizing and implementing any programme for the poor particularly women.

The goal of development cannot be shaped and attained without full participation of women in development process. True democracy requires equal participation of women in all walks of life and at all levels of decision making. Women participation has brought new priorities and perspectives in the corporate and social sector.

Empowerment of women would create a new world of equality between men and women. It should remove subordination of women. Ones they become empowered they can have control their labour, income, sexuality, reproduction and mobility. Empowered women instead of remaining silent and unquestioning they become articulate and questioned. They become educated from uneducated, changed gender

division; labour instead excepting blindly, them got free mobility in the place of restricted mobility.

In the process of empowerment they have become economically independent not only in earning but also in having control over their income. They would be able to face problems in their life either individually or collectively.

Empowerment, in a wider sense benefits not only women themselves but also the family, the economy and the society. So it recognizes in the HDR 1995 that empowering people particularly women is a sure way to link growth and human development.

Economic Empowerment

Empowerment has multidimensional approaches. There are various dimensions of empowerment for examples educational, economic, psychological, political and social. These are interlinked and cannot be separated.

One of the important approaches for our concern here is economic approach. Economic approach starts with recognizing and revaluing women's work. One of the reasons for their subordination is that women's work is unpaid and underpaid and also it is considered as a part time or as helping income in household not as a sole earner. Lack of control over material resources, lack of education, skills, training has caused women economic insecurity so there is greater need for access to and control over resources, skill developments through training, savings and credit facilities to bring economic empowerment of women. Those who are earning must have control over their income. Organization of women, forming and undertaking group activities, establishing thrift groups, providing financial assistance, encouraging self employment, etc, are the strategies for economic empowerment.

Women's economic participation has on the whole been increasing. Great inequalities remain however, between men and women in employment opportunities and rights, remuneration and recognition of women's economic participation.

Overall women have far fewer job opportunities than men and are disproportionately found in lower paid and less prestigious occupations. They earned far less even when performing the same work as men. Women hold only a small proportion of management positions and are seldom in the leadership of trade union which may explain at least in part, women's being position in regard to rights such as maternity leave and job security, and the provision of social services such as child care. Women who work outside the home are still responsible for the domestic work of the household and thus bear a double work burden, which is an obstacle both to better employment opportunities and to social and political participation.

Women's unpaid household work is usually not valued or considered a contribution to the economy. Lack of income or low income also reduces women's decision making power in the household and their ability to participate in social and political activities. The inequalities women face in economic participation have an adverse effect on women's self-esteem and their status in society.

Participation in economic life also affords people a basis for self respect and social dignity attributes that are integral to participating in all dimensions of life.

Although woman's population is almost equal to that of men. Their active participation in economic development seems to be insignificant till 1990. The women in India didn't enjoy social freedom so as to freely mingle with the mainstream of life sharing the nation building activity through realizing their full potentials. Keeping the above background it is very clear that the entrepreneurship for women group is essential and it is to be developed.

Having realized the importance of the role of women in the national development in the sixth five year plan a special chapter on women's development has been included and the chapter explains the plan of action for "integration of women in development". Further then new industrial policy of government of India has especially highlighted the need for conducting special entrepreneurship programmes exclusively for women group.

Women Entrepreneurship

The term women entrepreneurship refers to socio-economic and political upliftment of women folk making them equal to their men counterparts in all respects. World Bank defines empowerment as "the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes".

Primarily the Indian women are generally undervalued and considered inferior to males. Creating and developing more women entrepreneur's in India is nothing but giving them their due share of recognition and social respect. With the advent of liberalization policy there is a lot of scope for the growth of entrepreneurship under the private sector and at the same time the circumstances to development women entrepreneurship have become congenial. Most of the women entrepreneurs carry on small or medium sized business and many of them operate in the informal sector.

Objective and Sources of Data

The objective of the paper is to study the impact of vocational or skill development programmes with reference to woman's control over income and decision making.

The objective of this study is to determine to what extent girls and women have been given priority and benefited from the *Community Learning Centers (CLC)*. The

indicators taken here are: Whether gender empowerment has taken place, if gender and development issues are integrated in the project, whether gender equality is promoted and if gender mainstreaming has been a focus.

This paper is based on the study of four Community Learning Centers (Ekta Shikshan Sansthan, Deep Welfare Organization, Samuel Foundation Community Center, Ghari Gao Community center) located in the semi-urban area of Delhi. This paper analyses how local community centers helping women to be not only skillful, independent but also empower them and enhance their participation in national economy.

To generate data from the members of the CLC's, an interview schedule through questionnaire and focused group discussion method have been used. The data have been collected from 80 women members of 4 samples CLC (twenty interviews from each CLC).

It is observed that women's participation has increased in most areas in the communities where CLCs are found. There are clearly more women taking part in literacy and other forms of education, such as tuition classes. CLCs have benefited Women and given them more time to pursue their own personal goals. Women have also increased participation in skills training, savings groups and management and administrative functions in the community.

This empowerment also led to women taking more active roles in small scale production, trade and saving schemes. They particularly expressed a sense of increased independence and that they had new ideas they wanted to try out. The women also expressed that they had become more *visible* in the community and that other community members paid more attention to them and their needs.

Problems of Women Entrepreneurs

Through our study we have found that there are some of the obstacles which limits woman to enter into a world where they can prove themselves and become independent. These are: shortage of finance, inefficient arrangements for marketing and sale, shortage of raw materials, stiff competition, high cost of production, low mobility, family responsibilities, social attitudes, low ability to bear risk, lack of education.

Suggestions for Improving the Status of Women Entrepreneurs

Training facilities - training and skills are essential for the development of entrepreneurship. Training schemes should be so designed that women can take full advantage. Family members don't like women to go away to far off places for training. Women have potential and the will to establish and manage enterprises of their own.

What they need is encouragement and support. Financial assistance. supply of raw

materials, education and awareness; change the attitude, constitutional and legal rights.

Swawlamban Programme - was launched in 1982-83 with assistance from the Norwegian Agency for development for corporation. The object of the programme is to provide training and skills to women to facilitate them to obtain employment or self employment on sustained basis.

Most women business owners in Indian organization were either housewives or fresh graduates with no previous experience of running a business. These women may join their family business or these women business owners were in traditionally women oriented business like garments, beauty care, fashion designing which either do not require any formalized training or are developed from a hobby or an interest into a business. The classic example will be of herbal queen Shehnaz Hussain who started her herbal base treatment from a relatively small scale. In fact she started literally from her kitchen domain to a chain of beauty parlors spread out across the nation and world.

Conclusion

Economic empowerment provides the women with right to determine choices, the power to control their own lives within and outside home and their ability to influence the direction of social change. For us empowerment means the assertion of self or becoming an agent to manage his or her own life without the control of other and depending on other. We need to empower people particularly for not just change in the power relation and transfer of resources but empowerment towards equality and non discrimination.

There is some truth in the saying that if you educate a man you educate an individual, but if you educate a woman you educate a whole family. In communities surveyed, most women were married and clearly expressed the sense that the CLCs had not only impacted their lives, but also the lives of their families in areas of education, nutrition, health, income, etc. It is concluded that the Empowerment is a process of building capacities and confidence for taking decisions about one's own life at an individual and collective level and gaining control over productive resources. Community Learning Center's are playing an important role in creating awareness and facilitating the empowerment process. The development of skills for utilizing productive resources and involving oneself in collective activities and community life is integral to the process.

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Introduction

The closing days of the Twentieth century have seen two extraordinary developments - an information technology revolution and the end of ideological confrontation between major powers. These developments have had a profound effect on the social, political, economic and cultural organization of humankind, often generically called globalization, and in the field of higher education, this has led in many countries to the adoption and implementation of a single paradigm of a University. This University is expected to operate like a business corporation in a market place producing and purveying technical excellence in knowledge to a large number of students and other clients. But the corporate University does have fundamental problems.

- i) The problems selected for solution through the application of technical excellence are determined by marketing considerations and therefore may not be very deep or great in significance.
- ii) The organizational principles employed under this type of regime do not engender the long-term commitment of academic staff

So the traditional Universities must think for total quality in higher and technical education. Take two Heads of Institutions, each having same numbers of staff and facilities. Let these faculties and facilities be equal in all aspects. Let both heads rise equally early, and go equally later to rest, be equally active, sober and industrious, and yet in the course of a year, one of them, without pushing the hands that are under him/her more than the other, shall have performed infinitely more effective and meaningful work.

Now why and how this difference in performance? The one who breathed, "Total Quality" has gone in the right directions and thus created a miracle. The one who substituted trust for strict rules and controls has brought positive changes in the institution.

Higher and Technical education can play a crucial role in the economic and cultural reconstruction and development of the nations. For hundreds of years, the universities and effective educational systems are development factors and agents of change in their communities. In the last decades, a lot of innovative experiments are being done to improve the performance and introduced several laws and

constitutions for both academic and educational standards aimed to further develop and improve its ability to compete consistently by successive Indian governments, realizing the importance of this sector for socio-economic and cultural development and this requires an ideal governance and service delivery, but the system of higher and technical education in India must be reshaped, the strength must be maintained, but the weaknesses must be addressed and developed, to serve a new social order, to meet the pressing national as well as world markets needs, and to respond to a context of new realities and opportunities. [1]

Quality and Total Quality

Quality is the totality of future characteristics of a product or service that bears on its ability to satisfy stated or implied needs of the customer. Total quality is the continuous improvement of everything that is done by everybody at every level in every function and every process and every day.

Total quality on the part of all employees from Head to watchman is the necessity and not the optimal requirement for the survival of any University or Institution, whether State level or National level, whether Government or aided or self-financing, due to the LPG (Liberalization Privatization & Globalization) policy of our Government. Liberalization has opened vistas for foreign colleges and Universities to offer joint venture programmes to our student community at subsidized rates. Privatization policy enabled many to start self-financing Institutions challenging the existing (especially Government) Institutions. Globalization has created a transparent media, a graphical representation of the latest technology in any part of the globe and hence created a highly competitive environment. It is high time for educators to understand that institutions are also industries where the students are raw material and the product is the change acquired in his/her knowledge, skill and attitude with total personality development through the process of all activities that are being carried out in the institutions by all employees and utilizing all resources. Every individual from the University or from the institutions must think. "The right performance of this hour's duties will be the best preparation for the hours or ages that follow it." Who are the worst people in the world? Those who know their duty and do not practice it.

Components of Total Quality

Technical excellence would appear to be a suitable criterion for the purpose of a University, but the problem that arises is that the use of "excellence" as an absolute standard, which has the effect of placing technique above ends or values. The result is the decline of the classical disciplines, which can be seen occurring on a global scale. In the countries where universities have been corporatized, many classics department have been eliminated, but the demise of classics is not restricted to the humanities as it is also occurring in the classical science disciplines of chemistry, physics, botany, zoology, mathematics and Computer Science where again the

pure is giving way to the applied. The removal of disciplines from university curricula follows automatically from the conception that a University must produce a "product" that can be "consumed" and if a particular productive unit has no buyers for its product, then logically it should not continue to exist. But the process of allowing the market place to determine academic priorities does bring with it problems of the credibility of standards.

The different components on which an institution or University has to work to achieve total quality are listed as:

- Supportive and Committed Management
- Continuous staff training
- Environment Enhancement
- Lifelong and continuous education
- Student's guidance and counselling system
- Industry Institutions Interaction
- Curriculum Development (Sequential Curriculum)
- Sound Infra-structural facilities
- Constant and special emphasis on equity
- Learning resources utilization and development
- Documentation
- Public Image building
- Welfare measures for staff and students
- Consultancy and Research work

The list can go further once we start implementing these inter-related components. The inter-relationship between the components shows the dependency of each components on the other and thus simultaneous developments of all components together is essential. The University must design the curriculum by obtaining feedback from Alumni, mass media, conferences and seminars, campus interview, project guidance and by giving industrial training to staff.

Many components have been suggested in the above paragraph to improve total quality of higher education. It is interesting to note that one can draw parallels between industry and education as observed by Toyler (1990) and listed in following table.

Industry	Education
Design Control	Curriculum design
Raw material Inspection	Student Selection
In-process inspection	Assessment methods
Calibration of test equipment	Validation test methods
Quality manual	Lesson plans, syllabi
Process control	Control of learning process
Corrective action	Diagnosis of learning difficulties

It is important to remember that similar to variability among products coming out of industrial process, variability exists among students also. But while greater control is possible over an industrial process through use of microelectronic technologies, similar exact control is not possible in an educational process due to significant involvement of human elements.

Total Quality Management

Total quality management (**TQM**) means the management of all the elements of an organization processes, practices, systems, methodologies and of all those who are involved or damage in any way the quality of product or service. The main goal of total quality management is to create within the organization a climate in which all the resources are used creatively and efficiently and which gives the staff confidence in management.

The re-establishment of a normal balance between the management of quality and institutional culture is done through:

- the implementation of new ways of thinking ;
- the implementation of strategic management;
- the implementation of quality management.

The new thinking models must be focused on dynamics intelligence and creativity. The development of new thinking models leads to the acceptance of changes as normal and natural phenomena of permanent adaptation to the social and economic environment. Intelligence allows obtaining some more upgrading solutions and therefore the creativity leads to new things. Using such models of thinking the knowledge can be assessed more and thus the models of behaviour allow the evolution of the values into an incentive and competitive climate. By implementing the strategic management activation of the university and a protection of the developing needs on a period from 3 to 5 years are produced. The mission of the universities is obvious, the fundamental objectives over which all its energies should be concentrated. [2]

Quality means degree of excellence. It means peculiar and essential character that makes something unique and the best of its kind. It is generally defined as conformance to requirements. It is also conformance to standard that is required. Total Quality Management provides what is required, as judged by the client. It is accomplished through everyone in the organization being committed to achieve results, a passion for quality and decisions based on performance data. [3]

For Successful Implementation in Education

For the successful implementation of TQM in education quality circles are to be formed. A quality circle consists of small groups of people that meet on a regular

basis to discuss problems to seek solutions and to cooperate with management in the implementation of those solutions. Quality circles utilize organized approaches to problem solving; operate on the principle that employee participation in decision making and problem solving improves the quality of work. In education quality deals with monitoring and identifying the areas that affect the levels of teachings. The strategic planning of this element would examine how the institution sets strategic directions and how it determines key plan requirements with a primary focus on student's satisfaction.

TQM should ensure reliability and accessibility of the necessary key information required for day to day operational management. It would also focus on making analysis of facts and information and respond to situations in a fast and effective manner. This element examines how the institute determines the needs and expectations of students and stake holders.

Importance of TQM in the Education System of India

India being a democratic country ensures everybody of equal chance in getting education. There are a number of educational institutes but they provide theoretical education. No emphasis is given on practical education. As it is evident, school education is the foundation or building block for the university education and the system of whole country. If we do not pay attention to quality education at school level, our university level education and mission of literacy will be failure. Without total quality management, we cannot transform our simple or traditional society into knowledge society. Without improvement and efficiency in education system it will be difficult for India to move ahead in shoulder to shoulder with other countries.

Improvement in quality is never ending. Education quality leads to a prospective future. Hence insight on quality indices and virtual implementation need to be given top priority and due attention should be paid to the category in the wide range of educational strata e.g. school, university, educational management and the staff. All the educational institutions should be provided sophisticated infrastructure, well qualified teaching staff, well qualified management to make TQM implementation success. Not only government aided institutions but privately managed educational institutions should be insisted to adopt the philosophy of TQM. [3]

Conclusion

The present paper tries to suggest measures for total quality improvement in higher & technical education. Total quality of higher & technical education could be a very sensitive and hazy issue with parameter of assessment varying from time to time or place to place. Particularly in the light of education sector being privatized and liberalized, it is essential that a clear quality model be prepared and implemented to maintain market acceptance. One could assume that although the paradigm of

the traditional University now appears to be defunct, that the present task confronting academics, administrators and societies is to build upon those aspects of higher education corporatization that are positive by minimizing or neutralizing the harmful aspects of the process by rejecting the idea that a University must follow market trends and reaffirm its special role as an institution dedicated to the pursuit of significant knowledge and lasting values.

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Impact of In-service Teacher Education Programme of Sarva Shiksha Abhiyan on Classroom Processes at Elementary Level

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Introduction

Sarva Shiksha Abhiyan, a flagship programme of Government of India for the promotion of Universalisation of Elementary Education has several features that seek to improve the quality of elementary education. The physical spaces of schools can be transformed into learning spaces only if certain basic provisioning is ensured. This provisioning includes an adequate number of teachers in schools, facilities for training of teachers, structures to provide regular on site academic support, grants to facilitate development of teaching learning material to aid classroom instruction, textbooks for children from special focus groups etc.

The teacher training programme places great emphasis on preparing the teachers for teaching by building their capacity through a series of training programmes. The SSA provides for regular 20 -days in-service training for every teacher every year along with facilities for 30 days training for newly recruited teachers and 60 days training for teachers those have not received pre-service training. Training covers several pedagogical issues including content and methodology, to improve teaching learning transactions at classroom level. States have started exploring several innovative means of imparting these trainings such as use of distance education, self learning mode and use of the educational technology.

Teacher training under SSA emphasizes, child-centered pedagogy and competency based teaching learning. In 2006-07, about 29.5 lakh teachers underwent the annual in-service training. NCERT has prepared guidelines for in-service teacher training under SSA, called 'The Reflective Teacher' that advocates an optimum training duration of about 10 days per year. In-service training as suggested by NCERT, should be split up into institutional training 'on site' (that is, in the school), implementation of recommended strategies by the teachers in their own classroom settings

The present study, primarily aims at assessing the developmental perspective and different types of provisions of in-service teacher education programme under Sarva Shiksha Abhiyan. To find out the impact of in-service teacher education programme on affective classroom processes by teachers and the impact of the same on student's performance. It will specifically examine how the recent education system has affected teachers understanding on matters covered in their training

modules, how they are translating it in the classroom situation, how the follow up is being implemented as envisaged in the training module and what is its impact on classroom processes?

Research Aims

The present study primarily aims at assessing the impact of in-service teacher education programme on effective classroom processes by teachers and the impact of the same on student's performance. It will specifically examine how the recent education system has affected teachers understanding on matters covered in their training modules, how they are translating it in the classroom situation, how the follow up is being implemented as envisaged in the training module and what is its impact on classroom processes.

Objectives

- I. To study the impact of in-service teacher education programme under Sarva Shiksha Abhiyan in terms of change in teacher's behavior.
- II. To analysis the in-service teacher education programme under Sarva Shiksha Abhiyan in terms of change in student's behavior
- III. To assess the impact of in-service teacher education programme on Classroom processes under Sarva Shiksha Abhiyan.

Research Questions

The main purpose of the study is to examine the growth and development of Sarva Shiksha Abhiyan and its impact on education, provision of in-service education programme under Sarva Shiksha Abhiyan and to access their changes in the teacher's and student's behavior for making them more effective. Hence, the following questions are formulated for the above objectives to study the problem.

1. How in-service teacher education programme under Sarva Shiksha Abhiyan can be more result oriented which could change the approach of teachers towards teaching processes in the class room.
2. How do elementary school students perceive about the quality of teachers who have under gone in-service teacher education programme under Sarva Shiksha Abhiyan and the approaches of the students towards their trained teachers.
3. What are the impacts of in-service teacher education programme on classroom processes under Sarva Shiksha Abhiyan and how it has shown the mark of improvement?

Scope and limitation of the Study

1. Only Brihanmumbai Municipal Corporation (BMC) schools under Sarva Shiksha Abhiyan are included in the study.
2. The study conducted both in primary and upper primary schools under Sarva Shiksha Abhiyan.
3. The study is limited to in-service teacher education course, not to pre-service and distance education.
4. The study is limited to Mumbai and suburb Mumbai not in other district of Maharashtra.
5. The study is limited to B.M.C Marathi; English and Hindi medium schools under SSA, other medium schools like Gujarati, Urdu, Telugu, and Kannad, etc. are not included.

Methodology

A descriptive normative survey method has been used by researcher, it combines two research methods: gathering information to describe the object of the study (descriptive method) and critiquing of the object to identify ways to improve it (normative method).

Sample Size and Selection

Cluster sampling was used for carrying out the study. The sample size of the study is as given in tabular form.

1) Total Number of BMC Schools Selected

Marathi Medium	Hindi Medium	English Medium	Total No. of BMC Schools
13	09	08	30

2) In-service Teacher Trainers

Primary Section Teachers	Secondary Section Teachers	Total No. of Teachers
40	80	120

3) Focus Group Discussion

Classes	Boys	Girls	Total No of Students
3 rd & 4 th	23	20	43
5 th & 6 th	75	78	153
7 th & 8 th	81	73	154
Total	179	171	350

4) Classroom Observation

Trained Teachers	Un-trained Teachers	Total No. of Teachers
60	40	100

Sample selections

The researcher collected data from different elementary school teachers who received in-service training organized by SSA. The researcher selected clusters from different zone of Mumbai and suburbs i.e. Western, Central, Harbourlines. Mumbai (ward A to E) has 234 BMC schools, Zone 1 has 339 BMC schools, Zone 3 has 715 BMC schools and Zone 4 has 513 BMC schools. The zone is divided into different Municipal Wards. Through random sampling methods, the researcher selected wards stretched from Mumbai to Dahisar (last suburb on Western Railway), Mulund (last suburb on Central Railway) and extended till Mankhurd (Harbour line).

Tools of Research

The researcher used tools developed by Sankar Prasad Mohanty, Ravenshaw University, Cuttack, Odisha (2013) for Elementary School Teachers, Focus Group Discussion (Students), and Classroom Observation Schedule to collect the data for the research study. Different tools were required to seek information regarding phenomena. Researcher used the following tools for collection of data:

- 1) Questionnaire for the Elementary School Teachers
- 2) Questionnaire for Guidelines for Focus Group Discussion
- 3) Questionnaire for Classroom Observation Schedule
- 4) Documentary Analysis.
- 5) Photographs.

Techniques of Data Analysis

The researcher collected data with the help of three tools to ascertain the quality on in-service training programme for the elementary school teachers of Mumbai and suburb Mumbai.

The tools were used based on different dimensions in order to assess the quality of such training programme and the impact on classroom process as a result of such training. The data collected through the above tools; have been analyzed by using both quantitative and qualitative techniques. With permission from the Chairman of ward committee, Administer Officer (AO) of the ward, Head Masters (HM) of the concerned schools, the teachers were supplied the questionnaires to fill up at their convenience. Interviews were conducted with teachers available through an interview schedule to study the impact of in-service training programme on the classroom processes. During the visit, the classroom practices were also observed by the researcher with the help of classroom observation schedule.

The FGDs were organized during the school hour and in some cases during recreation period in a class room. The questions under the guidelines were based on the dimensions pertaining to the quality of in-service training for teachers and impact

of such training as what they felt in the schools. The responses were recorded by the researcher.

The data collected from Classroom Observation Schedule (COS), to explore the impact of in-service training on classroom, were analyzed quantitatively by using percentage analysis technique and the significant differences between two percentages of the trained and untrained teachers were calculated.

Major Findings

Perception of Teachers on Strengths of In-Service Training Programme

Table 1

Sl. No.	Strengths of in-service training	Numbers of teachers Expressed their views
1	Content Knowledge Enhancement	96.28 (80.24)
2	Sharing of Experiences	85.08 (70.90)
3	Interaction with other teachers	96.39 (80.33)
4	Knowledge of new methodology	84.22 (70.19)
5	Clear idea about spots	54 (45.00)
6	Innovative idea	84.12 (70.10)
7	Knowledge about new themes such as NCF, RTE Act etc	111.4(92.86)
8	Skills to present content sequentially	105.14(87.62)
9	School Beautification	73.71(61.43)
10	Maintenance of Statistical record	108 (90.00)

Figures in parenthesis represent percentage

From the Table-1, it was evident that in-service training enhanced their content knowledge as 80.24 % of trainees reported. Majority (92.86 %) of trainees expressed that knowledge pertaining to current themes such as NCF, RTE Act etc was imparted and it could help them in knowing new concepts. The training could enable them (80.33 %) to interact with each other regarding the problem they faced in the classrooms teaching and found solution of those problems through interaction. There was sharing of experiences among teachers (70.90 %) out of teaching learning process in the school. Less number (45.00 %) of trainees reported that, the hard spots were addressed in the training programme. The hard spots of all the trainees could have been addressed during the training. There could be improvement of teaching strategies, methods among the teachers (trainees).

A. Major Weaknesses of the In-service Training Programme as perceived by Teachers

The teachers expressed, as presented in Table - 2, about the major weaknesses of the in-service training programme the attended so far.

Table - 2

Perception of Teachers on Major Weaknesses of the In-Service Training Programme

N=120

Sl. No.	Weaknesses of In-Service Training:	Number of Teachers Expressed their views
1	Unwillingness of Teachers	39.43(32.86)
2	Lack of equipments	38.00(31.67)
3	Unsuitable dates for Training	78.51(65.43)
4	No substitution teacher arrangements	90.28(75.24)
5	No food arrangements	120(100.00)
6	No actual TA	120(100.00)
7	Uncomfortable sitting arrangements	108.27(90.23)
8	No Transportation arrangements	84 (70.00)
9	Unsuitable Training venue	48 (40.00)

Figures in parenthesis represent percentage

Table - 2 depicts about the major weaknesses of in-service training programme as expressed by the teachers (trainees). Among all the weaknesses, lack of equipments and no proper sitting arrangements was reported by 90.00 % of teachers (31.67 and 90.00 respectively) chairs was uncomfortable, found uneasy to sit for long time writing facilities was not there, no benches was arranged. Dates for training were not suitable, No substitution teacher were arranged for the schools, when teacher are on training no one to supervision classes in schools, no transportation was provided, actual TA was not provided during the training as majority (>50.00 %) of teachers expressed their views on it.

1. It has noticed from the response of the in-service training teachers that more than twenty percent are facing difficult to attend training classes because of notice given was too short, the venue of training place was long distance from their home and some other difficulties like lack of time, health problems etc. but more than thirty percent of the teachers felt there was no difficult in attending the training. Hence a significant number of respondents felt in-service training improve the teaching proficiency in the schools.
2. The response of the sample teachers infers that irrespective of their working area, more than sixty percent are attending the current training sessions but they felt the training dates are not suitable to them.
3. The sample teacher said there is no library/ reading room facility at the training centers.
4. The response of the teachers indicates that more than eighty percent of the trainees have received training materials during the training and they have read the material during the training period. A significant number of teachers did not read the training methods because of its difficult to understand and lack of time to read the material.
5. The analysis of data conclude with major deficiencies identified at training centres by the teachers are no internet facilities, television, DVD Player and type recorder, content was too theoretical.

6. A major group of in-service teachers felt the training programme was relevant to their needs because they felt lecture/ discussions, practical work, group discussions, self-study and guided study are most useful in the transaction methods used at training programme.
7. More than twenty percent of the sample teachers said that the reading and writing materials have given at training centres before the training period but they did not completed the reading and writing assignments as required by the training centre.
8. The opinions of the teachers on use of teaching aids shows good and excellent, but in the participation of topic shows found average and below average.
9. It can be concluded that the interaction between trainees and resource persons found good and excellent and mastery over the subject shows good and excellent.
10. Eighty percent of the teachers felt the presentation of concepts is good and excellent; they are satisfied with opportunities given to trainees to seek clarification.
11. A significant number of teachers felt the training programme help them and enrich training understanding of the contents covered and they useful in learn things that they did not know before.
12. It can be concluded from the data that major group of teachers felt making it more interactive in the class and explaining some topics in a better way are learnt useful in improve the teaching. Whereas, giving more appropriate assignments and have works to children and testing students and using results for improvement of teaching are useful to some extent. Nearly forty percent of the respondents felt that paying attention to the children with learning difficulties in the class is most useful to improve teaching.

B. Analysis the In-Service Teacher Education Programme on Student's Behavior

Major outcomes of Discussion

Students expressed that the majority of the teachers ask questions related to the topic and courses of the study only. The teachers write the name of the topic and important points on the blackboard while teaching. Sometimes students are allowed to write on the blackboard as an activity based learning. Teachers follow participatory approach e.g. Question-answer, storytelling. Teachers rarely use Teaching Learning Materials even while teaching Math and Language, but they use it to some extent in teaching of Science and EVS.

The students are allowed to share their own experiences in the class for better learning; sometimes the students participate and feel free to give suggestion on the topic. Majority of the students reported that the teachers after in-service training behave in friendly and respectful way. The trained teachers give desired answer with proper clarification on the questions asked by the students.

Majority of the students expressed that teachers uses pictures, models, charts, maps etc. for teaching. Teachers demonstrate certain activities such as group work, games, role play etc. to motivate / attract students towards learning different subjects. Electronic Teaching Materials such as Computer, TV, and Radio etc., are not used in the school. One computer is there but for office uses. Teachers after training create a suitable atmosphere and allow the students to participate in the class, so that they feel free to seek more information and elaboration on the topic taught by the teachers.

C. Classroom Observation Schedule

1. It can be concluded that eighty percent of the classrooms were observed that the previous knowledge experience of the students was utilized, whereas, fifty percent of the un-trained teachers in the study area are not specialized in subject, which indicated the significant positive effect of in-service teacher training too on the skill of teacher.
2. More than seventy five percent of the classrooms in the study area are utilizing practical aids and observed that students are attending practical classes.
3. Less than fifty percent of the un-trained teachers have not shown teaching aids in time. Hence trained teacher differ significantly from their un-trained counterpart.
4. The study indicate that ninety percentage of trained and seventy five percentage of un-trained teachers use blackboard for teaching frequently. Hence trained and un-trained teachers did not differ significantly in the skill of blackboard use.
5. Most of the teachers found to be very careful while answering the questions asked by the students. Some time teachers found to postpone the answer of the questions raised by the students for the next day. Teachers receive feedback from the students about the method of teaching. It was also noticed that teachers summarize the learning points at the end of the deliberations and was very active in delivering the lesson.

Conclusion

It is undoubtedly true that the in-service teacher training under SSA constitute the cornerstone of the entire education system in Mumbai. The teachers need the proper platform where they could get latest information mainly about the latest teaching techniques and strategies. The modern methods and approaches to interact with the students effectively being devised by various scholars of modern time should be brought down to the level of the teachers associated with upper primary education. As many as the teachers opined that there is no difficult in training, but a significant number felt the commence period was very short and the location of training programme was long distance from their working place.

The training component has been judged useful for teachers to a large extent in the areas of; use of Teaching Learning Material in classroom situation, activity based teaching and child centered approach followed by subject enrichment. Training material was made available to 98 % trainees /participants as and when the training programmes were organized.

The Resource Persons stressed mainly on discussion approach and demonstration techniques while communicating with the trainees. Usefulness of resource material in the actual classroom situation is not as effective as it should have been.

Majority of the teachers serving at primary level in the selected schools are not possessing higher academic qualifications. However most of them possess the desired professional educational qualifications.

Suggestions

- Teaching Learning Materials were not used frequently.
- Modern ICT tools like computers with internet connectivity, LCD projectors should be used for presentation of information which may bring more clarity and understanding among the trainees.
- The teachers (trainees) suggested that, in-service training for the elementary school teachers needs to be compulsory for all untrained teachers.
- Proper pause, intonation, pronunciation etc. were lacking while reading a loud by the teachers.
- Food arrangements, sitting arrangements, suitable date for the training should be provide in training centre.

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Concept Mapping as a Successful Tool of Teaching, Learning and Evaluation for Pre Primary Level

Ratna Gupta

There are various methods of teaching as lecture method, seminar method, discussion method, learning by doing, play way method etc. One of these methods is concept mapping method which is comparatively less heard. Concept mapping is a graphical tool for organizing and representing knowledge. It includes concepts, usually enclosed in circles or boxes of some type and relationship between concepts is indicated by a connecting line. Words written on the connecting line referred to as linking words or linking phrases specify the relationship between the two concepts. Is concept mapping a successful tool of teaching learning and evaluation for pre primary level? This research paper inquires about it.

There are various methods of teaching as lecture method, seminar method, discussion method, learning by doing, play way method etc. One of these methods is concept mapping method which is comparatively less heard. Concept mapping is a graphical tool for organizing and representing knowledge. It includes concepts, usually enclosed in circles or boxes of some type and relationship between concepts is indicated by a connecting line. Words written on the connecting line referred to as linking words or linking phrases specify the relationship between the two concepts.

Concept maps are represented in a hierarchical fashion with the most inclusive most general concepts at the top of the map and the more specific less general concept arranged hierarchical below. Specific examples of events or objects that help to clarify the meaning of a given concept may be added to concept maps, but normally, these are not included in ovals or boxes.

Concept mapping is based on Asubel's (1963) Assimilation Theory of learning. The fundamental idea in his theory is that learning takes place by the assimilation of new concepts into propositional framework held by the learner.

According to Novak, J.D. (1990) concept mapping is so powerful for the facilitation of meaningful learning that it serves as a kind of template to help organize knowledge and structure it, even though the structure must be built up piece by piece with small units of interacting concepts and propositional frameworks. Many learners and teachers are surprised to see how this simple tool facilitates meaningful learning and not only permit utilization of knowledge in new contexts, but also retention of the knowledge for long periods of time.

Shailza, H.M (2009) reveals in her study that most of students (93.5%) agree that concept mapping is useful in understanding the concept. Majority of the pupils are of the view that the concept maps help in seeing relationship between concepts. More than two third students report that concepts mapping is useful in remembering the content. Around sixty % students reply that concept maps help them in finding relationship between subordinate and super ordinate concepts. 62.5% students feel that the group concept mapping is easier and 37.5% of students feel that individual concept mapping to be easier.

Agarwal, P. (2012) in her research article tells about the history of concept mapping and the process of making good concept maps.

Process of Concept Mapping

The process of concept mapping has six steps and they are:

1. Note the keywords, phrases or ideas from lessons or text.
2. Arrange them in a hierarchy
3. Draw circles around the concepts.
4. Connect the concepts using arrows or lines.
5. Provide examples if possible at the end of each branch.
6. Cross-link hierarchies or branches where possible.

It is important to recognize that a concept map is never finished. After a preliminary map is constructed, it is always necessary to revise the map as only in this way other concepts can be added. Good maps usually result from three to many revisions. This is one reason why using computer software is helpful.

The concept map can also be a class effort, using a projector, where all students can give their opinion and participate in the construction of the map. There is a growing body of research that shows that when students work in small groups and cooperate in striving to learn subject matter positive cognitive and affective outcomes result (Berk, 1995).

Vygotsy (1978) introduced the idea that language and social dialogue can support learning, especially when members of the social group are at about the same zone of proximal Development (ZPD). He describes the ZPD as that level of understanding for a given subject where the learner can progress on her/his own, with minimal aid from a tutor.

Preszler, (2004): states when students work co-operatively in group and use concept maps to guide their learning, significantly greater learning occurs.

How to Build an Effective Concept Map

To make an effective concept map one has to avoid directional confusion and the second thing is that there should be accuracy and thoroughness in the concept map. Besides it should be well organized and attractive in appearance and creative. After making a concept map, one should check it by asking certain questions to self and they are:

- Are the concepts and relationships correct?
- Are important concepts missing?
- Are any misconceptions apparent?
- Is the concept map laid out in a way that higher order relationships are apparent and easy to follow?
- Is the assignment done with care showing attention to details such as spelling and penmanship?
- Is it neat and orderly or is it chaotic or messy?
- Are there unusual elements that aid communication or stimulate interest without being distracting?

How to use Concept Mapping in Teaching, Learning and Evaluation at Pre Primary Level

At pre primary level teachers can teach by making concept maps through some objects, these objects may be toys, wire, wool, doll, thread and other useless things. To do this, he will have to put objects at the place of basic concepts and then he will have to link those with a thread like object, as wool, clay etc. it will work like a linking line, and on that thread line, he will have to write connecting words with alphabets written on block. He can prepare these objects based concept maps on ply-boards, or paper sheets of large size or even on the floor.

One of the uses of concept maps is not only as a learning tool but also as an evaluation tool (Mintzes et. al, 2000, Novak, 1990). They can be as effective as more time consuming clinical interviews for identifying the relevant knowledge learner posses before or after instruction (Edwards and Fraser, 1983) Concept mapping is an easy way to encourage very high levels of cognitive performance, when the process is done well. This is one reason concept mapping can also be a very powerful evaluation tool (Edmondson, 2000). Concept mapping assists students who have difficulty in reading and writing text to graphically represent what they are learning. Anderson Inman, L, et.al. (1998). It evaluates students both individually as well as in group: if the space and objects are in plenty and number of students are much, teacher can use it in group and if otherwise, he can apply it individually. The teacher can make use of the following techniques for evaluation purpose.

Map Construction Technique

He can ask students to make concept maps with the help of objects. In this technique he will have to give objects to children either individually or in group and they will construct maps accordingly.

Links Missing Technique

Besides, there can be some other ways also. The teacher can put objects related to a concept in a hierarchical way and ask students to link them with thread like object or arrows that can be drawn with chalk also.

Objects Missing Technique

Another way is that, the teacher can make the complete concept map except two or three objects missing from the map and ask students to put the right object at the missing place.

Objects Rearrange Technique

Moreover, the teacher can make the map with all the objects at wrong places and ask students to put the right object at the right place.

In this way through concept mapping the whole education process becomes activity centered and object based and so interesting and concrete and so the things learnt in this way become long lasting.

Conclusions and Suggestions

Nerves that lead from the eyes to the brain are many times larger than those leading from the ear and science tells us that we give twenty five times as much attention to eye suggestions as we do to ear suggestion. In concept mapping technique our eyes are involved so our learning is better while in lecture method our ears are involved so our learning is poor and achievement is little. Besides our brain works to organize knowledge in hierarchical frameworks and that learning approaches that facilitate this process significantly enhance the learning capability of all learners (Brasford, et. al 1999) Moreover our brains have a remarkable capacity for acquiring and retaining visual images of people or photos; we forget the name of people but we do not forget their appearance. Perhaps this is the reason that proverbs that are passed on from generation to generation are almost all visual sayings as, 'a bird in the hand is worth two in the bush', 'it never rains but it pour', 'you can lead a horse to water but you cannot make him drink'. Similarly we find the same picture element in almost all the 'similes' that have lived for centuries and grown hoary with too much use as, 'shy as a fox', 'dead as a door nail'; 'flat as a pancake', 'hard as a rock'. Perhaps, Lincoln and Shakespeare knew about this element, so the former in his

speeches and the latter in his writings used visual phraseology. As in concept mapping, there is visual presentation learning is long lasting and so the achievement is high. Thus, it is a reality not a myth that concept mapping is a successful tool of teaching, learning and evaluation at pre primary level.

Finally Pre Primary teachers can be suggested to make use of concept mapping technique for teaching, learning and evaluation because if they teach by this technique their students' learning and thereby their achievement can be better. It is because 'one cannot rely on speech alone to make himself understood or to gain and hold attention A dramatic supplement is needed. It is better to supplement whenever possible with pictures which show the right and the wrong way, diagrams are more convincing than mere words and pictures are more convincing than diagrams. The ideal presentation of a subject is one in which every sub-division is pictured and in which the words are used only to connect them. It has merely been found that in dealing with men a picture was worth more than anything.' (Carnegie, D. 2012)

Similarly, education planners may be suggested:

- to get published books based on concept mapping technique.
- to promote concept mapping technique through workshops, seminars and conferences short terms courses, orientation courses and refresher courses of U.G.C.
- to include in the curriculum of B.Ed., BTC. M.Ed. a chapter of concept mapping.
- to provide various grants, for promoting concept mapping based researches
- to promote publication based on concept mapping.

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A Critical Analysis of the Five-Year Plans: Reflecting Adult Education, Skill Development and Women Empowerment

Prachi Sinha

Introduction

Education empowers an individual and enables him to participate in the decision-making process at the local, the national, and the international level. It is also important that we empower women. The Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) have emphasized upon women's education, and their employment. They are seen to be the primary guardians responsible for altering the quality, and the quantity of the human resources available in our country to promote sustainable development.

Post Independence, the development of India is based on planning, which is carried out through Five-Year Plans which are developed, executed, and monitored by the Planning Commission till 2014, and the National Institution for Transforming India (NITI) Aayog thereafter.

First to Fifth Five-Year Plans and Policies

In the First Five-Year plan (1951-1956), the adult education was mainly confined to literacy. "Social Education" was introduced for community upliftment which would utilize the limited resources of our country. This programme included literacy, health, and recreation of the adults, their domestic and economic life, and citizenship training.

Post-literacy programmes were also introduced through libraries, but it was not successful in rural areas due to lack of suitable literature (Shah 1999). To improve the economic conditions of the villagers, improved methods of crafts, and agriculture was taught. Cooperatives were developed as part of social education.

The Second Five-Year plan (1956-1961) proposed to provide developed facilities for the continuation of regular classes, and social education classes at various levels. The States were asked to open literacy, and social education centres, provide training to social education workers and organizers, libraries, provide literature, audio-visual education, and establish Janata colleges (Shah 1999, 205). "The Ministry of Education had proposed to establish a fundamental education centre for training social education organizers, and for continuing study, and research in social, and basic education." (Shah 1999)

The Third Five-Year plan (1961-1966) had proposed to develop social education and adult literacy as extension activities undertaken by educational institutions, especially village schools, in collaboration with panchayats, cooperatives, and voluntary organizations (Shah 1999). The main focus was men and women.

Adult literacy through mobilization of voluntary organizations, and local community resources were focused in the Fourth Five-Year plan (1969-1974). The responses given on pilot projects in selected districts enabled it to be extended in other areas. Students volunteering under National Service Scheme (NSS), industry, and voluntary organizations came to assist (Shah 1999, 207). This Plan had also proposed a programme of Farmer's Education, and Functional Literacy in high-yielding crop areas (Shah 1999).

The Indian Education Commission, also popularly known as the Kothari Commission (1964-1966), aimed at developing the nation through education. It believed that education based on scientific advancement would enable progress. The commission suggested vocationalisation of plus two stages of secondary education, which would make it a self-sufficient stage (Pawar 2004, 99).

The Fifth Five-Year plan (1974-1979), basically, extended the existing schemes. The main objective of this plan was eradication of poverty, and achievement of self-reliance.

Analysis of the Plans and Policies

In the above plans, the educational reforms were introduced with great expectations, but were left in a neglected state, or were continued in state of hibernation (Raghavan 2003). The main reason for this was the partial acceptance of the programmes by the beneficiaries. The objectives of these programmes were not clearly conveyed to the beneficiaries, and hence, they could not participate, and take benefit from these programmes. The proposed programmes were initiated with social education, which gradually shifted to functional literacy.

Sixth to Twelfth Five-Year Plans and Policies

The Sixth Five-Year plan (1980-1985), emphasized upon minimum essential education to all citizens, irrespective of their age, sex, and residence (Shah 1999, 208). It was characterized by inter-sectoral cooperation, and inter-agency coordination. Technocracy was adopted as an instrument for spreading literacy, numeracy, and practical skills relevant to the economic activities of beneficiaries. In this plan, 15-35 age groups were prioritized as they had the potential for an immediate impact in raising the productivity of the economy. Simultaneously, the adult education programmes from previous plans were to continue in cooperation with other developmental activities, and employment agencies (Shah 1999).

Focus of the Seventh Five-Year plan (1985-1990) was on the eradication of adult illiteracy, and the development of continuing adult education programmes (Shah 1999). The programme was to be linked with other development programmes like the Integrated Rural Development Programme (IRDP) which would involve active participation from the village Panchayats, the Mahila Mandals, the community centres, and the like (Shah 1999, 209). The Shramik Vidyapeeths, and similar institutions were to be established for technical, and vocational skill based courses (Shah 1999).

In the Eighth Five-Year plan (1992-1997) concentration was upon the launching of the literacy programmes in districts which were educationally backward, had high Scheduled Caste (SC) or Scheduled Tribe (ST) population, or low female literacy.

This plan had also proposed to the states with strong library movement, the rural libraries were to be integrated with the Jan Shikshan Nilayams (JSNs) (Shah 1999). For this, attention needed to be given to availability of the quality materials.

The Ninth Five-Year plan (1997-2002) gave importance to literacy, as it considered it an important key to India's developmental programmes. The Planning Commission, Government of India (as of October, 2014), noticed that in the previous plans, the post-literacy campaigns were not launched with full dedication, and energy, or in time even in districts where total literacy campaigns were successful. To overcome the drawbacks in the previous plans, this plan had focussed upon giving more attention and emphasis on sustaining the interest of the neo-literates, and making them functionally literate, which required community assistance.

The Tenth Five-Year plan (2002-2007), (as of October, 2014) the Planning Commission, Government of India, had proposed to strengthen the vocational training institutes of the different ministries, and departments, identification of marketable trades, and linking of the institutes and industries. Vocational education was proposed to be given more importance at all levels of education, particularly the secondary school stage.

Restoration of the National Literacy Mission programmes, in the Eleventh Five-Year plan (2007-2012) was proposed. Attention was to be paid amongst the SCs, STs, minorities, and rural women. Along with these, the low literacy states, the tribal areas, and other disadvantaged groups, and adolescents were to be targeted. While taking note of the shortcoming in the previous plans, (as of October, 2014, the Planning Commission, Government of India in volume two on its website) the target age group was increased to above 35 years. The plan (as of October, 2014, the Planning Commission, Government of India in volume one on its website) intended to concentrate on the development of the skills and its relevance in the emerging economy. Hence, this would create job opportunities, and there would be a shift from the agricultural to non-agricultural labour power. The launch of "Skill Development Mission" was proposed in this plan.

In the Twelfth Five-Year plan (2012-2017) continuation of the vocational education for students in the secondary school was put forward. But, the plan had concentrated on providing this skill development in the educationally backward areas of the country. The skill development centres at the Gram Panchayat level, and the equivalent levels in the urban areas were to be strengthened, and expanded to meet the demands of the beneficiaries. The programme (as of October, 2014, the Planning Commission, Government of India in volume three on its website) was planned to create job opportunities for the people in various sectors like manufacturing, trade, construction, transport, and so on. India, with a demographic window of opportunity available, could be known as "Skilled Capital of the World". Although, it provides us many benefits as a country, the main challenge of this plan, to address was the skilling of a large young population from a small base.

The National Policy on Education (NPE), 2016 focused on improving the quality of education, and restoring its credibility. It intended to promote transparency in the management of education (Subramanian 2016, 4). The idea of education should primarily be to build values, create awareness, generate knowledge, and skills (pp. 4). The policy observes that the vocational education for most of the students, the parents, and the community was not considered inspirational. As a result, the schools do not have the required workshops, the trainers, counselling, and the industry linkages to impart quality, and relevant skills. Therefore, the policy recommended the schemes to be reviewed, and improved, so that large sections of the students participate.

Analysis and Conclusion

The above plans and policies suggested that the problem of unemployment can be solved through education, and skill training of the beneficiaries. Emphasis had been on the skilling, the re-skilling, the multi-skilling, and the skill modulation. So, with an increase in the level of education, there would be an increase in the skilled labour force. But, the educated and the skilled labour forces are not able to create their own demand (Singh 2003, 3275). Therefore, the plans and policies need to address the demand-side of the market, rather than creating job opportunities.

As we can see, the above plans and the policies have been formulated, after a good deal of discussions and reflections, but the targets were not achieved. The reasons may be:

1. Insufficient funds and lack of drive for implementation of the programmes and policies.
2. Extra ambitious programmes which resulted into a wide gap between the targets and achievements.
3. The time-period was too short to cover the large population.

So, even after 66 years of planning, the above analysis shows that the five-year plans have been partially successful as far as skill development is concerned. The plans are positive, but the problem lies in its proper implementation. For the plans and programmes to be successful, the government may consider the following:

1. The plans should consider the demands of the people, rather than imposing ideas on them for development.
2. Each state of the country is distinct in its own way. The plans need to be consistent with the social factors, and the obstacles imposed by political, social, administrative, and cultural forces.
3. Today, our formal education system has become an act of depositing, where the students are the depositories, and the teacher is the depositor. Therefore, for achieving the goals set by the plans, and policies, the education system needs to be interactive (between the students, and the teachers) in nature, and encourage critical thinking by the students. As emphasised by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), education should be on the four pillars, namely, learning to know, learning to do, learning to be, and learning to live together.

Hence, we can see that, quality education is important for the development of the people as it influences the skills required in the employment.

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A Comparative Analysis of Distribution of Space and Contents of Two Hindi Dailies

Ram Pratap Singh

Introduction

Currently we are living in the age of information where our day-to-day life is saturated by newspapers, radio, television, books, laptops, mobile phones, movies and the internet etc. In fact, these are integral parts of our lives. Mass media today have become an important social institution in contemporary society (Croteau & Hoynes, 2000). As we know that mass media are considered as means of knowledge and expression of opinions. There is no doubt about the fact that our society has a very intricate relationship with the knowledge and expression of opinions. In today's time, everyone is eager to know that what is going on in the country and the world. In fact, whatever goes on in any part of the world, it influences our knowledge and the development of knowledge in turn influences society (Agarwal, 1995). Mass media play an important role in the process of socialization, social change and development. It is a fact that mass media with the help of new technologies have left deep impact on all aspects of human life.

The history of modern mass media begins with the print media. Newspaper has special importance among print media. It has been observed that from its beginning, the newspaper has been an actual or potential adversary of established power (McQuail, 1987). Newspapers are considered as a crucial source of information and knowledge to the masses. Newspapers also provide timely guidance on many important and burning issues. Newspapers have the capacity to increase your rationality and debating power. There are many advantages of this medium but one of the most important advantages of the newspaper is that it lasts longer and can cover any local and international news or issues into more details. Once you buy a newspaper, you can read it whenever and wherever you want to read. It is a low cost medium in comparison to other print media like books and magazines and also easy to carry in comparison to other mass medium.

India is one of the oldest civilizations with rich cultural traditions of the world. Our country is a vast and unique country with different shades of language and culture which differs from one place to another place. Despite this, we are a country of unity in diversity. In fact, India is the second most populous country of the world where there are 29 states and 7 union territories (UTs) and almost each state and UTs has its own language, dance style, folk songs and dressing scenes etc. It would be fair to say these cultural diversities are reflected occasionally in mass media especially in newspapers. In a country like India where the print media especially the newspapers have a strong presence, there the press is recognized as the fourth

pillar of democratic society. Currently the print media in India is playing a vital role by disseminating important news and information. Indian masses have witnessed in past few years that they can create a public awareness on different socio-political and economic issues and shape their opinions.

It is evident from a recent survey that there are over 780 languages and 66 different scripts in our country in which there are 22 constitutionally scheduled languages across the country (The Hindu, July 2013). We are actually linguistically divided where Hindi is the most popular and widely spoken language among all Indian languages but it is mostly spoken in states like Madhya Pradesh, Rajasthan, Uttar Pradesh, Haryana, Bihar, Uttarakhand, Himachal Pradesh, Jharkhand, Chhattisgarh and Delhi etc. These states are basically Hindi heartland and here Hindi is the official language. Apart from these Hindi belts, there are also thousands and lacks of Indian people who speak Hindi in some non-Hindi states like Maharashtra, Gujarat, Punjab, West Bengal, Telangana and Assam etc. It is believed that this language is spoken by almost 40 per cent of Indians. Hindi is also included in world's top five languages. Although, we do not have any national language but only two languages Hindi (which is written in Devanagari script) and English are used for union government's work. Bengali, English, Telugu, Marathi, Tamil, Urdu, Punjabi, Kannada, Malayalam and Assamese etc. are other important vernacular languages of India.

It has been observed that literacy rate in India has significantly increased across the country and the consumers and readers of newspapers have also increased in past two decades. Increased literacy rates, market expansion, rapid corporatization, political awareness and increase in purchasing power these are some important factors who have contributed for reinforcement of newspapers in our country (Ninan, 2007). It is very interesting to see that newspapers are growing faster in our country in spite of powerful presence of other important medium namely television, radio and digital media. It is now supposed in Indian context that our morning cup of tea is incomplete without newspaper in our hands. In fact, reading newspaper has now become an important part of our day-to-day life. According to prominent media author Robin Jeffrey (2005) India's newspaper revolution has been started and it is making India a different place. Indian dailies especially Hindi newspapers have created a new public sphere. There is no doubt about it that they started a new trend by providing more local news (Ninan, 2007).

It has been mentioned in a latest report that print media especially Hindi newspapers are growing at an incredible rate while in developed countries, it is on a decline. Hindi publications have registered the highest annual growth rate with 8.76 % between 2006-2016 (Audit Bureau of Circulations, 2017). There was a time when English dailies were dominated over social, cultural and political spheres but resurgence of Hindi and other vernacular dailies have really made it difficult for English newspapers to continue their dominance. (Neyazi, 2011). These days, Hindi and

other language newspapers are really doing fantastic in terms of publication and circulation. Today, The Times of India is the only English daily who is in the top ten leading newspapers. As per ABC language wise report (Jan-June 2017), Hindi newspapers were found to have highest circulation in the country. The Hindi newspapers have had 21,569,940 circulations followed by English newspapers which have 7,123,511 circulations. The other language newspapers like Malayalam, Marathi, Tamil, Telugu and Bengali etc. are also doing very well in terms of circulation and publications but these are far behind in comparison to Hindi dailies.

It is generally said that a good newspaper is that which contains several important and interesting contents for its consumers and readers. In this sense, newspapers should cater to various segments of readers by providing different and interesting contents. As we know that in a newspaper industry, there are many reporters or correspondents to cover many important beats like politics, education, crime, sports, entertainment, business, and so on. Knowledgeable and experienced reporters or correspondents are assigned to cover these several beats. These reporters or correspondents are actually responsible for their news coverage or other reports. In today's stiff market competition, it would be fair to say that inclusion of several important contents with an attractive layout is very important not only for readers but also for the survival of any newspaper too.

The present study is confined to two Hindi dailies namely Dainik Jagran and Hindustan. These two leading newspapers are very popular among Hindi speaking states and both newspapers are multi - edition dailies and published from many north-central and eastern Indian cities. Dainik Jagran newspaper was founded in 1942 in Jhansi, Uttar Pradesh. Today it is published from many cities such as Patna, Bhagalpur, Lucknow, Allahabad, Jalandhar, Jammu, Ranchi, Delhi/Noida, Bhopal, Dharmshala, Panipat, Silliguri and Dehradun etc. The headquarters of Dainik Jagran newspaper is located in Kanpur city of Uttar Pradesh. As far as Hindustan newspaper is concerned, it was established in 1936. Lucknow, Agra, Allahabad, Kanpur, Dehradun, Patna, Bhagalpur, Muzzafarpur, Ranchi, Jamshedpur and Delhi etc. these are some important cities of our country from where Hindustan daily is published. The headquarters of Hindustan newspaper is located in New Delhi. As per ABC reports, both newspapers have continuously maintained top positions in terms of circulation for the past many years (Ninan, 2007).

Content analysis is potentially one of the most important research techniques in the social sciences (Krippendorff, 2013). Media researchers have constantly been interested to ascertain the ways in which newspapers cover different contents and to what extent are their differences in their published space and contents pattern. They also want to examine that to what extent the newspapers allocated space to news contents and to what extent the dailies have provided space to various advertisements. In content analysis research, the study of different contents published in newspapers is one of the serious tasks of a media researcher. The present study titled "A

Comparative Analysis of Distribution of Space and Contents of Two Hindi Dailies" was conducted with the following objectives:

1. To classify the several contents of newspapers.
2. To make a comparative analysis of printed space devoted to different contents.

Methodology

Hindi newspapers have had highest circulations in comparison to any other newspapers in our country. Among top Indian dailies, Dainik Jagran was the second largest newspaper with 3,182,160 circulations while Hindustan was the fifth largest daily with 2,472,170 circulations (Audit Bureau of Circulations, 2015). Both leading Hindi dailies are also popular newspapers of Bihar state as we know that Bihar is a Hindi speaking belt. Therefore, these two leading Hindi dailies of Bihar were selected for the study. All the issues of these two dailies from 1st January, 2016 to 31st December, 2016 were included for the study. Newspapers published from Patna (Ara edition) were chosen for this study. The unit of measurement adopted for content analysis was in square centimeters.

Findings and Discussion

Distribution of Space under News, Advertisements and Vacant Space

Both Dainik Jagran and Hindustan leading dailies have published 356 issues of newspapers during the period under study, i.e., 1st Jan, to 31st Dec, 2016. The distribution of their content under news, advertisements and vacant space has been presented in **Table 1**.

Distribution of Space under News, Advertisements and Vacant Space				
Serial No.	Content Categories	Dainik Jagran Space (cm) %	Hindustan Space (cm) %	Total Space (cm) %
1	News Contents	7397907.5 (50.47) (60.35)	7260317.9 (49.53) (56.67)	14658225.4 (100.00) (58.47)
2	Advertisements	4819616.46 (46.69) (39.32)	5503353.09 (53.31) (42.95)	10322969.55 (100.00) (41.17)
3	Vacant Space	40657.73 (45.38) (0.33)	48925.61 (54.62) (0.38)	89583.34 (100.00) (0.36)
	Total	12258181.69 (48.90) (100.00)	12812596.6 (51.10) (100.00)	25070778.29 (100.00) (100.00)

It could be observed from Table -1 that Hindustan newspaper published more content space than Dainik Jagran. Of the total 25070778.29 sq. cm. space, Hindustan published 12812596.6 sq. cm space while Dainik Jagran published 12258181.69 sq. cm. space. On an average Hindustan newspaper published 35990.43 sq. cm. space

per day and Dainik Jagran published 34433.09 sq cm. per day. Of the total content space of the both newspapers, 58.47% were news contents while 41.17% were advertisements. Dainik Jagran gave 60.35% space to the news contents whereas Hindustan devoted 56.67% space to the news contents. Dainik Jagran gave 137589.6 sq cm. more space to the news contents than Hindustan. Further, Hindustan has given 42.95% space to the advertisements and Dainik Jagran devoted 39.32% space to the advertisements of their total contents.

Regarding the advertisements as presented in the table-1, Hindustan published 683736.63 sq cm. more space than Dainik Jagran. This table shows that Dainik Jagran gave more value to the news contents as it has provided relatively more space while Hindustan seems to be more popular newspaper than Dainik Jagran in terms of advertisements. Both dailies have left some vacant space i.e. 0.36% which is a minuscule proportion of the total published contents. Of the total 89583.34 sq cm vacant space, Hindustan daily has left 48925.61 sq cm. vacant space while Dainik Jagran has left 40657.73 sq cm. vacant space.

Distribution of Space under News Contents

The total news contents were classified into thirteen different categories. The details of these categories and their space devoted by both newspapers have been presented in **Table-2**.

Distribution of News Contents of Two Hindi Dailies				
Sl. No.	Content Categories	Dainik Jagran Space [cm] %	Hindustan Space [cm] %	Total Space [cm] %
1	Miscellaneous	611474.65 (47.32) (8.26)	680731.03 (52.68) (9.37)	1292205.68 (100.00) (8.82)
2	News Stories	4277272.99 (49.86) (57.82)	4301580.76 (50.14) (59.24)	8578853.75 (100.00) (58.52)
3	Public Information	454197.44 (41.77) (6.13)	633418.25 (58.23) (8.73)	1087615.69 (100.00) (7.41)
4	Editorial	105932.17 (52.33) (1.43)	96485.2 (47.67) (1.32)	202417.37 (100.00) (1.39)
5	Letters to Editor	115675.67 (64.65) (1.57)	63256.08 (35.35) (0.88)	178931.75 (100.00) (1.22)
6	Opinion Column	509883.64 (52.36) (6.90)	463761.39 (47.64) (6.38)	973645.03 (100.00) (6.64)
7	Feature Articles	516566.48 (64.96) (6.99)	278724.9 (35.04) (3.84)	795291.38 (100.00) (5.42)
8	Moral, Spiritual & Inspirational Stories	23806.08 (32.84) (0.32)	48700.89 (67.16) (0.68)	72506.97 (100.00) (0.50)
9	Interview	49973.14 (63.79) (0.68)	28379.17 (36.21) (0.39)	78352.31 (100.00) (0.53)
10	Pictorial News	29128.09 (51.84) (0.40)	27050.63 (48.16) (0.37)	56178.72 (100.00) (0.39)
11	Short Comment	1253.63 (9.73) (0.01)	11640.4 (90.27) (0.16)	12894.03 (100.00) (0.09)
12	Child Magazine	31218.92 (100.00) (0.42)	0 (0.00) (0.00)	31218.92 (100.00) (0.21)
13	Supplement Magazine	671534.6 (51.73) (9.07)	626589.2 (48.27) (8.64)	1298123.8 (100.00) (8.86)
	Total	7397907.5 (50.47) (100.00)	7260317.9 (49.53) (100.00)	14658225.4 (100.00) (100.00)

The data compiled in Table-2 shows that of the total 146582225.4 sq cm space, both newspapers together gave 8578853.75 sq cm (58.52) space to the news stories. Hindustan published 4301580.76 sq cm space to the news stories while Dainik Jagran devoted 4277272.99 sq cm space to the news stories. Within news contents, both newspapers devoted their maximum space to the news stories category. That means although Dainik Jagran devoted more space to the news contents as illustrated in last table but of the space devoted to news stories, Hindustan devoted about 1.5 % more space to news stories than that devoted by Dainik Jagran. On an average, Hindustan devoted 12083.09 sq cm space per day to the news stories while Dainik Jagran gave 12014.81 sq cm. space per day to the news stories.

Both Newspapers together gave 202417.37 sq cm (1.39%) space to the editorials. Dainik Jagran gave comparatively more space to the editorials. Dainik Jagran gave 1.43% space and Hindustan devoted 1.32% space of their total news contents space. On an average, Dainik Jagran gave 297.56 sq cm. space per day to the editorials and Hindustan devoted 271.02 sq cm space per day. Opinion column found the balance coverage in both newspapers. They have together given 973645.03 sq cm (6.64%) space to the opinion column in which Dainik Jagran gave 509883.64 sq cm space while Hindustan newspaper devoted 463761.39 sq cm space. Dainik Jagran has given 6.90% space to the opinion column of its total news contents space and Hindustan devoted 6.38% space to the opinion column. On an average, Dainik Jagran has given 1432.25 sq cm. space per day to the opinion column while Hindustan devoted 1302.70 sq cm. space per day.

About feature article coverage, once again Dainik Jagran has been pioneer than Hindustan. Of the total feature article space i.e. 795291.38 sq cm, Dainik Jagran has given 516566.48 sq cm space while Hindustan devoted 278724.9 sq cm. Dainik Jagran has provided 6.99% space to the feature article while Hindustan daily has given only 3.84% space. Dainik Jagran has almost given double space to the feature articles in comparison to Hindustan daily. Letters to editor together found only 178931.75 sq cm space which is 1.22% space of the total news contents. Dainik Jagran again gave relatively better coverage to the letters to editor. About the letters to editor coverage, only 0.88% sq cm space has given by Hindustan newspaper while Dainik Jagran devoted 1.57 % space.

As far as the coverage of public information is concerned, 8.73% space has given by Hindustan while Dainik Jagran gave relatively low space i.e. 6.13%. Both newspapers have published to supplement magazines in good quantities as it appeared almost twice or thrice in a week in both dailies. But it overall contains only 1.90% space of the total news contents. Dainik Jagran has given 9.07% space to the supplement magazines while Hindustan has given 8.64% space to the same. Within news contents, interview category has found together 78252.31 sq cm space in both dailies which is less than 1 % space. Dainik Jagran has devoted 0.68% space and Hindustan has given only 0.40 % space to the interview. The coverage space of

moral, spiritual and inspirational stories is not much different from interview. An overall 0.50 % space has given to this category by both dailies in which Hindustan has devoted 0.68% space while Dainik Jagran has given only 0.32 % space. Hindustan daily has given more than double space to the moral, spiritual and inspirational stories than Dainik Jagran.

The table clearly shows that coverage of pictorial news is also dismal as it has found only 0.39% space of the total news contents space. Both newspapers have given less than 1% space to the pictorial news. The presence of pictorial news has always been extremely important for the newspapers. It is also said in journalism that one picture is worth a thousand words but it seems that this statement is not applicable in both newspapers as they have provided less than 1% space to the pictorial news. The data shown in table-2 clearly highlights that only Dainik Jagran has given coverage to child magazine while it is nil in Hindustan. It seems that Dainik Jagran has special focus on children as it has special column named as teen's corner while in Hindustan, it is nothing like that. Only 0.21% space has given to child magazine of the total news contents space. Hindustan has given relatively far better space as far as short comments are concerned. This newspaper has given 0.16 % space whereas Dainik Jagran has devoted only 0.01% of its total news contents space. Both newspapers have given together 0.09% space to the short comments.

The table indicates that miscellaneous contents found overall second highest space of the total news contents space. Both newspapers have given together 8.82% space of to miscellaneous contents. Hindustan gave 9.37% space to the miscellaneous contents while Dainik Jagran gave 8.26% space to the same. Miscellaneous contents found more space except news stories than other contents categories.

Distribution of Space under General Advertisements and Rural Advertisements

For the purpose of the analysis, total advertisements during the period under study were classified into two categories i.e. general advertisements and rural advertisements. The details of space devoted by both newspapers have been presented in **Table-3**.

Distribution of Space Devoted to Advertisements				
Sl. No.	Content Categories	Dainik Jagran Space [cm] %	Hindustan Space [cm] %	Total Space [cm] %
1	General Advertisements	4751162.84 (46.61) (98.58)	5443313.36 (53.39) (98.90)	10194476.2 (100.00) (98.76)
2	Rural Advertisements	68453.62 (53.27) (1.42)	60039.73 (47.73) (1.10)	128493.35 (100.00) (1.24)
	Total Advertisements	4819616.46 (46.69) (100.00)	5503353.09 (53.31) (100.00)	10322969.55 (100.00) (100.00)

The data reported in Table-3 demonstrates that Hindustan newspaper published relatively more space to the advertisements. Of the total 10322969.55 sq cm space, Hindustan gave 5503353.09 sq cm space to the advertisements while Dainik Jagran gave 4819616.46 sq cm space to the advertisements. Hindustan gave on an average 15458.85 sq cm space to the advertisements per day while Dainik Jagran published 13538.24 sq cm space to the advertisements per day. In overall advertisements, general advertisements got much higher space than rural advertisements. Both Hindi newspapers devoted more than 98% space to the general advertisements and they gave a minuscule proportion to the rural advertisements i.e. less than 2 % space. Hindustan newspapers gave 5443313.36 sq cm. (98.90) space to the general advertisements and only 60039.73 sq cm.(1.10) space to the rural advertisements. As far as Dainik Jagran is concerned, this newspaper gave 4751162.84 (98.58%) sq cm space to the advertisements general and it gave only 68453.62 sq cm. (1.42%) space to the rural advertisements.

On an average Hindustan newspaper published 15290.20 sq cm space to the general advertisements per day while Dainik Jagran gave 13345.96 sq cm space to the general advertisements per day. Dainik Jagran published 192.28 sq cm space per day and Hindustan gave 168.65 sq cm space as far as rural advertisements are concerned. It is a matter of grave concern that both leading dailies have given less than 2% space to the rural advertisements in that state (Bihar) where millions of people reside in rural areas. It seems that both newspapers are totally business oriented as both dailies have provided considerably high space to the general advertisements. The reason of dismal rural advertisements maybe that advertisers or business organizations do not consider to rural people as their consumers.

Summary and Conclusion

The study reveals that on an average both newspapers together devoted about 58% space to the news contents while almost 41% space to the advertisements of the total printed space. Dainik Jagran has given relatively more space to the news contents while Hindustan has given comparatively better space to the advertisements. Within news contents space, both newspapers together gave 58.52% space to the news stories which are highest space among all categories. Hindustan newspaper has given relatively better space to the news stories. Hindustan daily gave 59.24 % space to the news stories whereas Dainik Jagran devoted 57.82 % space to the news stories. Both newspapers together devoted only 1.39% space to the editorials. Within news contents, opinion column has found the balance coverage in both newspapers. About feature article coverage, Dainik Jagran has given almost double space to the feature articles than Hindustan. As far as the coverage of public information is concerned, 8.72% space has given by Hindustan while Dainik Jagran gave relatively low space i.e. 6.13% space. Within news contents space, several categories like moral, spiritual & Inspirational stories, interview, pictorial news, short comments and child magazines have found very dismal coverage in both newspapers. This study

highlights that only Dainik Jagran has given coverage to child magazine while this segment is nil in Hindustan daily.

This study clearly indicates that Hindustan newspaper published relatively more space to the advertisements. Of the total advertisements space, general advertisements got much higher space than rural advertisements. Both Hindi newspapers devoted more than 98% space to the general advertisements and they gave a minuscule proportion to the rural advertisements i.e. less than 2% space. This study shows that both leading dailies of Bihar do not differ much from each other in terms of providing news contents and publishing advertisements. It seems that they have adopted almost an equal newspaper policy for publishing the various contents. We must understand that if the newspapers are providing adequate space to the advertisement section, then it is also the responsibility of the newspapers and journalists to provide at least fair coverage to the other contents that matters to the newspaper readers.

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Introduction

Rabindranath Tagore (1861-1941) is popularly known to the world as a poet and writer. His popularity as a poet overshadowed his contribution in other fields like as an educationist, social reformer and religious thinker. Tagore's educational thoughts are not found in any one or more systematic treatise. They are scattered in a large number of essays, numerous speeches and letters. Tagore was not a dreamer. He gave concrete shape of his ideas with the establishment of experimental school in Santiniketan and rural reconstruction centre in Sriniketan. Tagore gathered firsthand experience of rural life from in their family state at Silaidaha and Patisar in 1880. According to him "gradually the sorrow and poverty of the villages became clear to me, and I began to grow restless to do something about it" (Tagore, 1939). The idea took concrete shape with the establishment of Institute of Rural Reconstruction, Sriniketan on February 6, 1922. "The object of Sriniketan is 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 the modern resources for the improvement of their physical, intellectual and economic conditions" (Visva-Bharati Bul, 1928). For this it was essential to carry the knowledge and experience gained in the classroom and farm to the villages. So from the beginning the institute started social education, vocational education, practical education and all-round education of the children of the villagers. All these programmes were based on Tagore's philosophy of education as a part of rural reconstruction programme.

Lifelong learning is the continuous process that promotes knowledge, skills, attitude and practices throughout the life of an individual. One can achieve this through formal, non-formal and informal settings or situations in lifetime of an individual. Lifelong education according to UNESCO "covers formal, non-formal and informal patterns of learning throughout the life cycle of an individual for the conscious and continuous enhancement of quality of life, his own and that of society". Lifelong education has become a norm for educational practice at a national level and for the whole range of age groups and educational services. Actually it directed toward "the fulfillment of adaptive and creative functions of the individuals leading to the continuous improvement of quality of life personal and collective life" (UNESCO Institute of Education, 2001). Actual purpose of lifelong learning is not just to acquire a degree but "all programmes of learning' ..., 'working together', 'anything which helps people move from where they are to where they want to be' and 'learning which improves personal performance and preparation for change" (Atkin, 2000). It is not only directed

towards economic achievement of individual but also overall development in social, cultural, economic front of individual and society as a whole.

Tagore's Philosophy of Education

Education means the full awakening of vitality. And vitality means constant progress towards genuine interests. The object of education is to give unity of truth. Tagore expressed his opinion as "it is my firm conviction that there is a connection between the education of the body and the education of the mind, between the activeness of the body and the activeness of the mind"(Tagore,1342a). He further clarifies, "education is not merely imparting of information; man has not been born to carry a load of information; the purpose at the root of life has to be realized. The aim of education is to realize fully through knowledge and action the entire purpose of human life"(Tagore,1358). Tagore tried to assert in his words and works that education has its only meaning and object in freedom- freedom from ignorance about the laws of universe, and freedom from passion and prejudice in our communication with the human world. To narrate the objective of education Tagore demanded that "we have also to know well the mind and the nature of man; for the fundamental purpose of education is not merely to enrich our stock of knowledge, but to establish bond of friendship and love between man and man... It is necessary for us to understand the unique individuality of others, wherein lies the real language of the soul of man"(Tagore,1342b). For establishing bond between education within four walls of classroom and society Tagore observed "a natural bond between education in the schools and colleges and the country outside them is immensely necessary"(Tagore,1924a). Tagore's educational philosophy is postulated on three kinds of freedom, "freedom of mind," "freedom of heart," and "freedom of will". Tagore clarifies the concept of freedom "as God himself finds his own freedom in his own creation and then his nature is fulfilled, human beings have to create their own world and then they can have their freedom"(Tagore,1924b). This freedom can be obtained only through space of mind. Tagore raised the question "What is space? It is freedom, not emptiness. Through this freedom of space child life finds its own voice.." (Tagore,1925). He expressed his "deep rooted convictions that only through freedom can man attain his fullness of growth"(Tagore,1924c). The ever-expanding aspiration for fullness in man has two aspects which are interrelated; one, individual fullness; the other, social fullness. There is no gulf between the two. As "whatever is worth knowing, is knowledge. It should be known equally by men and women- not for the sake of practical utility, but for the sake of knowing ...The desire to know is the law of human nature"(Tagore,1351). Tagore mentioned "we have come to this world, to accept it and not merely to know it. We may become powerful by knowledge, but we attain fullness by sympathy. The highest education is that which does not merely give us information but makes our life in harmony with all existence"(Tagore, 1970). Man has the right to universe of knowledge irrespective of caste, creed. It is the responsibility of the educational institution in particular and society general to ensure smooth flow of knowledge to the all for their all-round development.

Initiation of the programme

Sriniketan started its journey under three very great personalities for the cause of humanity – Tagore with his visions and dreams; Elmhirst (L.K. Elmhirst was the first director of the institute) with his leadership, sympathy and love for the poor and Mrs. Straight (later became Mrs. Elmhirst) with his gift of money. The programme started with a general survey of rural life and proper investigation into the economic and social problems of village life. The question of ignorance and diseases were addressed and solution to the problem of dissemination of knowledge to the villagers sought. The information thus gathered was utilized as an essential tool for decision-making before the real work started. The underlying principle was “we must liberate these few villages in every respect so that all may receive education, a breeze of joy may blow once again, songs and music, recitation from epics and scriptures may fill them, as of yore. Mould just these few villages...” (Tagore, 1941). The main objective of this rural reconstruction programme according to its creator was “to try to flood the choked bed of village life with the stream of happiness”. To fulfill this objective Tagore appealed to “the scholars, the poets, the musicians, the artists to collaborate, to offer their contributions” (Tagore, 1976).

Accordingly Tagore laid emphasis on economy (with special emphasis on agriculture and local handicraft), education, health, village organization, research and training and also on different methods in knowledge communication mainly based on traditional folklore of Bengal. Regarding economic development Tagore's aspiration “was to make the cultivator self-confident in his own ability...” and he felt that “the right of agricultural lands should vest with the peasants... There cannot be real improvement of agriculture unless we adopt collective and co-operative farming on scientific lines” (Tagore, 1961a). Tagore considered educational development as foundation of rural reconstruction and “reform of education and regeneration of villages are the major tasks of my life” (Tagore, 1961b).

The activities based on the above philosophy were organized under four departments: Agriculture; Industries; Village Welfare and Education. The scope of agriculture department includes vegetable-gardening, orchard, dairy and poultry, sericulture and fishery. Industries activities were conducted under Silpa Bhavana mainly to train rural artisans for quality improvement of their production and marketing. Village welfare department with the main object of rendering all possible services to the villagers to solve their problems and generate spirit of self-help worked under six independent sections namely Rural Survey and Economic Research; Agriculture and Industries; Education (night school, scout troops, training camps); Sanitation and Health; Co-operatives; Brati-balak organization. The activities of the Education department are conducted through Vocational training; Siksha-Satra (Home School); Siksa-Charcha (training school for teachers of primary schools and Loka-Siksha Samsad (mass education programme).

Present Activity of REC

At present department of Lifelong Learning and Extension of Palli Samgathana Vibhaga (PSV) provides lifelong learning and extension services to 50 villages scattered in two Community Development Blocks (Bolpur-Sriniketan and Illambazar) in eight Gram Panchyats (Raipur-Supur, Konkali, Sattore, Kosba, Sian-Muluk, Rupper, Albandha-Sorpalehna) of Birbhum district of West Bengal. Following sections are functioning under Rural Extension Centre (REC) to carry forward the legacy of Tagore.

Village Development Societies (VDS): VDS as focal point of services of REC grouped the command area of villages into group in five clusters. The clusters named under the great personalities associated with the programme in the beginning Rathindra, Kabiguru, Pratimadevi, Elmhirst and Kalimohan meet regularly to assess development programme. VDS regularly receives financial assistance for augmentation of their resources as well as for conducting cultural programmes, awareness programmes, sports and other extension programmes.

Village development societies at a glance

Types of VDS	Number	No. of village covered	Registered societies
Youth Societies	39	50	38
Mohila Societies	12	12	10
Health Society	1	1	1

Mohila Samities (Women's Forum) work towards women empowerment by organizing different types of awareness and training programming which helps women community to earn their livelihood. At present 12 Mohila Samities are functioning in 12 villages.

Brati Organization rural boys and girls between ages of 9 to 14 years are organized into groups and motivated for welfare activities all round development in their respective villages. The Brati Dal with active support of the Village Development Society (VDS) conducted cultural programme, drawing competition, publication of wall magazine, craft making, celebration of days, organization events etc. There are 17 Brati Dal in 13 villages consisting of 340 members.

Self Help Groups (SHGs) organization and supervision of SHG is a part of women participation and empowerment programme of REC. There are 93 groups functioning of which in 83 groups females are the group leaders. The SHG took active participation in integrated fish farming and kitchen gardening with active support from Rathindra Krishi Vigyan Kendra, Visva-Bharati. 19 SHG of tribal Santal community are engaged in continuous Visva-Bharati campus cleaning.

Rural Library Service is provided in 2 community blocks of Bolpur-Sriniketan and Illambazar of Birbhum district scattered in 38 villages in collaboration with 38 VDS in 8 Gram Panchyats. The programme is run by matching grants from Raja Rammohun Roy Library Foundation (RRRLF). During the year 2015-16, 21805 books were issued to 1573 readers.

Rural Health Clinic under health extension activities REC has opened health clinic in two villages to provide free health check up and treatment. In the year 2015, 2465 patient availed this facility in two villages namely Benuria and Raipur. A permanent health check up facility at Dinobondhu Andrew Hospital is also provided to the people of surrounding villages.

Agricultural Extension activities promote awareness relating to agriculture and to assist the VDS in extending agriculture extension work in the villages. To promote horticulture plants were supplied to the SHGs and VDS. It also conducts seminar like "Plant Protection" in the villages to promote plantation and save plants.

Vocational Training and Continuing Education Programme is a part of skill development and income generation programme of REC. Training on Copper-wire Crafts, Fruit & Vegetable Preservation, Goatry Management, Fish cultivation were conducted. Continuing education programme related to health and sanitation is meant to generate awareness and sensitization villagers.

Craft Promotion Programme is designed for promotion and retrieval of traditional crafts as entrepreneurship development among village artisan. Crafts like bamboo work, lacquer based handicrafts, wire, clay, jute work, paper pulp, leather work, kantha stitch, glass work, appliqué are some of the craft in and around REC, Sriniketan. REC provides technical support as well as exhibition-cum-demonstration of the products (Visva-Bharati, 2015).

Discussion

Lifelong learning may be provided in general basic education, post-literacy programme, development oriented programme for farmers, workers, artisans etc, employment oriented programme and leisure time activities. These can be done through different modes like extension education, continuing education, vocational education, virtual learning etc. In Sriniketan all these programmes are conducted by the REC.

Lifelong learning is not limited to economist discourse and addresses identity and value formation, promotes citizenship education, helps in democratic participation as well as conflict resolution (Sanyal, 2004). Thus it is a safety net helps in problem solving of wide range reducing poverty to human rights violation. It helps to keep track of nascent knowledge in knowledge-based society as social empowerment.

Moreover learning for life presupposes the concept that human life requires fulfillment of necessities beyond mere survival – sports and games, art and literature, dance and music, whatever enhances quality of life as it is reflected in the activities of REC.

The activity of REC can be segmented as organization, planning and implementations. Organizations like Mohila Samities or Brati meant for development of spirit of community services, awareness, organization and leadership quality. SHG is meant for self-reliance and self-sustenance, develop habit of savings, to pool own resources and spirit of co-operation and self-help. On the other hand rural library services are directed for development of reading habit, cultural communication and continuing education, retention of acquired literary skill, all round knowledge development. Health services, agricultural activities are directed towards providing expert services to the villagers. Training programmes are meant for skill development as well as open new vistas of earning and revival of traditional art and crafts.

Conclusion

A truly liberal and humanitarian education may transform the outlook of the people and set it on the path progress and prosperity. Humanism perspective of education puts value on "developing rationality, autonomy, empowerment, creativity, affections and concern for humanity" (Veuglers,2011). Lifelong learning is directed towards reducing tension between "the global and local..., the universal and individual...,the traditional and the modern...,the need for competition and the concern for equality of opportunity..." (UNESCO, 1996).

"The human actor must be put at the heart of a continuing process of knowledge acquisition and communication" (UNESCO,2005).The development of capacity is themed in the theories and ideas of many education thinkers of the world. Rabindranath Tagore's deep contemplation about education of India is rooted to fostering *Atma Sakti* or the strength of soul. As mentioned "...education should be in full touch with our complete life, economical, intellectual, aesthetic, social and spiritual. It must not only instruct, but help to live; not only to think and feel, but to act and produce"(Visva-Bharati Bul,1941)

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The Association regularly brings out following periodicals:

INDIAN JOURNAL OF ADULT EDUCATION

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This internationally known quarterly is the leading journal on adult education and its allied areas, being brought out regularly since 1939, is running in the 79th year of its publication.

PROUDH SHIKSHA

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This magazine in Hindi carries articles on empirical studies in the field of adult education, women empowerment, education, health, women problems, etc., and other material on developments in these areas.

IAEA NEWSLETTER

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This monthly newsletter carries information on activities of IAEA and its branches along with news and developments in the field of adult education and its allied areas.

For information on their subscription, availability of back numbers for sale, etc., please write to: General Secretary, IAEA, 17-B, IP Estate, New Delhi - 110 002

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The Indian Adult Education Association founded in 1939, aims at improving the quality of life through education, which it visualizes as a continuous and lifelong process. It directs its efforts towards accelerating adult education as a process, a programme and a movement.

The Association co-ordinates activities of various agencies – governmental and voluntary, national and international – engaged in similar pursuits. It organizes conferences and seminars and undertakes surveys and research projects; it endeavors to update and sharpen the awareness of its members by bringing to them from all over the world expert views on and experiences in adult education. In pursuit of the policy, the Association has instituted the Nehru Literacy Award and Tagore Literacy Award for outstanding contribution to the promotion of Adult Education and Women's Literacy in the country respectively. It has also instituted Dr. Zakir Husain Memorial Lecture, which is delivered every year by an educationist of eminence.

The Association has brought out many publications on themes related to adult education, including Hindi editions of several UNESCO publications. It brings out the Indian Journal of Adult Education, Proudh Shiksha and IAEA Newsletter.

The Association acts as the Indian arm of the International Council for Adult Education, International Federation of Workers Education Association, International Reading Association and the Asian-South Pacific Association for Basic and Adult Education. Its membership is open to all individuals and institutions who believe in the aims and objectives of the Association.

It's headquarters is located in Shafiq Memorial at 17-B, Indraprastha Estate, New Delhi – 110 002.