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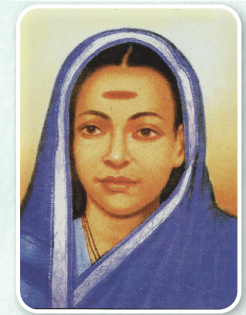
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'Ya Kriyawan Sa Pandita' (learned person is one who is ceaselessly active) is the motto of the University of Pune, which was established in 1949. Since its inception, the University of Pune has placed the objective of 'Social Commitment' on the top of its agenda for attaining excellence in higher education. The Centre for Continuing Education established in 1972 was upgraded as the Department of Adult, Continuing Education, as a result of University Grants Commission's Policy (1977). Following the University Grants Commission's Policy (1977), Government of India launched the National Adult Education Programme (NAEP) on October 2, 1978. The responsibility and the vital role given to the Universities in the NAEP was very much instrumental in upgrading the Centres for Continuing Education in various Universities. This trend was accepted by the authorities at University of Pune. Other programmes such as Population Education, Planning Form and Jan Shikshan Nilayams were started and implanted through the university and colleges with the assistance of the University of Pune and University Grants Commission. Lifelong Learning as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers, professionals and other disadvantaged groups of the society to continue the education of their choice at the pace suited to them is one of the main objectives of the University. The Department recognised the need for providing quality education by up gradation of skills of the learners in tune with the developmental needs of the individual and the society. An indispensable endeavour toward enhancing the human resource is to develop strategies for creating an effective learning environment for a Knowledge society. The department has resolved itself to work on some socially important areas viz. National Integration, Women Empowerment, Senior Citizens, Unorganized Workers, Non-Government Organizations, Tribal Development, youth Education, Entrepreneurship & Employment, Counselling, Literacy, Adolescence Education and Lifelong Learning.

INDIAN JOURNAL OF LIFELONG LEARNING AND DEVELOPMENT



Smt. Savitribai Phule

Selected Articles of the National Seminar on
**Forging Ahead: Futuristic Strategies and Challenges for Department of Adult,
Continuing Education and Extension** during 19th and 20th February, 2014



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**Selected Articles of the National Seminar on
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From Director's Desk.....

It is my privilege to present the Indian Journal of Lifelong Learning and Development published by the Department of Adult, Continuing Education and Extension (DACEE), Savitribai Phule Pune University (formerly University of Pune)

Welcome to the second issue of our journal. As you are now well aware, the Indian Journal of Lifelong Learning and Development (IJLLAD) is an extension initiative of the department. IJLLAD aims to support social scientist in establishing good relation system able to make sound decisions based on current knowledge and that can ensure safe development, deployment and utilization of extension activities.

Honest communication, sound editing and practices that establish trust with the readers have been the hallmarks of the Institute. DACEE continued in its quest to provide a platform for scholarly research communication of excellent standards for the country's social scientists. Journal brought out by DACEE strive to publish quality research papers, and are marked by timely publishing, strong national and international refereeing and sound publication ethics, making DACEE a leader in its business and service offerings.

I congratulate to Dr. P. Viswanadha Gupta, Assistant Professor of the department for editing and compiling the articles of the different authors. I thank all the authors for contributing the journal.

Prof. Dhananjay Lokhande
Director & Head

Department of Adult, Continuing Education and Extension
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Editorial

When we think of the goals of Higher Education, we have yet to 'make higher education more relevant to the needs of society or community. We have to face questions like: What are we going to do in the next 20 years? Are Our Universities' capable of changing their rigid structures? Are the University Departments ready to extend their knowledge to the community? Do the staff and students and University administration ready to launch new programmes. Can we do away with the frustration among youngsters and also solve problems of unemployment? Can the universities provide leadership and, revolutionary thinking and zeal to the youngsters? What he can achieve by 2000 A.D.? The time' is running fast. Can the University community rise to the occasion? Will the governments allow the Universities to be harbingers of change? Let us think of the ways and means to take up the, challenging task in the coming years.

Higher Education in India has reached a stage of maturity and is no longer confined to the few as in the olden days. The Philosophy of higher education is undergoing a change and it has to" change for the better to cater the needs of society Extension, and community services were added as the third and, fourth dimensions of the goals of Institutes of Higher Education, and Universities along with the traditional dimensions of Teaching and Research. Increasing the knowledge dimension and generation of knowledge through Research and Training for Youth to be future leaders in various walks of life, and creating elite groups in the society were no doubt held as the highest virtues of the University. This ivory tower approach no longer holds good. Questions, like knowledge for whom? Is research for Research fake worthwhile? Does University cater only for the few? Can it continue to work without adding and multiplying schemes of research useful to the welfare of common man? - are being posed' Uplift of the weaker sections through" various programmes is no longer considered a taboo. We are increasingly concerned with applied research, action research, productive research, participatory Research and 'Extension in different facilities of Science, Social Sciences, Engineering, Technology, Law and so on.

This process is not confined to developing countries like ours but also to developed countries like USA, Canada, U.K. USSR etc. Speaking of the Philosophy of Higher Education in USA, an eminent historian G. Vann Woodward says 'Many of the University Community was already reconciling themselves to the new demands' .eager for the institutional and for personnel advantages they expect to derive from it. Others find in the "Transformation" or "Modernization of the University' the means of realizing - humanitarian or political, though non-academic goals (versus) the traditional goals of scholarship and teaching. Some advocates of modernization see the emergence of the University as a secular Church promising 'self-discovery' and 'Identity' or group therapy for distraught or alienated post adolescents; others see the University becoming, a new melting pot for assimilating alienated minorities into a middle class meritocracy; still others would foster super, research institutes available for crash programmes to solve 'Crises' of Welfare, Environment, Energy, Health, Birth Control, and nuclear arms control'.

_____ **Dr. P. Viswanadha Gupta**

Synchronous and Asynchronous Online Learning: Applicable Strategies for Adult Continuing Education

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Abstract

The main purpose of the study is to find out and suggest applicable strategies based on synchronous and asynchronous online learning for adult continuing education. Nevertheless need to the adult continuing education is not limited to the particular countries or time while, answering this necessity has become a global issue. The rapid development of rift of ICT gaps and need for quality development in many sectors of society has manifested. Due to the development of science and technology constantly, need of adult education has become an absolute necessity. Although there are many restrictions on the use of ICT among adults and in particular adult continuing education but it does not preclude the need and search strategies required to overcome the gap between existing and desired. Synchronous and asynchronous online learning are different but complementary modes, and common strategies that have the potential to solve some of the most debilitating part of adult continuing education. Continuing educations and its specific challenges and limitations that need to employ new strategies which are necessary. The research focused on adult continuing education, the current programs, their reflection, status and challenges in developing countries. The researchers have studied synchronous and asynchronous online learning, their component and suggested applicable strategies based on these unique modes which can have the effect on the adult continuing education.

Keywords: Synchronous, Asynchronous, adult, continuing education, strategy

1. Introduction

Prospects for improvement of human development indicate regardless of some of the most basic needs, if not optimism but can also be a misunderstanding of the realities of today's changing world. Perhaps the greatest feature of today's world is the breaking boundaries(Celik & Gomleksiz, 2000; YA'U, 2002). It is a phenomenon which wants to remove all borders, formal contracts or any limitations from human population or whatever is latent in technology. Although the costs required achieving the technology to humans has not been so trivial. The increase in indirect costs due to lack of social development has created many social institutions imperatives for society. Considering all the issues which have been raised included adult education as human societies' priorities. Undoubtedly, writing about continuing education for adults in organizations or any regions regardless the role of technology in improving education is a step in situ. Like many other human sciences, Computer-Mediated Communication (CMC) has been affected distance learning

systems since the end of last century. New technology in particular, the use of computers and the rapid development of Information, Communication and Technology (ICT) have created a lot of changes in distance education. It enables and motivates participants and education applicants to use web based technologies such as online learning as a tool of distance education. Due to some changes in the methods of distance education and needs adult continuing education, benefiting from the potential of distance education if it is not a strategy but can be a necessary. The most important changes in this area also created the possibility of distance learning in the form of learning methods called Synchronous and Asynchronous online learning. Although, The terminology used in the e-learning era does not have clarity partly because the terms are often used interchangeably with e-Learning and distance learning (Moore & Marra, 2005).

Sometimes strategy defined as a high level plan of action which is designed in order to achieve a long-term or overall goal. Henry Mintzberg (1978) defined strategy as “a pattern in a stream of decisions” while, Max Mackeown (2011) believed that it is for shaping the future or whatever human attempt to through into attain "desirable conclusion with available means although, Veladimir Kvin (2009) defined it as “a system of finding, formulating, and developing a doctrine that will ensure a long-term success if followed faithfully” (Kvint, 2009; Mintzberg, 1978). Thus, the authors regarding the current situation and broad developments of information and communication-based technology in teaching and learning process introduced Synchronous and Asynchronous online learning as relevant strategies for adult continuing education. The aim of this paper is to provide a fresh perspective, review current situation and experiences in Adult continuing education hoping to introduce relevant aspects of Synchronous and asynchronous online learning as some applicable strategies in order to overcome and bring the improvement on limits of the scope of adults' continuous education.

2. Adult continuing education and digital age

Evolution and diversity of adult learning theory in recent decades indicates the importance of adult learning as a growing need while, the first fundamental theories of adult learning were the same learning theories in pedagogy. But the vast developments in the field of adult education with a focus on nature and it differs in many ways happened while, historical, sociocultural context of adult learning is recognized as a key component in understanding the nature of adult learning (Merriam, 2008).

Rapid changes and development in the various fields of science and technology have not been granted exceptions and adult education has also been exposed to various changes.

Adult education or whatever is called as Andragogy, despite the emphasis on the aspects of flexibility of e-learning environments and particular emphasis on the utilization of the technology such as online learning and its component including synchronous and asynchronous as a safe alternative for the learners but the new findings show different results which have not strictly admitted this idea. The master key to unwillingness the adult continuing education from distance education have been related to provide an optimal

interaction and engagement of learners within the learning process (Schullo & Venable, 2005). Developing synchronous online based on communication technologies in process of learning and the need for optimal utilization of its potential is a revolution in adult continuing education as a priority in the process will be sustainable educational development. On contrary, asynchronous online learning is an applicable communication technology which provides the tools for those who are limited by the time.

3. Synchronous online learning and its applicable strategies in adult education

Synchronous online strategies have been expanded due to proven demands in various eras such as education. Different researchers, in provide a comprehensive definition of the synchronous e-learning are unanimous that it must be included two components which are interaction and time. Khan (2006) on the basis of these components defined Synchronous e-learning as “Interact of participants with an instructor via the Web in real time” (Khan, 2006).

The great properties have been considered for Synchronous online and whatever called as applicable strategies have the rooted in some characteristics of this mode of learning. Perhaps the major effective reasons in substitution for this instructional method as an alternative and introducing this method as a preferred candidate by some educational institutions involved in adult continuing education can be summarized as the following strategies:

3.1. Real-time interaction and collaboration (Maximizing Engagement)

The nature of a synchronous online course requires a learners-centered approach (Knowlton, 2000). There are three types of interaction that Moore (1989) has classified these interactions to learner-instructor, learner-content and learner-learner, while, Anderson and Garrison (1998) added three more interaction types including teacher-content, teacher-teacher and content-content interaction. Anderson and Garrison believe that these “six interactive dyads” illustrate the ways educational interactions may be supported through online aspects (Hrastinski, 2007). In fact interaction and collaboration show its highest potential whenever the learners in particular are interacting with each other. Synchronous online learning has provided this potential through some fundamental instructional facilities which as follow:

1. Mini lectures combined with interactive exercises through adding immediacy and feedback channels using tools such as emoticons and hand raising in conjunction with audio and chat
2. Structured group work through Connect to students and have students connect to each other by offering multiple channels for communication in real time
3. Case study discussions through two-way dialog using both two-way audio and textual chat
4. Polling, quizzing and student interactions through two-way dialog using both two-way audio and textual chat
5. Dissemination of electronic content for immediate discussion, feedback or problem solving
6. Reinforcement of ideas, concepts and knowledge

7. Collaborative exercises through using break out rooms and the communication tools available in the Learning Management Systems (LMS)
8. Question and answer sessions through web content, questions and answer sessions and often breakout rooms(Clark & Kwinn, 2007; Schullo & Venable, 2005).

3.2. Instructional self-Pacing

Synchronous online learning is a mode of self-paced learning. The synchronous online learning tools have provided some instruments which created this chance to the adults, staff participants and their lecturer to use one of the major parts of individual learning which is a self-paced learning. Although, Self-direction and initiative are required on the part of the learner to define learning and then systematically explore the synchronous online context to meet personal goals (Knowlton, 2000). The provided tools and e-facilities for synchronous online learning were classified as self-pacing instructional methods and listed as follow:

1. Breakout Rooms - Learners can be assigned to separate virtual rooms with their own audio and chat areas. The instructor can visit each room. Good for group discussions and team activities.
2. Poll window: Learners respond to multiple-choice questions. The instructor can then share results with the group.
3. Audio controls: The learners can mute or unmute participants. Most platforms support both telephone conferencing and VOIP.
4. Participant toolbar: For answering poll questions and other actions.
5. Record for playback and evaluation: Most platforms make it easy to record and save online sessions. Recordings can be valuable to reach more learners, but also to evaluate your performance and improve subsequent sessions(Clark & Kwinn, 2007).

3.3. Flexibility in scheduling, geographically and update the content

One of the main reasons for the tendency of people to go for e-learning is its flexibility. Flexible e-learning is not limited to the content and timing. The findings of the researches on flexibility of e-learning shows that it is not out of other aspects of e-learning. Thus in reporting the flexibility in synchronous online learning, it is referred to other functions as Rhode (2009) reported that adults rated interactions with the instructor and quality course content are as the most important aspects of a self-paced course.

One of the fundamental principles of synchronous online learning is elimination of the restrictions regarding time and place. Although asynchronous online learning is flexible than synchronous online learning but it is in high range of the interaction between learners and instructors.

The following list highlights the ways in which the majority of the instructors implemented the tools to enhance the distance environment:

1. Annotation tools: The instructor and learners can mark up and draw on the whiteboard
2. Conduct more natural discussion using the audio feature of the system over the use of textual chat

3. External Resources: Access to the online and latest references and materials of other researchers' findings
4. Access to the e-libraries provided lists and facilities by the course facilitator
5. Flexibility in Group work using break out rooms and the communication tools available in the system through group forums tools

4. Asynchronous online learning and its Applicable strategies for adult education

Since that online learning opens up a realm of communication possibilities and the Higher education has used this situation and moved beyond the content download model towards one that maximizes the potential for learners collaboration and authentic learning that simulates real life situations(Meyers, Bennett, & Lysaght, 2004). The third generation of distance learning which included technologies that support asynchronous and synchronous communication which are the results of developing ICT, including CMC and, audio and video conferencing. The third generation of distance learning has been developed since the late 1980s(Mason, 1989). Online education, currently is the most common type of distance education, and in particular asynchronous online discussion or whatever, called as asynchronous e-learning which is being accessed daily(Hrastinski, 2007).

Due to mentioned changes and developing in ICT, Critical need to professional development of adult education has been further considered among institutions and organizations. Although, the methods employed to achieve the objectives of the adult continuing education are different. Asynchronous e-learning is one of the ways that in current conditions which need to keep pace with the rapid development seems to be very significant as well as constraints and challenges facing organizations can realize the great contributions to adult continuing education. Asynchronous online learning is defined variously due to some component, its nature and facilities that are common in some characteristics. This characteristics have delimited asynchronous e-learning to engage the learners to interact with on-line self-paced learning content (Web pages), e-mail, discussion forums, Web/Computer-Based instruction, e-books, articles, CD-ROM, audio (disc/tape), video (disc/tape), discussion groups and embedded learning with facilities. These facilities can be provided into Learning Management System (LMS) or Course Management System (CMS) or any websites that are able to support learners (Shahabadi, 2012). According to these mentioned components, "Asynchronous online learning is refers to instruction that is not constrained by geography or time"(Khan, 2005).

The Institute for Learning and Teaching in Higher Education (ILT) (1999) predicted that despite limits, off or asynchronous online learning as a type of virtual learning environments is one of the candidatures to the professional development of staff(Milligan, 1999).

There are many reasons for developing asynchronous online learning as a strategy for professional development of the society through adult continuing education. These reasons can be categorized as follow:

- Extreme flexibility in an asynchronous e-learning
- Economical, scalable and efficient benefits of asynchronous e-learning
- Developing off instructional e-multi facilities
- Developing the role of e-services and off site training centers in organizations
- Increasing costs of synchronous instructions and its e-instruction
- Difficulties in accessing to the experts

On the other hand, benefits of Asynchronous online learning are not limited to the reasons for using it as a strategy for adult while, Asynchronous online learning is ideal when organizations investment in developing Asynchronous online learning as a strategy. The researcher summarized some of these strategies as follow:

- Post assignments, due dates, and updated information
- Initiate discussions by posting in-depth questions
- Continue a discussion begun in a synchronous setting
- Encourage the community the help each other to solve problems
- Poll a class for feedback and opinions
- Allow staff to host their own discussion on a topic of interest

Thus, these ways are available in both the synchronous and the asynchronous setting and is an opportunity for rich, unscripted interaction that allows staff to ask and respond to questions and explore solutions together(Khan, 2006).

Rhode (2009) reported that among 30 different instructional self-paced methods, the participants ranked these methods as the highest, intermediate, and the lowest. The top ten elements ranked highest were involved interactions either with the content or instructor and are listed as follow:

1. Interaction and collaboration:
2. Application Assignments
3. Communications from Instructor
4. Instructional Presentations
5. External Resources
6. Comments from Instructor to Blog Postings
7. Receiving E-mail from Instructor
8. Supplementary Instructional Media
9. Sending E-mail to Instructor
10. Course Blog
11. Instructor's Bookmarks

It should be noted that, the domain of adult continuing education is covering a wide spectrum and no limitations meet it. Although, the course designers based on audiences organized the courses purposefully. For adult continuing education any of the three models of interaction that mentioned by Moore (1989) might be used.

5. Limitations and challenges

The benefits of professional development are not limited although, it should be mentioned that it mostly confined to the both the adults and the affiliated organization. The authors mentioned some of the challenges and probable limitations which are created duo to utilize and exaggerated look combined with the lack of a comprehensive survey of synchronous and asynchronous online learning. They are summarized as follow:

- Shift in costs from the organizations to the adults
- Because synchronous and Asynchronous e-teaching and learning is a relatively new phenomenon, most adults have little or no personal experience either as online learners or teachers(Bennett, Priest, & Macpherson, 1999)
- Lack of face to face interaction
- Time limitation is one of the greatest issues of synchronous and asynchronous online learning. The results of the research in this era indicated most participants met deadline or any important dates related to instructional activities and only a few required a little extra time to complete the final e-activities by participants.
- Gender-based differences in the use of the online learning environment were identified by the majority of participants.

6. Conclusion

Regarding the mentioned definitions of the strategy and reviewed conceptual terms of adult continuing education and it's important in sustainable community development, the authors linked and introduced synchronous and asynchronous online learning as two enhanced modes of instruction. These modes of online learning and their applicable strategies have been diagnosed for adult continuing education. The authors found out that real-time interaction and collaboration, instructional self-pacing and flexibility in scheduling, geographically and update the content are the major applicable strategies of synchronous online learning. In light of these strategies, online course designers provided some e-facilities to achieve the goals and fundamental philosophy of the synchronous and asynchronous online learning. It should be noted that asynchronous online learning is flexible than synchronous in some strategies such as flexibility in time and geography and update the content while, synchronous online learning is rather acceptable than asynchronous due to instructional interaction between the adult and the instructor. Hence, the adult continuing education is looking to formal and informal study opportunities for adults what the authors have emphasized is to utilize the blended courses including synchronous and asynchronous online and through implementing their strategies.

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Adult and Extension Education with in-built Thrust on Women Empowerment

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Abstract

Empowerment of women denotes acquiring the power to think, acting freely, developing a sense of self-worth, a belief in one's ability to make desired changes and the right to control one's life, exercise choice, and fulfilling their potentiality as equal members of society.

An empowered woman is one who is vested with the power to think, and is imbued with the consciousness of self-worth. The adult and extension education may be geared to create awareness to infuse self respect among women. The women may further be educated to resist encroachment on and avoid compromising their self-respect, self-esteem and that they should be proud at being women. The task of adult education is 'not to cut down jungles, but to irrigate deserts'

Introduction

The attempts to empower women have been reckoned through the decades. In this regard Governments and other agencies have been made considerable efforts to address women's needs and their exclusion from the benefits of development. The question remains if the adult education can be instrumental for promoting the cause of women empowerment.

To begin with, Brazilian humanitarian and educator, Freire (1973) laid down the foundation stone of empowerment as a form of theory by suggesting a plan for liberating the oppressed people of the world through education. Empowerment was most commonly associated with alternative approaches to psychological or social development and the concern for local, grassroots community-based movements and initiatives (Parpart, Rai, & Staudt, 2003). These days, the concept of empowerment is considered as the idea of power, because empowerment is closely related to changing power: gaining, expending, diminishing, and losing (Page & Czuba, 1999). Traditionally, power was understood as an isolated entity and a zero sum, as it is usually possessed at the expense of others (Lips, 1991; Weber, 1946). Recently, power has been understood as shared because it can actually strengthen while being shared with others (Kreisberg, 1992). Shared power is "the definition, as a process that occurs in relationships, that gives us the possibility of empowerment." It is conceived as "a multi-dimensional social process that helps people gain control over their lives" (Page & Czuba, 1999, p. 25).

Since early years of the 20th century, feminism has built a body of theory and in recent decades women empowerment has been recommended as a means to improve the quality of women's work as well as their personal lives. It was felt that the empowerment of women is a vital precondition for the purging of world

poverty and the upholding of human rights. This concept of women empowerment is accompanied with, freedom, self-determination and power, which are necessary for the women all over the world. Empowerment gives rights to women which enables them to be independent of men.

In western societies education and employment are considered the key factors in empowerment of women and theorists believe that there may be the same connection between these factors in non western societies. There are copious theoretical and practical studies that stress educational and employment opportunities as critical means for women to attain control over their lives (United Nations, 1994). But the important thing is what type of education should be provided to women for empowerment in general and psychological empowerment in particular.

There are things to do to empower women like teaching them self-esteem, gender awareness, earning merit and assurance and gaining proper knowledge and skill. Nowadays in society, gender awareness causes actions which give more power to women. Empowerment tends to be more talked about at the cognitive level than realized in practice. It is not a personal characteristic but it is a dynamic process that reflects an individual's opinions about person-environment relationship (Mishra and Spreitzer, 1998:579; Siegall and Gardner, 1999:705). Thus the true benefits of empowerment will not be discovered unless people first perceive themselves as being powerful (Siegall and Gardner, 1999: 705). Empowerment of women means acquiring the power to think, acting freely, developing a sense of self-worth, a belief in one's ability to make desired changes and the right to control one's life, exercise choice, bargaining power, and fulfilling their potentiality as equal members of society. Generally empowerment is any process and activity by which women control their lives.

Although education and employment can empower women, but the role of culture can't be denied. The powerful and dominant patriarchal norms can hold back women's empowerment plans and endeavours. Some field experiences revealed that better access to education and the jobs for women in the preceding decades have not significantly changed power relationships within families. In these cases, well educated and employed on the good position women are as deprived as uneducated and unemployed women. Social norms determine the level of women's empowerment. Social norms can restrict women's empowerment directly or indirectly. As a matter of fact the most fashionable way to oppress females these days is the imposition of "social norms," a phrase that is merely a euphemism for patriarchal values. Since it is not "normal" in patriarchal societies for females to be emancipated, any female seeking equality will inevitably violate the social norm of female subjugation. Through adult education women may be taught to question the rationality of particular social norms like: the type of social norms and attitudes contributing to suppress and oppress women? What are the entry points for changing social norms and attitudes that support suppress women? What are the challenges for changing social norms that support suppression and oppression of women? As we know that social norms are social attitudes of approval and disapproval, specifying what ought to be done and what ought not to be done. The social

norms are geared to keep the women weak. In this sphere, the women are to be taught the strategies with the help of which they can turn that perceived weakness into strength. Let the women utilise patriarchal cultural norms to their own advantage. In this regard it has to be accepted that recipe for perpetual non-empowerment is: Be satisfied with your opinions and perceptions, and content with your state of knowledge. Let us strive to put this scenario upside down by empowering the adults with the art of thinking afresh.

It could also be observed that culture, tradition, formed opinions and perceptions all combine to define a marginalized status for women in society. Efforts will therefore have to be made to transform the patriarchal society through conscientization and awareness creation. In this process tradition, structures, institutions and ideologies that have contributed to the discrimination and subordination of women will have to be challenged.

In providing a women's empowerment framework Karl (1995) gives five levels which include welfare, access, conscientization, participation and control. These levels also reflect the various approaches that have been used to promote the empowerment of women over the years.

The first level, welfare, addresses the basic needs of women. This approach does not recognize or attempt to solve the underlying structural causes which necessitate provision of welfare services. At this point women are merely passive beneficiaries of welfare benefits. It is obvious that such an approach promotes dependence on the provider.

Access, the second level, involves equality of access to resources, such as education, opportunities, land and credit. This is essential for women to make meaningful progress. The path to empowerment is initiated when women recognize their lack of access to resources as a barrier to their growth and overall well-being and take action to address it.

Conscientization is a crucial point in the empowerment framework. For women to take appropriate action to close gender gaps or gender inequalities there must be recognition that their problems stem from inherent structural and institutional discrimination. They must also recognize the role they can often play in reinforcing the system that restricts their growth.

Participation is the point when women take decisions alongside men to ensure equity and fairness. To reach this level, however, mobilization is necessary. By organizing themselves and working collectively, women will be empowered to gain increased representation, which will lead to increased empowerment and ultimately greater control. This level reinforces the mainstreaming approach which proposes that the concerns of both men and women be recognized and integrated into all plans, policies, programmes, goals, objectives, activities, and monitoring and evaluation indicators. This implies that in all interventions, implications for women and men should be assessed in all areas at all levels. Another implication also is that though there might be the need for special programmes to bridge existing gaps, this should be for a period of time in a project's life cycle in order to avoid creating another imbalance.

In the framework, control is presented as the ultimate level of equity and empowerment. At this stage women are able to make decisions over their lives

and the lives of their children, and play an active role in society and the development process. Further, the contributions of women are fully recognized and rewarded as such.

Suggestions

Since organizations play an important role in developing women's awareness and self-trust, lots of women take advantage from them. By solving problems, gaining experience, and working together, women may become aware of their own subordinate position in society and become more capable of changing it (Himmelstrand, 1990:112). Women need to be empowered with skills, knowledge, and confidence to determine the development path they wish to follow and to challenge the entrenched organizational structures which hamper them. To serve this end, they have to acquire the potentiality of thinking on their own and raise questions on anything undesirable as related to their milieu, at least in their own mind.

Through adult education women can be empowered to stand against the exploitation in the name of social norm. Although over the years adult education has been used as a tool for improving the lot of people through capacity building in general and women empowerment in particular. It is pertinent for women to be able to leverage their position as equal citizens; one of the key elements is investing in opportunities for lifelong learning, enhancing women's existing capabilities as well as skill-building for newer capacities. This nurturing and building of the human resource is a feature of quality adult education interventions, and skill-building a crucial benchmark. With skill-building and training comes power, confidence and a sense of self-worth which is critical for women to overcome their internalized notions of marginalisation and oppression.

An empowered woman is one who is vested with the power to think, and is imbued with the consciousness of self-worth. The adult and extension education may be geared to create awareness to infuse self respect among women. The women may further be educated to resist encroachment on and avoid compromising their self-respect, self-esteem and that they should be proud at being women. The task of adult education is 'not to cut down jungles, but to irrigate deserts'.

With the above-indicated views in focus, the adult and extension education programme needs to reconsider and re-orient its content area and teaching strategies.

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Sustainable Development of Woman through Distance Education

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Introduction

Keegan (1986) communicated that: A major function of distance systems is to achieve the difficult synthesis between interaction and independence – getting the mixture right. All learning in a distance system is achieved by a balance between the learning activities the student carried out independently and those which involve interaction with other people. The balance between the two is the crucial issue facing distance study systems.

Distance education is a planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements. Distance education is practiced in all parts of the world to provide study opportunities for those who cannot or do not want to take part in classroom teaching. In its earliest form, distance instruction was delivered through such media as audiotape, videotape, radio and television broadcasting, and satellite transmission. Microcomputers, the internet and the World Wide Web are shaping the current generation of distance learning, and virtual reality, artificial intelligence, and knowledge systems may be next. The advantage of distance education as an alternative option to women is that they can enroll for the course of their interest and need, based on the social or professional requirements.

Smith & Norlen (1994) defined distance education. Accordingly, Distance education can be interpreted broadly as teaching at a distance. Distance education seldom involves face-to-face classroom instruction; it always involves the use of either print, audio, video or interactive components. While much of distance education remains print-based only, it can also be supplemented with audio or other means. Interaction may be via television, teleconferencing, mail, fax, e-mail or one-on-one telephone interaction between learner and teachers.

Although there are a variety of definitions of distance education, common denominators include: “the separation of teacher and learner and the replacement of interpersonal communication with a technological medium, both of which are influenced by their institutional context”. Moore (1990) also addressed physical separation and technology, defining distance education as “... the geographic separation between learner in instructor is such that electronic or print communications media have to be employed to transmit the dialogue”.

Different Types of Distance Learning

Distance learning has evolved greatly since the days of correspondence learning in which the student would receive course materials including

textbooks and other course materials through the mail. Students would then work completely at their own pace, finishing the course according to their work and life schedule. Although correspondence courses still exist, they are quickly being replaced by online courses, which offer instruction from teachers, interaction with other students, and a forum for feedback.

There are a number of advantages to the new formats of distance learning, such as making permanent professional contacts, a greater amount of teacher support and a multimedia educational experience. With the advent and improvements on computer, digital and Internet technology, the shift from the traditional classroom experience to online or distance learning only seems natural. This is especially true for programs that traditionally require large amounts of reading and written assignments, such as business administration and management, human resources management and services, finance and accounting.

There are a variety of ways to structure distance learning courses. The format depends on the purpose of the online course. Are you seeking an online degree and taking a full online course load? Or are you supplementing your on-campus curriculum with online classes? Or perhaps your school has an overload of courses and requires that you take an online course. Whatever the reason, it is important to know which type of distance learning course you are taking so you can understand the time and travel requirements that will be expected of you.

Synchronous vs Asynchronous Distance Learning

The four types of distance learning fall under the categories of either synchronous or asynchronous. Synchronous literally means “at the same time”, while asynchronous means “not at the same time”. Synchronous distance learning involves live communication either through sitting in a classroom, chatting online, or teleconferencing. Asynchronous distance learning usually has a set of weekly deadlines, but otherwise allows students to work at their own pace. Students have more interaction with their peers and deliver correspondence through online bulletin boards. This type of learning might get tedious for some because they are usually only receiving the information through text medium, however some asynchronous classes involve video or audio supplements.

Synchronous learning is less flexible and disrupts the student’s life to a greater extent. It is, however, the most popular form of college distance learning and continuing education programs, as it facilitates a greater amount of interaction between students and professors.

Some classes that do well in a synchronous format include those degree programs that highlight communication, such as general psychology, nursing, general education, and counseling psychology. Those programs that weigh more heavily on projects and assignments thrive in an asynchronous format because they provide the students with more time to focus on their work. A few degrees that work well in this format include marketing, healthcare administration, legal assistant or paralegal, educational/instructional media design and advertising.

Open Schedule Online Courses

With open schedule online courses, students are allotted the greatest amount of freedom. This is an asynchronous form of learning in which students are provided Internet-based textbooks, mailing lists, Email and bulletin boards to complete their coursework. At the beginning of classes, the student is provided a set of deadlines, but is allowed to work at their own pace as long as the work is turned in by the deadline. This type of learning is great for students who work well independently and those who do not procrastinate.

Hybrid Distance Learning

Hybrid courses combine synchronous and asynchronous learning to create a structure in which the student is required to meet at a specific time in a classroom or Internet chat room. However, they are allowed to complete assignments on their own time and may pass them in through an online forum. This option is sometimes offered when a university lacks adequate space to accommodate all their course loads.

Computer Based Distance Learning

The main difference between computer based learning and hybrid learning is that students are not allowed an open schedule. They are required to meet in a specific computer lab or in a classroom at a designated time each week.

Fixed Time Online Courses

The most common type of distance learning today is fixed time courses. As the title states, these courses are strictly online, but students are required to log-in to their online learning site at a specific time. Although they are completely online, the format remains synchronous because mandatory live chats are often required.

Importance of Distance Education

Geographic Flexibility

Distance learning can increase access to education for students who aren't located near a school or who can't afford to travel to class daily. Even commuting from work to school on a daily basis can cost a significant amount of gas money and eat up time that the student could be earning money at work. Distance learning can increase opportunities for students across the globe, ensuring that students don't have to choose a school based solely on its location.

Decreased Cost

Online learning is less expensive, because students aren't helping to pay for a brick and mortar building or an expensive university campus. Because teachers have more flexibility with scheduling, they may be able to conduct more classes, which means more revenue for the school without an increased charge to the student. For students who can't afford a traditional college education or who struggle to afford transportation costs, distance education can be a powerful game changer. At Georgia Perimeter College, for example, a school that offers both traditional and distance courses, distance learners pay about 70 percent of what traditional students pay in tuition and fees per credit hour if they qualify for in-state tuition.

Time Flexibility

Distance-based learning offers more flexibility to students in terms of how and when they take classes. Many distance-based courses allow students to use several different learning modules, such as online message boards, chat rooms, video conferences and recordings of lectures, making distance learning a highly customizable educational option. Students can choose when they do their work, and at some schools, may even be able to attend classes, via videotaped lectures, at various times rather than following a set schedule. Similarly, some schools permit students to take courses without using a traditional semester or quarter-based schedule. At these schools, students can enroll at any time and can begin classes when it is convenient.

Student Diversity

Not all students thrive in a traditional lecture setting, and some students may even be made anxious by large groups. Distance learning enables students from many walks of life to attend school. A critically ill student, for example, might attend his classes from his hospital bed, while a student with severe anxiety might be less intimidated by distance courses. For students with physical disabilities, distance learning means they can avoid navigating a challenging college campus.

Accreditation

Only accredited and nationally recognised distance learning programmes lead to an academic degree and are accepted as such at your future employer. For this reason, it is very important to inform yourself carefully about the recognition of your distance learning programme. First of all, your desired study programme has to be accredited by a recognised accreditation agency. This agency investigates if the different subjects are combined and coordinated in a meaningful and sensible way that ensures academic standards as well as practical relevance of the study programme. The national recognition is usually done by the Ministry of Education or a similar authority. Note that there can be differences between countries. In Germany for example, the 18 states (Bundesländer) are independently responsible for the recognition of universities and their study programmes. Besides the accreditation and the national recognition there are other quality labels and certificates that can give an indication about the quality of the education.

Flexibility

One of the most important reasons for distance learning is the higher flexibility compared to a conventional on-campus programme. This is why distance learning enables you to combine your career with pursuing a degree more easily. However, there are various differences regarding the flexibility depending on which university and which distance learning programme you choose. When deciding for a distance learning programme you should therefore carefully inform yourself in order to make the best decision for you. Does the university have a fixed semester schedule or can you follow the programme more flexible? How often does the university have on-site attendance and are those fixed or flexible? Some distance learning universities offer several dates and locations for the compulsory on-site meetings, so that you can choose the

ones that are most convenient for you. You should not underestimate that on-site meetings are often leading to high additional costs for travelling, accommodation and can take up a lot of your already scarce time. Ideally, the on-site meetings should match your work schedule and be close to your home to avoid long and expensive travel times.

Tuition fees

When choosing your distance learning programme, you should pay attention that you get good value for money. Distance learning programmes are usually a bit cheaper than study programmes on location. However, you should keep in mind that there might be extra costs such as for study material or travelling and accommodation costs for on-site meetings.

As studying besides your job can be quite demanding, you might want to consider reducing your working time from full-time to part-time. This gives you more time to focus on your studies but you have also to cope with a reduction of your income. In combination with high tuition fees, that can quickly lead to financial problems. Some distance learning institutions recognised this issue and offer suitable financing options. It is worth to take those into account when deciding for the right distance learning programme.

Personal support and service

The quality of personal assistance is a very important factor when choosing a distance learning programme and often decides about success or failure of your studies. Depending on your studies and the distance learning institution there can be major differences regarding the quality and kind of personal support provided. When can you reach the lecturers? Is it easy possible to arrange flexible personal appointments if needed? Is there personal support for the exercises and during the exam preparation? Are questions answered immediately or do you have to wait for an answer several days? All these factors have to fit your personal learning needs and preferences. Thereby, staying motivated is an important factor! If you are working full-time besides your studies, it is for example important that personal assistance is also offered in the evenings or at the weekend.

Study material and the digital learning environment

For distance learning education, the quality of the study material and the digital learning environment are even more important than for conventional studies. A motivating learning environment with diverse and interactive tasks, videos, quizzes etc. can improve your study success considerably. In order to stay in contact with your fellow students, many digital learning environments offer social platforms and a virtual campus that enable you to work together and support each other. Many distance learning institutions offer free test lectures. This can help you to get familiar with the different learning environments and to decide, which one fits best to your personal preferences.

Empowerment:

Empowerment is the process and the result of the process whereby the powerless or less powerful members of the society gain greater access and control over material and knowledge, resources, challenges and ideologies of discrimination and subordination and transform the institutions and structures

through which unequal access and control over resources is sustained and perpetuated.

Okeke (1995) submitted that "to empower means to give power to, to give authority to enable a person or a group of persons gain power". The empowering role of women's education affects not only the lives of the women, but also the lives of their children and other dependents – such as the aged. Education – especially professional and technical education – is also likely to enhance women's economic independence by equipping them with the skills necessary to take up paid employment opportunities. At the national level, educating women has resulted in improved productivity, improved income and economic development, as well as in a better quality of life, leading to a notably healthier and better nourished population (World Bank, 2001 a). Recently, the demand for skilled labor has risen significantly as a result of globalization, changes in technology, and as a result of the re – organization of work. The process of skills development in the informal sector in developing countries is more important since formal training institutions do not have the capacity to train a large number of aspirants. Therefore, distance education becomes an inevitable tool for providing skills-based education and training. Research evidence also shows that "women with more education or higher qualifications earn more, on an average, than women with minimum level of education" (McIntosh, 1973, p. 28). All over the world, the movement for improving the status of women has always emphasized education as the most significant instrument for social change.

A modern Indian woman has to take care of two social spaces viz. marriage and occupation, both of which call for education as the primary requirement. The most damaging denial of opportunity that women in India suffer is the ability to receive an education. A woman's lack of education certainly has an adverse affect on her family, most importantly on her children. In urban India, girls are nearly at par with boys in terms of education. However, in rural India girls continue to be less educated than the boys.

Many women also find it difficult to gain higher education and advanced degrees especially after marriage due to the commitments to the family. For working women, this also prevents them from getting promotions as the posts may call for higher degrees. This tries to introduce distance education is looked upon as a flexible and appropriate means to deliver education to the needy, especially women. This will expand women's access to quality education, raise literacy, improve management and administration capabilities, broaden community participation in education to ensure accountability and sustain quality improvements in the community. The emerging new-age woman will have the ability to equip herself with education thereby seeking her own identity, confidence and self-respect.

Conclusion

In recent times, Distance Education has emerged as a boon to women of all ages to equip themselves intellectually through acquisition of knowledge, leading them to new radical methods of thinking and alternative, lateral perspectives on existing information thus rendering them more autonomous and liberated. Distance education is an important milestone in the development of

higher education and has great potential to equalize opportunities and take higher education to the door steps. It is expected that this system will lead to empowerment of peoples of rural and tribal places. Distance learning can be used very effectively by rural and tribal in need, both employed and not, to gain higher education and degrees. The policy planners must think to integrate the economic benefits with education. The presence of women in distance education is significant not only in the success of women as functionaries in the field but also in the recognition of women's experience as the basis for an adequate theory of distance education. Theories of distance education generated by men cannot speak for the experience of women. women are necessarily central figures in developing appropriate theory and practice for a growing female learner population.

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Quality of Lifelong Learning

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Abstract

In a knowledge society education and training rank among the highest political priorities. Acquiring and continuously updating and upgrading a high level of knowledge, skills and competencies is considered a prerequisite for the personal development of all citizens and for participation in all aspects of society from active citizenship through to labour market integration. Lifelong learning has emerged as an overarching strategy for enabling citizens to meet new challenges. Quality of education is a central issue in 'the Community shall contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and supplementing their actions while fully respecting the responsibility of the Member States for the content of teaching and organization of educational systems and their cultural and linguistic diversity'. Enhancing the quality of education, training and ultimately lifelong learning is one of the main priorities of the action programmes, 'Socrates' and 'Leonardo daVinci', which are concerned with education and vocational training respectively. The promotion of quality evaluations of school and higher education respectively. The quality objective has therefore been increasingly brought to the fore in all aspects of co-operation in the field of education and training.

Introduction

The Adult Education sector has a major contribution to make to meeting the skill requirements of a rapidly changing workforce and to the dominant national concerns of social cohesion and equity in the emergence of a broadly inclusive and pro-active civil society. The sector has shown itself to be highly creative, effective, challenging and relevant. Concerns to promote a framework for lifelong learning, and critically to cater for the needs of adults within it, are increasingly moving centre stage in countries throughout the developed world. Lifelong learning is an overarching strategy of co-operation in education and training policies and for the individual. The lifelong learning approach is an essential policy strategy for the development of citizenship, social cohesion, employment and for individual fulfillment.

Definition of Lifelong Learning

Definitions of lifelong learning vary according to the perspectives and priorities of policy makers at a given moment. The working group decided, at an early stage, to adopt the definition of "lifelong learning" used in other Community activities such as the Luxembourg process, in the co-ordination of employment policies and in the Memorandum on Lifelong Learning: "Lifelong learning is seen as encompassing all purposeful learning activity, whether formal or informal, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence".

In particular, the need for learning activities to be undertaken on an ongoing basis” was considered overly-restrictive of what could and should be considered as lifelong learning as was also the term ‘purposeful’.

Quality Indicators of Lifelong Learning

The decision to use specific quantitative and qualitative data as ‘indicators’ is increasingly being taken at a high political level with a view to giving signals, to evaluate, promote dialogue and support planning in the field of education and training.

The role of indicators could for example be:

- to describe the present situation,
- to quantify the objectives which have been set,
- to provide continuous updates on progress towards certain objectives or, to provide insights into which factors might have contributed to achieving results.

The present initiative taken by the clear illustration of the political importance attributed to the choice of indicators in policy fields such as the present one on “quality of lifelong learning”.

The indicators identified in this paper coincide with the four areas identified by the working group as relevant policy areas for quality of lifelong learning.

- The first area focuses on the skills, attitudes and competencies of the individual.
- The second area, on access and participation, describes the interaction between the individual and the system.
- A third area on resources for lifelong learning has its focus on system parameters and, to a lesser extent, individual parameters. ‘System’ issues are addressed in the final area, keeping in mind that defining lifelong learning as a ‘system’ is a challenge in itself.

The principal aims of lifelong learning are:

- to build an inclusive society which offers equal opportunities for access to quality learning throughout life to all people, and in which education and training provision is based first and foremost on the needs and demands of individuals,
- to adjust the ways in which education and training is provided and at the same time to ensure that people’s knowledge and skills match the changing demands of jobs and occupations, workplace organization and working methods
- to encourage and equip people to participate in all spheres of modern public life, especially in social and political life at all levels of the community,

Perspectives of Lifelong Learning for Adults

In order to provide opportunity to access lifelong learning for adult, the following factors are needed:

1. Commitment and willingness of implementation of each government: for example, if we have good policies but we do not implement, it means we have only policies on the paper.
2. Firstly, we should provide education in “Functional Literacy Sector” for adults. It is the commencement point for them to function in the society. After that the continuing education will be provided to them in increasing their knowledge and work for better life in 21st century.
3. Development of varieties of the teaching-learning materials in all kinds and many contents and wide dissemination, especially to rural areas and heard-core poor areas.
4. Expand the distance learning and media learning.
5. Establishment of CLC, CTLC, Libraries and Reading Centers is necessary for:
 - ✓ Providing learning opportunities for adults in their villages
 - ✓ Accessing varieties of learning programs and contents
 - ✓ Filling constantly the needs of learning for adults
 - ✓ Strengthening the co solidarity and making peace in community.

The fifteen quality indicators are contained in the lifelong learning four areas (A-D).

Area A: Skills, Competencies and Attitudes

1. Literacy
2. Numeracy
3. New Skills in the Learning Society
4. Learning-to-Learn Skills
5. Active Citizenship Cultural and Social Skills

Area B: Access and Participation

6. Access to Lifelong Learning
7. Participation in Lifelong Learning

Area C: Resources for Lifelong Learning

8. Investment in Lifelong Learning
9. Educators and Training
10. ICT in Learning

Area D: Strategies and System Development

11. Strategies of Lifelong Learning
12. Coherence of Supply
13. Counseling and Guidance
14. Accreditation and Certification
15. Quality Assurance

Five key challenges for promoting quality of lifelong learning in the future can be identified:

(i) The Skills, Competencies and Attitudes Challenge

The skills, competencies and attitudes required to participate in all spheres of life have changed. One aspect of the quality of lifelong learning is the

extent to which an education and training system is successful in equipping people to negotiate the shifting demands placed upon them. Individuals should be given the opportunity to update, extend and acquire new skills so that they are better placed to meet changes in the work place and in society at large. While the knowledge economy requires 'new' skills, the 'traditional' ones (e.g. mathematics and literacy) remain the fundamental key competencies and in fact, the greater wealth of research now available underscores their importance. It is vital that everyone has access to the opportunity to obtain a new basic profile of competencies which enhances their employability and their ability to participate in public life.

(ii) The Resource Challenge

The adoption of Lifelong Learning as a framework for structuring education and training systems carries implications for the ways in which the necessary resources are provided. Lifelong learning requires investment in equipment, physical infrastructure, educational content, teaching staff and learners' time. Nor, is the challenge of resourcing lifelong learning is simply a question of increasing investment. Arrangements for funding lifelong learning will have to reflect the Complexity and diversity of the approach itself. Lifelong learning accommodates the increasing demand for greater education and training provision both before and after compulsory schooling. At the one end of the educational process pre-school attendance is becoming more prevalent. This development is supported by widespread recognition of the importance of early childhood experiences, though the timing and mechanisms remain debated, on subsequent intellectual and social development. Investing in this critical phase in development is a long-term investment.

The growth in post-compulsory education which extends throughout someone's life takes more varied forms, vocational and non-vocational, retraining, further education, education focusing on basic skills acquisition and reflects the needs of different individuals and their particular circumstances. It is in the context of post-compulsory education that the life wide aspect of lifelong learning comes to the fore. Individuals should have the opportunity to learn through both their working and personal lives. This means that as well as people having different motivations for engaging in learning activities they will also undertake learning in a range of contexts, through different organizations and over varying periods of time. Teaching, which has a significant part to play in the quality of every aspect of a lifelong learning system, is faced with a number of challenges. The first of these relates to the training of teachers, educators, trainers and other learning facilitators and for example, their ability to adapt to the growing prevalence of ICT as part of their teaching methodology or to changes in curriculum requirements.

Secondly, teachers and educators will have to become adept in the application of the learner centered orientation espoused by the lifelong learning approach. The final challenge relates to the adequacy of teacher numbers in relation to students.

(iii) The Challenge of Social Inclusion

Lifelong learning provides an opportunity for citizens to have equitable access to Individual socio-cultural development, and fulfill one's rights and

duties in the democratic decision making process. Providing the opportunity for people to improve their existing skills and acquire new ones is a way to tackle social exclusion and promote equal opportunities in the widest sense. Given the potential of lifelong learning in this respect it is vitally important that the lifelong learning process does not reinforce existing divisions and inequality through unequal access and participation. In order for education and training systems to contribute to the creation of an inclusive society it is necessary to ensure that barriers to participation are identified and dismantled. Within this context, specific regard has to be paid to the obstacles faced by vulnerable groups and people with special educational needs. If individuals are unable, for whatever reason, to access the education they are aiming for, the capacity of lifelong learning to act as a change agent for the transformation of our society, will be severely limited from the very beginning.

(iv) The Challenge of Change

Lifelong learning needs to be developed as a coherent whole if it is to achieve its potential. Education and training systems must undergo structural and procedural changes at the systemic level in order to successfully adapt to a lifelong learning approach.. These national strategies will have to respond to the demands of local and regional government, the labour market, public and private organizations providing education and training as well as individual citizens. Recognition of knowledge, skills and competencies acquired in a variety of settings should be achieved through the improvement of accreditation and certification procedures. Acknowledging that learning has taken place helps to create an environment in which individuals feel their learning activities to be of value and creating clarity promotes the mobility of labour. In recognizing forms of learning other than formal education the quality of lifelong learning faces the challenge of deinstitutionalization. Accreditation will be given for learning conducted in a greater array of institutions, in a wider variety of subjects than ever before and to diverse subpopulations. While such variety is well suited to meeting the needs of the individual it intensifies the complexity of the task of monitoring the quality of the learning process provided. In order for people to be able to derive maximum benefit from lifelong learning they must be informed of the possibilities, their options and the potential effects on their circumstances. As such, an effective lifelong learning system should also provide guidance and counseling to users in order to see their effective transition between different parts of the lifelong learning system and working life.

(v) The Challenge of Data and Comparability

The following are reflections outline some of the challenges in measuring (quality) of lifelong learning.

1) Policy-makers should define policy needs. Data transform into indicators when they are related to political considerations and by incorporating them in a decision-making context.

2) In the complicated transition phase we are in right now, one of the biggest challenges is to “make best use of existing sources”, that should be looked at from different angles and perspectives. This short-term approach should not conceal the urgent need for substantial conceptual and development work.

3) The development of new classification schemata, the operational definition of new skills and the development of related assessment methods, the broadening of the scope to informal learning aspects and the shifts of data to a regional and sub-regional level are only a few of the challenges we are facing and where we have to find solutions.

4) One overarching challenge of the highest importance is the transformation of a traditional approach to a more individual-centered view.

5) Finally, finding efficient solutions for gathering comparable data while at the same time respecting the subsidiary principle will also be one of the most challenging steps of future work.

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Right to Education and Empowerment of Dalit Girls in Tamil Nadu

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Introduction

Since many centuries, saints, leaders, movements and organisations, up to their level best worked for the empowerment of dalits in India who are the economically oppressed, socially depressed and politically suppressed worst affected least minority community in the world. Dalits are systematically segregated and forced to settle in a separate places especially in the remote villages which are far away from the educational institutions areas and even governmental schools not located in their settlement areas in the name religion. Caste system of Hindu religion forced the dalit girls to do the filthy jobs and concentrate on unhygienic occupation and refused to enjoy the basic human rights. Dalit girls not only grapple with the discrimination due to caste hierarchy and untouchability but they live in poverty coupled with political, legal and religion-cultural discrimination. Due to their poverty and illiteracy, dalit girls are not able to get basic and primary education besides they are also overworked oppressed and victimized by a number of factors. In this context the important role of Right of Children to Free and Compulsory Education Act or Right to Education Act in the process of empowerment of Dalit girls and article study the positive, negative aspects and impact of RTE on Dalit girls' education and their empowerment with the help of empirical and document analysis.

Dalit Girls in Indian Society

In India, the caste system is divided into five separate classes. The highest class in Indian society is that of the priests and teachers, or Brahmins, followed by the warrior class, the Kshatriyas. Third ranked are those who fall in the farmer and merchant class, the Vaishyas, followed by the fourth ranked labourer class, the Shudras "The Caste System in Hinduism". The fifth group, which was seen as being so low as to not deserve being placed in a caste, was the Dalits. Dalits and particularly Dalit Women, are often offended, discriminated, deprived of human dignity and have been subject to inhuman treatment and ugly form of untouchability, illiteracy, poor health, lack/denial of education, alienation in labour market. All these have unfolded into abject poverty among them and dehumanising way of living. Dalit women in India suffer from three oppressions: gender, as a result of patriarchy; class, from being from the poorest and most marginalized communities; and caste, from coming from the lowest caste, the 'untouchables'. In India around 66 million women are Dalits, and 48 percent of the total Dalit population. Of the 16.3 percent of Dalit women population in India, 81.4 percent live in rural areas. They, along with their male counterparts, constitute a sizeable social group that continues to suffer from Descent based discrimination arising out of the caste system. Descent based discrimination based on caste imposes social exclusion on persons belonging to

Dalit castes, and their physical separation from the dominant castes in housing patterns, strict enforcement of the prohibition of interlining at public places, seating arrangements in educational institutions, particularly in schools and forces the performance of degrading occupation life manual scavenging and carrying of night soil by women.

Dalit women not only grapple with the discrimination due to caste hierarchy and untouchability but they live in poverty coupled with political, legal and religio-cultural discrimination. Access to resources such as land, water is out of reach to these women. Henceforth, Dalit women end up working as bonded agricultural labourers with low/under paid wages, in spite of their knowledge and skills in farming. The extreme perennial economic deprivation has also resulted in illiteracy, malnourishment, poor health conditions, besides this they are also overworked, oppressed and victimized by a number of factors, including patriarchal attitude within the family and community. Dalit Women are the most economically deprived section of Indian society. Dalit women labour force constitutes the backbone of Indian agriculture economy. 71% of them are agricultural labourers. 90% were cultivators. 32.40% of the household sector and large number of them were employed in unorganized labour in urban areas. A large number of them were employed in unclean occupation. They are denied just and equal wages, fair-share in economic distribution, maternity benefits, the security and protection. Almost all the Dalit women enter the labour market before the age of 20. 31.6% of all girl children from Dalit communities are child labourers. Because of these reasons nearly to 40% of the dalit girls are dropout students.

Education for Empowerment

The educational backwardness of Scheduled Castes was major fallout of Hindu social order. (Devasahayam, 1993, 40) In the past, on the one hand, the Scheduled Castes were barred by caste Hindus from attending public educational institutions while, on the other hand, most of the Scheduled Castes people never thought of studying any one of their traditional jobs or professions. Though, nowadays, most of them have become conscious of the importance of education, and are now quite aware of its benefit. An important dimension of the welfare state is a system of education available to all equally. In the widest sense the purpose of education is to contribute to the development of the faculties of a human being: physical, mental and spiritual. (Huddleston, 1998, 225). Scheduled Castes communities were one of the least literate social groups in the country, with only 30% of scheduled castes children recognized to have basic reading and writing skills. (Geetha, 1996. 1011-1024) The Table.1 explains the Literacy Rates of Scheduled Castes Female Population in 2001 and Literacy rate amongst SC females. These high levels of illiteracy are a result of insufficient access to primary education.

Lack of educational development is important problem for Dalit Women, placing them at a disadvantages position as compared to both Dalit men as well as non-dalits. Dalit girls are denied educational opportunities because of Caste and gender discrimination. Ensuring access to education for the Dalits of India has been the greatest challenge for the Indian government in diminishing the social effects of the caste system, which still remain entrenched in Indian society.

One of the most important Dalit political activists who saw the value of social equity within India was B. R Ambedkar, who became the chief architect of India's constitution after years of social activism. Throughout the first half of the twentieth century, Ambedkar dedicated a significant portion of his life to improving the quality of life and social status of Dalit Indians. He established the People's Education Society in 1945 which believed that increasing access to education to the Dalits would increase their empowerment.

Education in every society plays an important role in the social, economic, political development of the country. It develops the personality and wisdom of people and makes them capable of performing certain economic, political and cultural functions and consequently their socio- economic status is enhanced. Education has been accepted as an equipment to achieve the desired goals. It brings mobility in the society and helps in bringing the equal status among the people coming from different social levels. Education system is the only institution which can uproot the deep roots of inequality between the man and women; which are settled in the minds of people through the process of socialization. Therefore, in the whole world in order to improve the status of women, education has been considered as an important source. Education is a real light and weapon in the hands of marginalized communities, struggling to come out from the darkness of centuries.

Education is milestone because it enables the women to responds to the challenges, to confront their traditional role and change their life; so that we cannot disregard the significance of education in reference to women empowerment. But in rural India, still it is experienced that our predominant patriarchal system does not give enough chances for women to have education. Spending on education and especially for a girl child is still perceived as a waste of money and resources especially Scheduled Castes girls. Economic beliefs limit rural Scheduled Castes girls educational opportunities. As a result, combating the high rate of illiteracy among rural girls remains an area of serious concern for the government.

For centuries, the Dalit population of India was forbidden from gaining access to education. Originally reserved for upper castes only, the denial of conventional education to Dalits was designed to prevent them from increasing their quality of life and to highlight caste divisions. Caught in a colonial struggle between European nations, Indian society had no motivation to determine who should manage social programs until the British established control over India. Then, during the 1850s, the British began the long process of increasing the accessibility of education to all citizens on India. Signed in April of 1850, the Caste Disabilities Removal Act theoretically abolished all Indian laws which challenge the rights of those who are members of any caste or religion. To most, this was the first step towards social equalization within India. It was also the beginning of a series of attempts to increase accessibility to education for members of the dalit caste. To coincide with the signing of the act, the Indian education system became accessible to every member of society. However, one hundred and sixty years after the Dalits were granted permission to attend schools, the primary education rates of the Dalit population compared to those of upper castes remain as low ever.

There have been a number of suggestions proposed as to why the Dalits have yet to take advantage of open access to education. Some have suggested that Dalits possess an apathetic attitude towards education, and so the thought of attending school seems unappealing and inefficient compared to entering the workforce or doing nothing at all. Another suggestion of the cause for lower access to education to Dalits is that most families are caught in a vicious cycle of illiteracy and poverty. Therefore, not only do parents have no incentive to have their children attend school, but they also frequently lack the financial means to send them to the fee-based schooling system of India (Nambissan 1011). The final and often most realistic reasons for why the Dalits have failed to take advantage of their access to education is a combination of a history of oppression and a lack of access to local, quality education systems.

A historical back-drop of mistreatment and class hierarchies has provided little incentive for the Dalits to pursue education. Throughout the 1800s and into the mid 1940s, conditions for Dalit children within the Indian education system were very poor. Due to discrimination from higher castes, the Dalits did not feel comfortable attending schools. Dalit children were required to sit outside the school, listening on the veranda while those in higher castes would be taught inside. Teachers, who refused to touch the Dalit children even with sticks, would throw bamboo canes as undeserved punishment while children of other castes were permitted to throw mud. The Dalit children, who knew retaliation would result only in increased abuse, would be essentially scared into not attending school (Freeman 67). Of the limited number of Dalit children who were attending school, the majority were male; a trait which continues even today (Nambissan 1012).

The 1948 independence of India prompted an increase in responsibility for the government to promote the economic and educational interests of the lower castes and to protect the Dalits from social injustices and exploitations. Over the next few decades, the Dalits would see very little action to support the claims and progress made during the fifties to help improve their access to primary education. The 1950s saw subtle improvements in the number of schools being built in India, as well as the amount of money being allocated towards primary education programs. The efforts being put forward by the government lost momentum over the next few decades however, as the rate of primary schools being constructed slipped from 5.8% in the 1960s, to 2.1% during the 1970s, and eventually down to only 1.3% through the 1980s (Nambissan 1015). This was complemented by a shift in funding from primary school education to middle school education. This transition exemplified the government's shifted focus from increasing primary enrolment rates to increasing the quality of the education provided to those already provided with sufficient access to education.

Between 1983 and 2000, improvements in access to education for all of India have been made, although the difference between education rates for Dalits, especially females, and those in higher castes remained constant. In the seventeen year period, enrolment rates for Dalit boys grew from only 47.7% to a meager 63.25%. When compared to those males in upper castes, enrolments jumped from an already relatively impressive 73.22% to 82.92%. Even poorer

results were observed when looking at the female Dalit enrolment rate, which inched from 15.72% to 32.61%, when compared to their upper-caste counterparts whose enrolment climbed from 43.56% to 59.15% (Desai & Kulkarni). The education gap can also be understood to translate through the entire schooling system, with the proportion of Dalit to non-Dalit success remaining at a constant low rate through primary, secondary, and post-secondary schooling. Although large improvements have been made to increase enrolment rates in India, statistics show that there has been little progress in decreasing the education gap between castes. The lack of success in increasing primary enrolment rates for Dalits over the past one hundred and fifty years is evidence that very few projects have had any success in increasing social equality within the Indian Caste system. In the next section, the paper will look at some of the programs which have attempted to provide incentive for India's poorest to seek primary education.

After attaining Independence in 1947, India became a Sovereign Democratic Republic, emerging as a free nation; the new Constitution of Independent India provides the legal protections and reservation in education, employment and legislative bodies for the empowerment of Dalits. The government of India and the state government have realized the crucial role which education can play in the social transformation of the Scheduled Castes. They have, therefore, used education as the prime mover in the welfare policies and programmes intended for the Scheduled Castes. (Santhakumari, 1988. 47). For their most horrible and awful conditions, the central and state governments have been implementing the various kinds of educational measures for the empowerment of dalits women such as; welfare schools, hostels, scholarship, awards, grants, concessions, free bicycles and other innovative measures. There is no significant change in the life conditions of Dalits in India. Ensuring access to education for the Dalits of India has been the greatest challenge for the Indian government in diminishing the social effects of the caste system, which still remain entrenched in Indian society.

Table. 1. Literacy Rates of Female Scheduled Castes Population in 2001

Sl. No.	States/Uts	Scheduled Castes Female
	India	41.9
1	Andaman & Nicobar	-
2	Andhra Pradesh	43.35
3	Arunachal Pradesh	54.99
4	Assam	57.14
5	Bihar	15.58
6	Chandigarh	57.22
7	Chhatisgarh	49.22
8	Dadra & Nagar Haveli	67.05
9	Daman & Diu	75.82
10	Delhi	59.07
11	Goa	62.05
12	Gujrat	57.58
13	Haryana	42.28

14	Himachal Pradesh	60.35
15	Jammu & Kashmir	47.46
16	Jharkhand	22.55
17	Karnataka	41.72
18	Kerala	77.56
19	Lakshadweep	-
20	Madhya Pradesh	43.28
21	Maharashtra	59.98
22	Manipur	62.97
23	Meghalaya	45.21
24	Mizoram	92.16
25	Nagaland	-
26	Orissa	40.33
27	Pondicherry	60.05
28	Punjab	48.25
29	Rajasthan	33.87
30	Sikkim	55.71
31	Tamil Nadu	53.01
32	Tripura	67.24
33	Uttar Pradesh	30.5
34	Uttanchal	48.74
35	West Bengal	46.9

Source: Selected educational Statistics, 2003-04, Department of Secondary Education, Ministry of Human Resource Development, Govt. of India, New Delhi

Education is considered most important for the socio-economic development of any group of people. Hence, Article 45 of the constitution of India enjoys that “the state shall endeavor to provide within a period of ten years from the commencement of this constitution for free and compulsory education of all children until they complete the age of fourteen years”. Further, with a view of improving the educational status of the scheduled castes, the Indian constitution has specified in Article 46 that “the state shall protect with special care the educational and economic interests of the weaker sections of the people, in particular of the scheduled castes, and shall protect them from social injustices and all forms of exploitation”. Hence, at the primary stage, universal free and compulsory education was spelt out in the constitution with the objectives that it would open the gates to further and higher education, both liberal and technical. Thus, the constitution reflects the intension of the nation to provide universal, free and compulsory education for the people in general , and the Scheduled Castes in particular, with due safeguards of protecting them from the stigma of untouchability in the educational institutions . Education is undeniably the most effective agent for social change. Its spread would help the Scheduled Castes acquire higher socio-economic status in the society. But the fact is not generally accepted by most of these people as many of them are tradition -bound and are reluctant to educate themselves. (Mohanty, 2003, 153-154). The 86th Amendment of the Constitution makes education a fundamental right for all children aged 6 to 14 years. **(Mahajan,2009. 1).**

Historical Development of Right to Education Act

The right to education is law in Article 26 of the Universal Declaration of Human Rights and Articles 200 and 14 of the International Covenant on Economic, Social and Cultural Rights.(Selva, G.2010 and Seethalakshmi, 2010). The right to education has been reaffirmed in the 1960 UNESCO Convention against Discrimination in Education and the 1981 Convention on the Elimination of All Forms of Discrimination Against Women. In Europe, Article 2 of the first Protocol of 20 March 1952 to the European Convention on Human Rights states that the right to education is recognized as a human right and is understood to establish an entitlement to education. According to the International Covenant on Economic, Social and Cultural Rights, the right to education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education in particular by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these accesses to education provisions, the right to education encompasses also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. The European Court of Human Rights in Strasbourg has applied this norm for example in the Belgian linguistic case. Article 10 of the European Social Charter guarantees the right to vocational education.

The government of India has enacted the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Indian legislation enacted by the Parliament of India on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution.^[1] India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010.

The bill was approved by the cabinet on 2 July 2009. Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009. It received Presidential assent and was notified as law on 26 August 2009 as The Children's Right to Free and Compulsory Education Act. The law came into effect in the whole of India except the state of Jammu and Kashmir from 1 April 2010, the first time in the history of India a law was brought into force by a speech by the Prime Minister. In his speech, Manmohan Singh, Prime Minister of India stated that, "We are committed to ensuring that all children, irrespective of gender and social category, have access to education. Education enables the dalit girls to acquire the skills, knowledge, values and attitudes necessary to become responsible and active the good citizens of India.

Education in the Indian constitution is a concurrent issue and both centre and states can legislate on the issue. The Act lays down specific responsibilities for the centre, state and local bodies for its implementation. The states have been clamoring that they lack financial capacity to deliver education of appropriate standard in all the schools needed for universal education. Thus it was clear that the central government (which collects most of the revenue) will be required to subsidize the states. A committee set up to study the funds requirement and funding initially estimated that Rs 171,000 crores or 1.71 trillion (US\$38.2 billion) across five years was required to implement the Act, and in April 2010 the central government agreed to sharing the funding for implementing the law in the ratio of 65 to 35 between the centre and the states, and a ratio of 90 to 10 for the north-eastern states. However, in mid 2010, this figure was upgraded to Rs. 231,000 crores, and the center agreed to raise its share to 68%. There is some confusion on this, with other media reports stating that the centre's share of the implementation expenses would now be 70%. At that rate, most states may not need to increase their education budgets substantially. A critical development in 2011 has been the decision taken in principle to extend the right to education till Class X (age 16) and into the preschool age range. (Economic Times, 2010 -4-1) The CABE committee is in the process of looking into the implications of making these changes.

Positive aspects of Right to Education Act

The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children (to be reimbursed by the state as part of the public-private partnership plan). Kids are admitted in to private schools based on caste based reservations. It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age.

The RTE act requires surveys that will monitor all neighborhoods, identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed: The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrollment, attendance and completion on the Government. It is the parents' responsibility to send the children to schools in the U.S. and other countries.

The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation- the Persons with Disabilities Act. A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and faculty are made in the Act. The report admits that 8.1 million children in the age group six-14 remain out of school and there's a shortage of 508,000 teachers country-wide. A shadow report by the RTE Forum representing the leading education networks in the country, however, challenging the findings pointing out that several key legal commitments are

falling behind the schedule. The Supreme Court of India has also intervened to demand implementation of the Act in the Northeast. It has also provided the legal basis for ensuring pay parity between teachers in government and government aided schools (**Tribune. 2010-08-12**)

Negative aspects of Right to Education Act

The act has been criticized for being hastily-drafted, not consulting many groups active in education, not considering the quality of education, infringing on the rights of private and religious minority schools to administer their system, and for excluding children under six years of age. Many of the ideas are seen as continuing the policies of Sarva Shiksha Abhiyan of the last decade, and the World Bank funded District Primary Education Programme DPEP of the '90s, both of which, while having set up a number of schools in rural areas, have been criticized for being ineffective and corruption-ridden.

Quality of education

The quality of education provided by the government system remains in question. While it remains the largest provider of elementary education in the country forming 80% of all recognized schools, it suffers from shortages of teachers, infrastructural gaps and several habitations continue to lack schools altogether. There are also frequent allegations of government schools being riddled with absenteeism and mismanagement and appointments are based on political convenience. Despite the allure of free lunch-food in the government schools, many parents send their children to private schools. Average schoolteacher salaries in private rural schools in some States (about Rs. 4,000 per month) are considerably lower than that in government schools. As a result, proponents of low cost private schools, critiqued government schools as being poor value for money.

Children attending the private schools are seen to be at an advantage, thus discriminating against the weakest sections, which are forced to go to government schools. Furthermore, the system has been criticized as catering to the rural elites who are able to afford school fees in a country where large number of families live in absolute poverty. The act has been criticized as discriminatory for not addressing these issues. Well-known educationist Anil Sadagopal said of the hurriedly-drafted act: It is a fraud on our children. It gives neither free education nor compulsory education. In fact, it only legitimizes the present multi-layered, inferior quality school education system where discrimination shall continue to prevail.

Entrepreneur Gurcharan Das noted that 54% of urban children attend private schools, and this rate is growing at 3% per year. "Even the poor children are abandoning the government schools. They are leaving because the teachers are not showing up. However, other researchers have countered the argument by citing that the evidence for higher standards of quality in private schools often disappears when other factors (like family income, parental literacy- all correlated to the parental ability to pay) are controlled for.

Public-private partnership

In order to address these quality issues, the Act has provisions for compensating private schools for admission of children under the 25% quota

which has been compared to school vouchers, whereby parents may "send" their children in any school, private or public. This measure, along with the increase in PPP (Public Private Partnership) has been viewed by some organizations such as the All-India Forum for Right to Education (AIF-RTE), as the state abdicating its "constitutional obligation towards providing elementary education.

Infringement on private schools

RTE Act In September 2012, the Supreme Court subsequently declined a review petition of the Act. **(The Hindu. 12 April 2012)**

Barrier for orphans

The Act provides for admission of children without any certification. However, several states have continued pre-existing procedures insisting that children produce income and caste certificates, BPL cards and birth certificates. Orphan children are often unable to produce such documents, even though they are willing to do so. As a result, schools are not admitting them, as they require the documents as a condition to admission.

Admissions

Kids are admitted in to private schools based on caste based reservations. But they will not properly follow or educated and economically sound dalits will enjoy the benefits in the reputed private schools

Conclusion

After attaining Independence in 1947, India became a Sovereign Democratic Republic, emerging as a free nation; the new Constitution of Independent India provides the legal protections and reservation in education, employment and legislative bodies for the empowerment of Dalits. The government of India and the state government have realized the crucial role which education can play in the social transformation and help increase the quality of life for the Dalits of India through development focused on enrolment in primary education. Education provides individuals with the means to increase their income and to engage in economic activities. The lack of incentives to pursue education for the Dalits of India can be traced back to a long history of mistreatment and oppression. Night classes and all-Dalit schools provided a safer learning environment for the Dalits, but did not address any issues of caste conflict. Twentieth century policies helped officially decrease some of the animosity and inequality between groups so that the Indian government could have a greater focus on national primary enrolment rates. Funding agencies concentrate the core reasons as to why dalits are not attending school. Instead of increasing enrolment, additional textbooks only had an effect on increased performance levels. Minor increases in incentives for Dalits to pursue primary education have been beneficial, but not sufficient in equalizing the enrolment gap between the Dalits and members of upper castes. In order for noteworthy improvement in the Right of Children to Free and Compulsory Education Act or Right to Education Act to be made in increasing the primary enrolment rates of Dalit children, development organizations must maintain to investigate varying levels of incentives and pursue national social equality in India.

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Development of Communicative Skills for Globalization on Education

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Abstract

Development communication refers, alternatively, as either a type of marketing and public opinion research, or the use of communication to facilitate social development. This article focuses on the latter use. Communication skills include lip reading, finger-spelling, sign language; for international skills use, international relations. Here it indicates individual meditation, reflection, and contemplation. One best example of this is mystical mediation. This is direct, face-to-face communication which occurs between two persons. It is essentially a dialogue or a conversation between two or more people. It includes all aspects such as eye contact, body language, facial expressions, gestures, etc. This is usually identified with tools of modern mass media: books, cinema, television, the press, radio, etc. Teaching communication skills can be a rather discourage task, considering that almost every individual feels that they are very good communicators. The successful achievement of desired corporate goals is very much determined by quality of team communication skills. People with good communication skills always hold an edge over others in terms of confidence, execution and performance. East Asia experienced phenomenal economic growth from the 1960s to 1990s and integrated successfully into the global economy. Japan and the East Asian 'tigers' are widely regarded as examples of 'beneficial' globalisation.

Introduction

Development communication refers, alternatively, as either a type of marketing and public opinion research, or the use of communication to facilitate social development. This article focuses on the latter use. Development communication engages stakeholders, establishes conducive environments, assesses risks and opportunities and promotes information exchanges to bring about positive social change via development. Development communication techniques include information dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social change and community participation.

Development communication has been labeled the *Fifth Theory of the Press*, with "social transformation and development," and "the fulfillment of basic needs" as its primary purposes. Jamias articulated the philosophy of development communication which is anchored on three main ideas, namely: purposive, value-laden and pragmatic. Nora C. Quebral expanded the definition, calling it "the art and science of human communication applied to the speedy transformation of a country and the mass of its people from poverty to a dynamic state of economic growth that makes possible greater social equality

and the larger fulfillment of the human potential." Melcote and Steeves saw it as "emancipation communication", aimed at combating injustice and oppression.

We are living in a time of knowledge explosion. Universities or colleges are unlikely to be able to teach all the essential knowledge a student needs for their whole career within a four-year period. Moreover, much of the knowledge students learn in university will be out of date when they leave, because of the rapid technical developments. This means the students have to master a self-learning method and a set of lifelong learning skills in order to meet the demands of their future professional lives. Quality teaching and learning in tertiary education should aim to develop students' lifelong learning skills. Each teacher should make a contribution in developing these skills when teaching a certain course. This paper discusses how to teach lifelong learning skills in a course in which I am involved, Circuit Analysis. The relevant lifelong learning skills are discussed, together with a comparison of the difference between knowledge and skill. Consideration is then given to the question of how we teach students these skills. One single approach is not superior to other approaches in all situations, nor is it appropriate to all subjects. The objectives and characteristics of Circuit Analysis are then analyzed. After that, I reflect on the positive aspects of my current teaching practice, as well as those which should be improved in the future. It is concluded that more student-centred teaching strategies need to be incorporated in order to promote lifelong learning skills. Lifelong learning skills 'Lifelong learning skills' refers not to the specific information that students acquire during their formal education, but to how successfully they can continue to acquire information after their formal education has ended.

Definition of communication skill

Communication skills include lip reading, finger-spelling, sign language; for international skills use, international relations.

Types of Communication Skills

Communication is generally classified into a couple of types. The classifications include:

- Verbal and non-verbal
- Technological and non-technological
- Mediated and non-mediated
- Participatory and non-participatory

Intra-personal communication skills:

Here it indicates individual meditation, reflection, and contemplation. One best example of this is mystical mediation. According to the experts this Type of Communication surrounds communicating with the divine and with spirits in the form of rituals and prayers and rites.

Interpersonal communication skills:

This is direct, face-to-face communication which occurs between two persons. It is essentially a dialogue or a conversation between two or more people.

It is personal, direct, as well as intimate and permits maximum interaction through words and gestures. Interpersonal communications may be:

Focused Interactions: This primarily results from an actual encounter between two persons. This implies that the two persons involved are completely aware of the communication happening between the two.

Unfocused interactions: This occurs when one simply observes or listens to persons with whom one is not conversing. This usually occurs at stations and bus stops, as well as on the street, at restaurants, etc.

Non verbal communication skills: It includes all aspects such as eye contact, body language, facial expressions, gestures, etc., also become a part of the communicating process; as well as the written and typed modes of communications.

Mass communication: This is usually identified with tools of modern mass media: books, cinema, television, the press, radio, etc. It is a means of conveying messages to an entire populace.

Despite the different types of Communication Skills are, communicating is an ever-continuing process that is going on all the time. It is as important to human life as is day-to-day existence.

Good Communication Skills

It is not that when one communicates does not only have an impact on their own profession and personal relations, but also an effect on others. But those who do not have Essential Communication Skills are usually ignored or just simply kept at the bay. So, where those good communication skills are looked upon and well respected. Eventually, a good listener and a good orator are famous in their groups such as professional and personal.



Teaching communication skills can be a rather discourage task, considering that almost every individual feels that they are very good communicators. In fact, most trainers prefer to be regarded as facilitators, who are able to bring to light the qualify that occur while communicating ineffectively, rather than pointing a direct finger and saying - You all cannot communicate well'. And when this occurs the participants are ready to examine deeper within and bring out the negative aspects of their communications and replace it with the corrective measures.

Developing Team Communication Skills

There are many crucial factors that play a major role in deciding the fate of the organizational objectives but very few of them are as important in nature

as effective team communication skills. The successful achievement of desired corporate goals is very much determined by quality of team communication skills. People with good communication skills always hold an edge over others in terms of confidence, execution and performance.

Imagine a situation where all the team members are sufficiently equipped with effective communication skills. Well, the result could be too tempting to imagine. But it is definitely not a difficult task to develop team communication skills. This single factor can greatly affect the performance of a team which in turn affects goals set by the management.

The thing is, most of the organizations have different teams working on different projects. The team comprises of members with different skills. But at the same time, the team members come from diverse backgrounds, language and culture. This can create problems within the team and the work. This is where team communication skills come into the picture. Communication factor can help team members in building relationships based on mutual understanding, trust and confidence. To develop effective team communication skills, management need to introduce some basic manners, professional etiquettes and a common communication platform.

The first step towards developing team communication skills begins with according respect to all the fellow members of the team. All the members need to be perfectly clear of their mutual goals and objectives. There should not be any misunderstanding on this issue. Regular team meetings are a great way of fostering team communication. It helps in clearing doubts and queries of every team member. The role and responsibility of every team member should be clearly defined so that confusion and misunderstanding can be avoided.

All the team members should be given equal rights to express their opinion and ask questions. Ignoring these questions can De-motivate the employees. All the members should try to be a good listener which is a fundamental condition in developing effective team communication skills. Speaking in a clear and concise manner helps in developing better understanding. Feedback and acknowledgments are essential parts of effective team communication.

All the members should strive to follow the professional etiquettes while writing emails, greeting over telephones, leaving voicemails and sending instant messages. Finally, one should maintain a friendly attitude towards other members and deal with tense situations with a calm mind. All these suggestions will go a long way in developing effective team communication.

The role of education in 'successful' Globalization

East Asia experienced phenomenal economic growth from the 1960s to 1990s and integrated successfully into the global economy. Japan and the East Asian 'tigers' are widely regarded as examples of 'beneficial' globalisation. The study finds that where globalising states have managed to engage favourably with the global economy, gaining wide economic and social benefits, this has largely been due to their own national efforts. Education has a doubly important role to play in securing the most favourable terms of engagement with the global economy and the most productive relationships between local, national and

international resources for development. Educated people tend to make the decisions and policies that influence economic globalisation and international agreements. Education provides people with the skills and values needed to succeed in economic globalisation and the minimising its negative impacts.

Summary

Teachers must consider the features of their courses and the characteristics of their learners before they think about what kinds of knowledge and skills students will learn from the courses. Then they must decide which teaching strategies are suited to their courses. My plan is to firmly carry forward good aspects of my previous teaching and incorporate contemporary teaching strategies to create a more student-centred teaching and learning climate for developing students' lifelong learning skills. Students are expected to develop problem solving skills, lateral thinking skills, teamwork ability, self-directed learning skills and communication skills in the course of Circuit Analysis. Teaching and learning is a cooperative process between teachers and students. Before I try to teach in a different way I will introduce students to the new teaching and learning theory. I also need to seek colleagues' support and funds to implement appropriate changes. The work will be challenging and time-consuming. Hopefully, opportunities will coexist with challenges. I will constantly motivate myself in pursuing quality teaching. Acknowledgements I would like to express thanks to the China Scholarship Council and The University of Sydney who organised and carried out the program of Teaching Science in English. I would also like to thank all the staff who have participated in the program, especially Associate Professors Mike King and Mary Peat for their wonderful lectures. This article has benefited from valuable discussions with Dr Mike Wheatland, Associate Professor Tim Bedding, Dr Manjula Sharma, Ian Cooper and Chris Stewart. Review of the manuscript by Dr Mike Wheatland is gratefully acknowledged.

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E-Learning IN Adult Education for Sustainable Development: A Paradigm Shift

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Abstract

Global climate change and adoption of sustainable development will be driven by opportunities and risks for organizations with the strategy of paradigm shift in the system. The changes in various issues will emerge with lifelong learning for sustainable development within a blended learning program as the effective means of achieving long-term goal. In order to value adult learners within a framework of sustainable development, e-learning should incorporate in meaningful ways

Introduction

Global climate change is the defining issue of our time requiring immediate and decisive action (Stern, 2006). A much required global transformation will emerge from: individual actions, sustainable business strategies, government regulations, and nongovernmental organization initiatives (Muller & Siebenhuner, 2007). This paper will argue that the only way that businesses can manage their climate change risk is through the comprehensive implementation of sustainable development strategies. These strategies require a paradigm shift toward more systems, future and critical thinking skills, by everyone in the company. This will require the re-education of the workforce from the current, largely one dimensional focus on economic value; to a multi-dimensional, interdependent, values-based, focus on environmental, social and economic issues. This transformation will be complex and will evolve over the lifetime of a learner. Businesses will find that education for sustainable development through learner-centred e-learning, within a blended learning program, will be the most efficient and effective means of achieving long-term business survival and prosperity.

Opportunities and Risks

For business, the response to global climate change and adoption of sustainable development will be driven by opportunities and risks. Business opportunities include: new markets, increasing brand equity through corporate social responsibility programs, attraction and retention of labour, and brand differentiation through leadership values (Lovins , Lovins, & Hawken, 1999). For instance, companies like Unilever have adopted sustainable development for their world-wide Corporate Social Responsibility program in order to enhance and protect brand equity (Unilever, 2008). Business will also be driven to manage climate change risk: physical risk, regulatory risk, litigation risk and reputation risk (Van Bergen, Soonawala, & Wisse Smit, 2008).

Mainstream economic theory would have us believe that we can have infinite growth on a finite planet (Daly & Farley, 2004). The menacing implications of climate change such as rising levels of atmospheric carbon

dioxide; and the depletion of water, natural resources, and soils, speak to the unsustainable nature of our current economic paradigm. It has been proposed that the concept of sustainable development and its balance among economic, environmental and social priorities is the basis for shifting to more sustainable practices. Organizational learning is an essential enabler to achieving sustainability (Siebenhuner & Arnold, 2007).

Sustainability Defined

Sustainability, a term often used interchangeably with the term sustainable development, has been commonly defined as "...development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (WCED, 1987). The Brundtland Report (WCED, 1987) identified two key concepts within this term: 1) the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and 2) the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs (WCED, 1987). Although the concept of sustainable development has been around since 1970, the Brundtland report legitimized it as a template for global decision-making. The idea that there should be a balance between economic, social and environmental priorities in the decision making process was born.

Since the notion of sustainable development is centered in the use of new "thinking processes" to realize new values and attitudes; learning and reinforcement of learning must occur continuously and should be part of a lifelong learning process.

Lifelong Learning

The re-education of the workforce for the implementation of sustainable development, and its required shift in thinking must be systemic and evolve over the lifetime of a learner. The concept of lifelong learning within business returns as an important element in the sustainable development solution.

Lifelong learning first emerged in the early 1970s, and was briefly popular among intergovernmental think-tanks such as UNESCO and the Organisation for Economic Co-operation and Development OECD (Field, 2000). It re-emerged in 1994 in the European Commission, in a White Paper on competitiveness and economic growth. When the Commission declared 1996 to be the European Year of Lifelong Learning, the idea spread throughout Europe (Field, 2000). Lifelong learning is a concept that recognizes the accelerated rate of change in industrial society and the advances in technology, information systems and global markets (Merriam & Callarella, 1999). Lifelong learning signals a shift from a solitary focus on formal schooling to a broader focus that also embraces ongoing learning by adults.

E-learning, in conjunction with face-to-face learning, holds the promise of accessibility and a framework for a sustained engagement in a lifelong learning process.

Education for Sustainable Development

As noted earlier, a shift to sustainability is a change in paradigm for business, which has traditionally viewed economics as a dominant notion within

society. Springett suggests that education on sustainability challenges the “rationality” of the capitalist economic paradigm of production and consumption (Springett, 2005; Siebenhuner & Arnold, 2007). Many advocates for sustainability question whether incremental changes in business strategy can go far enough, suggesting that transformational change is required (Tilbury, 2002). Numerous researchers also suggest that a transition to sustainable development must introduce changes in personal values and institutional structures to achieve an environmental, social and economic balance (Gladwin et al, 1995; O’Connor, 1998; Huckle, 1996 as cited in Springett, 2005).

While studying organizational learning for the management of sustainable development, Siebenhuner & Arnold (2007) defined sustainability-oriented learning as a process:

“... where organizations display behavioural changes that are attributable to a change in the knowledge and value bases as a result of reflexive processes, and where the concept of sustainability served as a fundamental framework” (Siebenhuner & Arnold, 2007, p.341).

Numerous researchers have identified that education for sustainable development requires the building of skills in systems thinking, critical thinking, futures thinking, visioning, problem solving and participatory decision-making (Springett & Kearins, 2005; Springett, 2005; Carew & Mitchell, 2008; Wheeler, Zohar & Hart, 2005; Vann, Pacheco & Motloch, 2006; Galea, 2004 as cited in Tillbury, 2002). In addition, researchers have identified that specific professional groups such as professional managers, engineers and accountants require reorientation to incorporate sustainability into their professional standard bodies of knowledge (Bebbington, 1997; Carew & Mitchell, 2006; Baas et al, 2000).

Pedagogical approaches for sustainability must be experiential, interdisciplinary, based on action-learning and provide “just in time”, real world learning and application opportunities (Wheeler, Zohar, & Hart, 2005; Siebenhuner and Arnold, 2007; Dieleman and Huisingsh, 2005; Bebbington, 1997; Springett, 2005). Instructional techniques such as the inquiry method lend themselves to the reflective nature of sustainability concepts, where learners “increase their competency as learners” and focus on the learning process rather than a final predetermined answer (Postman & Weingartner, 1969).

E-learning and blended learning can be designed to meet many of these requirements. For instance, games and simulations have been used as experiential learning tools for sustainability (Dieleman & Huisingsh, 2006). Given the wide variety of learners in business (front line employees to professionals), it is necessary to use a number of educational techniques to establish and provide long term reinforcement of sustainability attitudes, knowledge and skills. E -learning or computer based training can play a role in this evolving activity.

E-Learning – A Component in Blended Learning

Sustainability-focused workplace learning will redefine e-learning and its contribution to blended learning. E-learning has been defined many ways

including: “the use of computer network technology, primarily over or through the internet, to deliver information and instruction to individuals” (Welsh et al., 2003 as cited in Servage, 2005), “instructional content or learning experiences delivered or enabled by electronic technology” (Commission on Technology and Adult Learning, 2001 as cited in Servage, 2005), and “...us(ing) information and communication technologies (ICTs) to deliver content (learning, knowledge and skills) on a one-way [asynchronous] basis” (Conference Board of Canada, 2001 as cited in Servage, 2005).

Blended learning incorporates e-learning with various methods of face to face learning. Blended learning at an organizational level can be defined as:

“...a purposeful mix of delivery media (particularly face-to-face and various forms of technologies) to improve learning/performance solutions which are derived from the goals and needs of an organization.” (Yoon & Lim, 2007, p.481)

Face to face learning may range from formal instructor-led training to informal peer discussions. The blend of face to face activities and e-learning provide the best of both worlds and have been proven to be more effective than either method on its own.

In the past, e-learning’s ability to deliver on its promises of customized, “just-in- time”, impactful learning have fallen short (Servage, 2005). However, e-learning could be effectively used to provide “just in time” reinforcement and coaching on the application of sustainable development concepts. B&Q Stores, the largest home improvement retailer in the UK, used e-learning to create awareness and reinforce the award-winning work they were doing on sustainability and diversity. The company reached over 9,500 staff in over 320 stores by using scenarios and case studies from actual B&Q employees featured in interactive e-learning modules. The e-learning modules were supported by face to face staff meetings and discussions among colleagues (Epic Company, 2007; B&Q Stores, 2004).

In other situations e-learning can support sustainable development implementation by providing decision making templates for purchasing, tools for policy development, and systems for communicating new policies and procedures. The Sustainable Development Department in the United Kingdom provides procurement personnel and policy analysts with on-line decision support forms and tools for sustainable development (Sustainable Development UK, 2008).

Sustainability is about people and their way of knowing and acting in the world. Learning new sustainable ways of knowing and being will depend on learners’ self-awareness, strengths, weaknesses and locus of control, in addition to language, cultural and socio-economic factors (Servage, 2005). Furthermore, the interdependency of learning and social context for sustainability is critical. It is for this reason that e-learning, with its ability to use an array of technologies, learning objects, languages and learning theories can help bridge the language, culture and employment divide. Unlike face to face instructor-led training, e-learning has the ability to provide a choice to a learner about when, how and what they need to learn, thus supporting the principle of androgogy and self directed learning. Some of the technologies that can be used include: group or

individual webcasts, discussion boards, podcasts, simulations and games, blogging, learning objects and e-portfolios (Mason, 2006). Blended with face to face learning, e-learning can be imbedded into organizational learning and operational strategies to create life long learning in sustainability.

Learner Centred E-Learning within a Blended Learning Program

Learner centred education is central to the success of education for sustainable development due to its dependence on aligned values, attitudes and behaviours. Particularly, the depth and breath of learning theories are critical to the design and implementation of instructional strategies. Critical learning theories include andragogy, self-directed learning, critical reflection, cognitive, and social learning (Waight & Stewart, 2005). These theories, when properly employed will contribute directly to the success of the implementation of sustainable development strategies.

Knowles identifies andragogy as the art and science of helping adults learn (Knowles, 1980 as cited in Waight & Stewart, 2005). He suggests that adult learners are autonomous, self-directed, motivated, goal oriented, practical and have rich experiences. In order to value adult learners within a framework of sustainable development, e-learning should incorporate these concepts in meaningful ways. As in the case of B & Q Stores, the Sustainability and Diversity program used the rich experiences of employees and allowed the self directed use of the materials. Word of mouth spread the news that the program was interesting which resulted in its successful uptake (Epic, 2007).

Brookfield identified critical reflection theory as a process that engages the learner in reflection of self-images, norms, assumptions, and behaviours (Brookfield, 1986 as cited in Waight & Stewart, 2005). As noted earlier by Siebenhuner & Arnold (2007), implementation of sustainable development is a change management process that requires behavioural changes that take place when an individual reflects upon their values and newly acquired knowledge. For instance, a procurement manager many need to learn about, and reflect upon, the environmental, social and economic impacts of unsustainable forestry practices before realizing that only products certified from sustainable forests should be procured. For this reason, e-learning and blended learning for sustainability need to incorporate critical reflection that challenges the cultural assumptions that make Western society so unsustainable.

Cognitive learning theory refers to a change in thinking patterns over time. Both dialectical thinking and contextual thought processes affect how learners view knowledge. In dialectical thinking (Riegel, 1973; Kramer, 1983 & 1989; and Kegan, 1994 as cited in Waight & Stewart, 2005) we understand that our thoughts are affected by our personal histories and culture. As our lives change, so does our interpretation of knowledge and its importance, therefore our understanding of knowledge is constantly changing. Contextually, we know that social, political and economic forces also shape how we value and view information (Merriam and Caffarella, 1999). These theories are significant when considering how to communicate sustainability to a multi-cultural workforce or to different cultures around the world at branch plants. There is no "one size fits all" e-learning or face to face learning solution. The sustainable development program will need to be situated and sensitive to the cultural, social, political

and economic factors faced by the learners in their current context. An understanding of cognitive theory allows e-learning designers to see how their programs might influence knowledge interpretation and short-term and long-term memory storage (Waight & Stewart, 2005).

Social learning emphasizes that learning occurs by observing role models (Bandura, 1977,1986 as cited in Waight and Stewart, 2005). Social learning theory also identifies how behaviours are repeated if they are reinforced and rewarded. Self-efficacy, which relates to a person's judgment about whether they can successfully learn knowledge and skills, is also an important element to social learning. Therefore, learning for sustainable development requires: 1) interaction with model business leaders, managers, and peers, 2) building confidence in learner's abilities pertaining to the application of sustainable development, and 3) developing learning activities that reinforce and reward the learner. Although social learning plays heavily upon the role of face to face training, peer discussions, coaching, mentoring and meetings; e-learning can be used to build confidence and reinforce learners through interactive e-learning programs. As a business builds a new balance of norms and values within a company, e-learning can often be the quiet partner that helps employees navigate this new territory.

Conclusion

Rising energy prices, resource depletion, water shortages and climate disruption will change the way that businesses fundamentally operate. The only way to manage these risks is through the comprehensive implementation of sustainable development strategies. These strategies require a paradigm shift toward more systems, future and critical thinking skills, by everyone in the company. The re-education of the workforce and its subsequent transformation will be complex and evolve over the lifetime of the business and its employees. Businesses will find that education for sustainable development through learner-centred e-learning, within a blended learning program, will be the most efficient and effective means of achieving long-term business survival and prosperity.

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Public and Private Partnership to Enhance Life-Long Learning: Need an Hour

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Abstract:

The paper gives an imminent implementation of services for lifelong learning, by the joint endeavor of public and private sectors. It describes two faces of these sectors, one to promote adult education and the other to satisfy the branding of private sectors.

There is an urgent need to institutionalize groups and agencies, from Government and Non-Government sector, to perform the go-between institutional processes both within the public and private sector for catering to the Life Long Learning. Specifically, there is a need to change the potential of such groups from the long term perspective. This means that more attention needs to be given to building institutional capacity within, public and private sector. (UNESCO, 2002)

Present paper is trying to make a comparison between the public and the private services regarding their individual success rates. And, to strengthen the power of both sectors for technological inputs for quality refinement in lifelong learning. Lastly, this paper discusses how refinement and improvement in both the public as well as private sector can make life- long learning a tool to enable education to face its multiple current and emerging challenges.

1. Introduction:

The concept of learning throughout life has become a guiding and organizing principle of educational reforms. Lifelong learning is, learning throughout life and is not confined to childhood or youth but takes place in mature adulthood as well as in older age. A lifelong learning perspective implies that schools and universities need to prepare the learners in self-directed learning processes because this is what they will have to do in their private and professional life outside the classroom. Learning to be which sought to institutionalize the concept of lifelong education, advocated for the right and necessity of each individual to learn for his/her socio, economic, cultural development. While acknowledging the existence of lifelong education practices in diverse cultures all over the world, the report emphasized that lifelong education need to be enshrined as the basic concept in educational policies (The Faure Report, 1972).

In the era of globalization where we have a constant change in each and every field including education and job markets the need to learn has become the prime necessity and therefore, it is necessary that every individual must have the required amount of skills so that he is able to compete in the job

market. The pace of technology is quickening by bringing a significant change in the educational environment. In the coming years job will require continuous learning thus not only should the individual learners be motivated to learn throughout life, but conducive socio-political contexts and institutional arrangements should be promoted to lifelong learning (UNESCO, 2002). The fifth international conference on Adult Education (CONFINTEA V) in 1997 and the Dakar World Education Forum (WEF) in 2000 were two conferences co-organized by UNESCO where the importance of Life-Long learning was affirmed. (UNESCO, 2001)

As the precursor of Lifelong learning, lifelong education was conceived as a holistic and integrated strategy that was directed toward the “fulfillment of adaptive and creative functions of the individuals leading to the continuous improvement of the quality of personal and collective life” (UIE1976). Lifelong learning creates the motivation to learn among the learners and it is connected to creating a learning society, where the aim of education today runs between two ends, one is basic education and the other is education for life and living. Many programs are setup by the government of India in order to provide Education to all the citizens of the country, such as RTE, SSA, MSA and also RUSA are programs being developed by the government in order to reduce illiteracy and with a motive to give each and every citizen the right to his/her education. Although programs have been setup but reports show that sole government is not able to reach the educational need of the people. Francis Caillods mentioned in Financing Secondary Education in Developing countries (UNESCO-IIEP, 2001), that “Whatever additional resources the state will be able to mobilize will not necessary be available for secondary education, as reaching Universal Primary education still requires a large proportion of government resources and a secondary education place costs at least two or three times as much as one in primary education. Cost has a significant impact on whether and which children are educated and a potential contributor to this effort that has been largely overlooked by many is the private sector. Along with the implementation of policies for delivery of proper educational input, government has also worked in partnership with the private sectors by allowing them to take up tasks and help in the proper delivery of educational services when and where it is required. The public private partnership has thus collaboratively bestowed the idea of Education for all; they are trying to merge more and more individuals and the weaker sections of the society into the learning environment.

2. Status of Public Private Partnership in India:

Lifelong learning is “Lifelong, voluntary and “self-motivated”. It simply means continuous, self-directed and active learning beyond formal education. In current OECD usage, Lifelong learning no longer refers simply to recurrent or Adult education but encompasses all learning Endeavour over the lifespan. The concept of lifelong learning opens up opportunities to “learning for all”, for many different purposes. Three features can be highlighted taking in grant this concept i.e. and centrality of the learner, motivation to learn and multiple objectives. If account of public private partnership is taken then we can clearly say why this partnership is important in the field of education. Firstly, Private schools can only be afforded by parents who can pay fees but the other children

from backward sections are not able to study in these schools. Poor performance of public schools combined with non affordability of private schools by majority of parents is another underpinning for why public private partnership is needed.

Thus, private schools running on low fees do not provide quality education. Hence, there is a need for inclusive institutions so that the learners are not differentiated. The latest status of the public-private partnership in higher education is the three models i.e.: outsourcing, reverse outsourcing and hybrid have been studied. The outsourcing model is based on 'build, operate and transfer' concept, which is sponsored by a business organization. The reverse outsourcing model is where the state government is the financial supporter, while a business outfit takes care of the maintenance. In hybrid model, there is participation of both state government and private firm both in terms of finance and maintenance. A variety of public private partnership already exists in this field; the most common being the government aided schools system in the country.

In 2006-07, 30.05% of higher secondary schools and junior colleges, 27.15% of high schools, 6.75% of upper-primary schools, 3.19% of primary schools and 5.15% of pre-primary schools were run by private institutions with substantial financial assistance from the State Governments.(Azim Premji Foundations). There are several areas of public education where PPP already exists in central and state school systems. The engagement may be one-time such as construction of school buildings, or recurring such as printing of textbooks, notebooks, stationery, library books, uniforms etc. There may also be on-going engagement for provision of services such as security, cleaning, electricity, examination related printing, data processing, results, certificate printing, teaching aids etc. In recent years some of the school activities such as computer education, mid-day meals, sports, running of reading rooms/libraries have been outsourced to the private partners. All these form a substantial portion of the schooling costs. Typically, most private engagement is focused on one or few strands of schooling. For instance, a private agency may take up computer education in a thousand schools or security in a 100 schools and so on.

3. Public Private Partnership in Education Sector:

Education is generally perceived as the prerogative of the government. Due to lack of financial and managerial capacity government often fail to meet their obligations regarding their national education systems. A partnership between both the public and private sectors is essential in meeting these challenges. The World Economic Forum defines the Public Private Partnership as a voluntary alliance between various sectors where both agree to work together to reach a common goal or to accomplish a specific need that involves shared responsibilities, means, competencies and risks. (Azim premji). So, A public private partnership is a model of development cooperation in which actors from the private sector (private corporations, corporate foundations, groups or associations of business) and the public sector (Ministry of Education, local authorities and schools) pool together complementary expertise and resources to achieve development goals.(Ilona Genevois,2008). Chronic financial constraints in developing countries, together with the positive experiences made with public private partnerships, have led to new private and community

management, financing, and investment in education. An important element of success is lining up private sector efforts with broader policy frameworks and strategies. At the national level, there are many intervention points within the education system where highly valuable private sector competencies could be joined with the competencies of the public sector (Ilona Genevois, 2008).

4. Services provided by Public Private Partnership in Education:

In the 12th Five Year Plan (FYP), there have been active efforts to engage the private partner in the school education. A scheme proposed is: “PPP framework for enhanced access to inclusive quality School Education”. Key principles underlying the framework are:

- Equity and inclusion
- Efficiency/commonality in standards
- Continuous Professional Development
- Teacher Learning Resources
- Support services: administration, building, infrastructure. (12th Five Year Plan)

The primary purpose of PPP in education is not just for using the private party as an executor or a source of funds though these may be parts of the role in specific cases, but to seek a collaborative engagement that builds on the strengths of different players and creates a total greater than the sum of the parts. In this regard, 12th five year plan envisages involvement of private players to provide quality education, with social objectives in mind. There are again a range of services that are provided through the public private partnerships are:

- infrastructural
- support services and educational services

This includes government aided schools and school vouchers, management services, operational services and also professional services. The centrally sponsored scheme to set up 6,000 model schools at the rate of one school per block was launched in November 2008. These schools would have infrastructure, educational environment, appropriate curriculum, ICT enablement and give emphasis on output and outcome. About 3500 of the blocks in the country, which are classified as educationally backward would have model schools that would be set up in the government sector by State governments with a major portion of assistance coming from Government of India. The remaining 2500 blocks would have model schools to be set up under PPP to be managed by the private partner with full autonomy and management control. The government would provide a capital incentive which would be payable over a few annual installments through an escrow account. The release of the amount would be triggered through certification by an independent agency on achieving pre-determined performance standards. 50% of seats in each school would be filled up through sponsorship by the government from among the socio-economically backward students for which the government would provide a per capita recurring grant which is equal to the actual per capita cost incurred by government in running similar government schools. The remaining 50% of the seats should be filled up by the management which would charge an appropriate fee. Land for the school would be provided on lease at a concessional rate by the

State government, or the private partner would be free to purchase suitable land of its own. In each block, the private partner would be chosen through a competitive bidding process. (Azim Premji Foundation)

Keeping these in view basis of public private partnership in the school education system are as follows, Easing the budget constraint, Efficiency gains, appropriate risk sharing, Speed of implementation, Reduction of costs, Accountability for performances, Quality monitoring, Greater flexibility.

5. Public Private Partnership in Teacher training:

Public private partnership, as we know plays an important role in providing quality education and also looking ahead in the improvement of other sections related to education. Likewise; in the field of Teacher education also it plays a significant role. According to the 12th five year plan, the more number of established schools will require qualified and trained teachers. Teacher education is a vital part of school education. It is the single most important factor for meeting quality parameters in schools. This sector is responsible for preparing teachers prior to entering the school system, and for continuous professional development of teachers who have entered the system.

There are 5.23 lakh teacher vacancies at the elementary level. 7.74 lakh teachers already working in the school system are untrained. There is therefore the need to train 12.84 lakhs teachers in the 12th FYP period. These 12.84 lakh teachers represent a quarter of all the teachers in the country. Assam, Bihar, Chhattisgarh, J&K, Jharkhand, Orissa, Uttar Pradesh and West Bengal together account for 6.06 lakh untrained teachers and 9.73 lakh teacher vacancies.(MHRD,Oct 2011)

Taking the whole school system together, this represents around 26.6% of teachers in the school system. The introduction of such large number of teachers in the school system provides challenges, but also a unique opportunity for qualitative improvement. Teacher education has taken on a special urgency. To prepare 9.73 lakh teachers, 22,500 teacher educators per year are required. The present institutional capacity is only 3775. An additional 19,000 teacher educators are urgently required (MHRD, 2011). The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched by the MHRD aims to universalize education at the secondary level by 2016 - 17. This calls for additional preparation for teachers and teacher educators.

Certain professional services like teachers' training services are contracted out by the government to a private partner. This helps in building up core competency in specific areas in the Private sector and several private players can compete with each other so as to raise the standards and to lower the costs. Also the school officials will be free to spend more time on actual running of the school than concentrating on lateral services.

6. Strategies for improving Public Private Partnership:

6.1 Concept OF CSR(Corporate Social Responsibility):

CSR comprises of the effort and commitment made by business to contribute to economy and social development of the community and society at large. Through CSR initiatives, companies provide voluntary support to address various social, environmental and economic issues related to their business

operations and/or the needs of local community needs. It is also true that, no business can stand/ grow without the support of the society. Hence it's expected that business give back some portion of wealth apportioned towards the development of the society.

Among all countries, India has the richest tradition of CSR that reflects in the idea of charity that we have been practicing since ancient times. Indian corporate too has been flag bearer in practicing CSR and makes their contribution towards development of the society. The rising challenge of the nation in the area of education can be met through the contribution of CSR that will help in the area of nation building.

It is possible to harness the abiding interest of the corporate sector in furthering the cause of school education through a framework. In general, it is preferable to avail of one time assistance for creation or improvement of infrastructure or facilities through use of corporate sector resources or expertise. To expect the corporate sector to fund the recurring cost on a continuous basis for long periods may be unreasonable. While the corporate sector is willing to participate, a framework would help the partnership to be well-defined with clear-cut roles and responsibilities. CSR can also be made use in conjunction with PPP to bring down the cost further and to improve the quality.

There are other corporate sectors in Pune and in Mumbai those who are contributing to wards CSR. They are namely:

- *Integrated Teacher and School Education Project by ICICI foundation.*
(<http://www.icicifoundation.org/>)

ICICI foundation has partnered with Muktangan for its three years professional teacher education program, which is aimed at improving pre-service teacher education. Muktangan is a Mumbai based NGO that addresses issues and challenges of the main stream school education system. The objective of the program is to evolve sustainable, replicable inclusive models of quality child centered teacher education and school programs in partnership with marginalized communities and to advocate them to the larger system. The newly trained teachers are then formally placed in the Govt. schools where Muktangan provides ongoing classroom support.

- *Akshar and Saksham by RPG*
(http://www.rpggroup.com/corporate_citizenship/overview/overview.aspx)

Akshar is a six year functional English proficiency program for children studying in Govt. schools. Akshar employs the natural curiosity of children and excites them about the process of learning there by encourages them to learn new concepts and ways of thinking. The main aim is to make the student 100% functional English proficient.

Saksham "making them able" is of the RPG foundation, it caters to the need of underprivileged school students to take up technical education as an alternative to academic and service sector.

- *Rustamjee Academy for Global Career by Rustamjee group*
(<http://www.ragc.in>)

This academy is established by Rustamjee group. RAGC is a vocational training institute; This skill development initiative is aimed at training the youths of urban poor, rural and below poverty line families in India in the sectors of construction, electrical, automobile, hospitality and infrastructure/facility management/maintenance service.

- *Larsen and Toubro public charitable trust by Larsen and Turbo Limited.*
(<http://www.ltuddyam.org/>)

The Larsen and Toubro public charitable trust is working in the field of school education in the remotest areas of the state that fall in the tribal zone.

- *Nanhi Kali Foundation by Mahindra group and Nandi foundation*
(<http://www.nanhikali.org/>)

Project Nanhi Kali was initiated in 1996 by the K. C. Mahindra Education Trust (KCMET) with the aim of providing primary education to underprivileged girl children in India. Since 2005, Project Nanhi Kali is jointly managed by the K. C. Mahindra Education Trust and Nandi Foundation. The project provides academic, material and social support that allows a girl child to access quality education so that she attends school with dignity and reduces the chances of her dropping out.

All these private alliances are participating in the CSR programs. (CSR in Education – School Education and Social Department, Govt. of Maharashtra)

6.2 Volunteerism:

Many individuals are keen to contribute their mite to spread of education and improvement of quality of education. The country has a large number of retired persons who are physically fit and are willing to be associated with teaching in Government school. This group includes a number of retired teachers as well. Many corporate houses and software firms encourage their employees to spend one day in a week, fortnight or month to teach in a Government school. This is a mutually satisfying arrangement as the schools are sometimes understaffed in critical subjects like Mathematics, English, Science or Computers and this shortage is overcome. Secondly, these adjunct teachers from outside the formal school system bring a freshness and innovativeness to the teaching learning process. On the other hand, the process improves camaraderie, empathy and fellow feeling between the haves and have-nots. It also provides an opportunity to retired, but fit persons to be involved in satisfying social work. However, present efforts are sporadic in nature. It would be desirable to create a framework so that the School Education Department of the State Government can harness the tremendous potential that exists among the retired persons and the young professionals in the corporate sector.(Azim Premji Foundation). A directory of interested persons with their preference of schools and subjects can be prepared. Orientation programs for those enlisted for this can be organized in batches so as to provide exposure on the elements of curriculum and pedagogy that would be required in the school. The Government can thereafter deploy the interested volunteers to the schools, so that the program is run in a systematic manner, resulting in greater effectiveness, as compared to the present adhoc arrangement. (Azim Premji Foundation)

7. Conclusion:

In a nutshell, we can conclude that the Public Private Partnership bond has not only strengthened the relationship between the Government and the Private sectors, but also is able to successfully contribute to equality in Education for all initiative. Public Private Partnerships also bring alternative operators into the Education system, likewise involving Private organizations in activities beyond education services and has expanded the education market. Firstly, competition between multiple providers can improve the quality of services that they provide and can reduce costs. Secondly, economies of scale can result when contractor service multiple schools (World Bank, 2006).

Moreover, there is no doubt that there are lacunae in every implemented program especially when it is taken up in a country like India, where there is a challenge to make education to reach to each hand of the entire citizens. In forthcoming years, this partnership will not only maximize the potential for expanding equitable access to schooling, but also improve education outcomes especially for marginalized groups.

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Continuing Education Programmes For Scheduled Caste and Scheduled Tribes

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"I do not want my house to be walled in on all sides and my widows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possibly but I refuse to be blown off my feet by any"

—Mahatma Gandhi

The present scene in this country is a mixture high technology as used in nuclear physics, space technology, oil exploration, steel, chemical and other heavy industries and a very low technology as used in traditional arts and crafts" like carpentry, smithy, weaving and cottage" industry and handicrafts ' In the economic sense we have the highly paid managerial cadre and meagerly paid labour in the countryside, tribal areas and other backward pockets of the country. In the educational scene we have the prestigious institutes of Management, IITs,' Indian institute of Science, Universities and donation Institutions. On the other [hand we have the most ill equipped schools, class rooms, poorly trained or untrained teachers and so on.

The poverty level both in the country side and in urban slums is increasing after every five year plan, especially in the last 5 years due to inflationary pressures, spiraling prices, increased taxation on travel, communication facilities. A case study, of urban poverty situation of a small town in A. P as studied by Dr. K. S: Krishna highlighted the following facts:

1. An. intensive study of the employment data of the households has provided evidence of substantial under employment and considerable extent of open unemployment in the households below the, poverty line.
2. Low wage rates (low in relation to the minimum required place an average poverty household dependent on wage above the poverty line) and discrimination in payment of wages according to age and sex are found to be significant factors contributing to poverty.
3. The demographic characteristics of the sample households justify the conclusion that relatively big family size and dependency ratio among poverty households should be counted as an independent factor explaining poverty. Analysis of the empirical evidence has shown that the size of the household below the poverty line is 5.48 members as against 4.98 above' the poverty line. The adults-children ratio is found to be 4.4:3 for the former category of households in contrast to 3.1:4 for the latter.

4. Analysis of the data relating to productivity of workers in different occupations has revealed that generally workers in poverty households are concentrated in low productivity occupations with low earning power. This must be counted as a significant factor in explaining poverty. A significant proportion of the poor households is found in all occupational categories which shows the dual character of non-agricultural occupations with a large unorganized and small-scale component in each.
5. A study of the caste composition of the households has revealed that 87.88 percent of the 'Scheduled Caste and Tribes' and 2.3 percent of the 'Backward Castes' and 36.84 percent of the 'other castes' households have fallen below the Poverty line. 82.67 percent of the households below the poverty line belong to the first two categories which are considered to be economically weaker sections.

A study undertaken by Vasudeva Rao (1989) identified the Motivational factors and Barriers of S.C and S.T communities in attending the Literacy class. Basing on the factors the continuing education programmes has to be designed.

Motivational factors

1. To overcome the difficulties of enquiring the people whenever they are visiting neighboring places.
2. To get knowledge which would help in their day-to-day life
3. To help their children and family members in education and other matters
4. To become aware about welfare activities provided by the Government
5. To overcome exploitation from middlemen
6. To understand the social problems

Barriers

1. Learners feel that they immediate economic benefit if they attend the course
2. Majority of Women, S.C and S.T participants are involved in daily wage earners and throughout the day and till late evening due to this they are unable to attend adult education class
3. Govt. Agencies are not giving preference in helping the learners in sanctioning the benefits of welfare schemes
4. Family responsibilities of the learners are often named as barrier.
5. Some feel the content is not related to the daily-life

Besides the above general barriers each target group women, SC and ST are facing some kind of barriers in particular S.C's

1. Location of the centres is the main obstacle for SC learners particularly in rural areas where the center is located in middle of the village. Generally their housing is in outskirts
2. Searching for income generation works also prevent them to attend regularly

S.T Learners

1. These are the homogenous groups and they live in isolation and developmental in small areas without mixing with other sects. Because of this factor it is difficult for the agencies to supervise and organizing activities
2. Main physical constraint is distance between center and their housing
3. It is observed the organisation and developmental departments are failing in arranging audio-visual, cultural programmes and awareness campaigns

More than two thirds of our population is poor and lives in very difficult condition of life. They do various kinds of work such as casual labour, agricultural labour, small trading, home-based production, piece rate workers, etc. In fact only 11 percent of the total working population of both men and women in our country are employed in regular salaried jobs in factories and establishments. The rest 89 percent earn their livelihood from what is commonly referred to as the unorganised sector. The workers do not have any work or income security, no protective legislation, no healthcare benefits, very little funds for their small trades, very limited skills and access to technology, no legal aid services or social facilities. In fact, some of the policies, laws and rules are against them. Yet, this sector contributes a very great deal to the economy.

Literacy and Adult Education programmes were undertaken by Gandhiji is relevant even in present day situation. The "Focus" of the programme is 'Ashram'. The initial programmes are mass awareness through communal living, daily mass meetings, discussions and Bhajanas. did contribute to a sense of involvement. Knowledge of basic hygiene for daily life was also imparted. To this was added to the skill of using the 'Chakra' The whole thing is inextricably linked to an awareness of freedom. Gandhiji has effectively demonstrated the possibilities of mass education, awareness and literacy through the medium of communal living. This system suits any similar programmes at the village level. The idea of 'adopting' Villages is utterly dysfunctional, unless literacy imparting center with 'core' literacy imparting center with a maximum participation is developed. Exogenous developmental efforts will not be successful unless endogenous.

Nature and Function of Continuing Education:

The International Commission on Development of Education suggested the following definition which covers different facts "of continuing education." "There are many possible definitions of adult education. For large number of adults in the world today, it is substitute for the basic education they missed. For the many individuals who received only a very incomplete education, it is the complement to elementary or professional education. For those whom it helps to respond to new demands which their environment makes on them, it is the prolongation of education. It offers further education to those who have already received high-level training. And it is a means of individual development of everybody. One or other of these aspects may be more important in one country than in another, but they all have "their validity".

Continuing Education Programme is also an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Formal education as an instrument of human resource development is

not really effective in remedying the structural inequalities in the society. Continuing education, which provides a second chance to those who missed formal education and is responsive learners' needs, directly addresses itself to structural inequalities. Only continuing education can bring about full development of human resources.

Continuing Education Programme influences rural Development in three ways. Firstly, it increases the awareness of rural people about ongoing activities in society. The anti-arrack movement by the women folk of A.P State is a notable illustration of the impact of adult education programme. Secondly, education facilities social and occupational mobility among the people of a society. Educational achievements, to a large extent determine the nature and type of opportunities that become available to the rural people. Thirdly, education provides an insight to the rural folk about intricacies and complexities or bureaucratic administration. It prepares them to accept and cooperate with the bureaucrats or implementing agencies (Vasudeva Rao, 1996)

The above definition of continuing Education gives rise to five major aspects namely substitute education, complimentary education, recurrent education, further education and self-development education. Thus Continuing Education has a wider scope.

Keeping our clients in view, specially scheduled castes and scheduled tribes, we have to plan' our continuing education activities. Not only basing upon their socio-economic condition, but also basing upon their conditions of service, 'we can group them into four categories: (1) Those who are working in the Government sector and state managed industries. (2) Those who are working in non-government sectors like private industry or business, trade, transport, and social services. (3) Those who are self-employed either fully or partially. (4) Those who are in a bonded state or exiled by powerful vested interests and those who are parasites and in a slavish mentality and those working in isolated pockets cut off from the mainstream of existence.

Those who are employed in government sector are almost well organised and their needs of continuing education will be taken care of by organisations in which they are well placed. 2) Those who are working in private sector are also organised fully and the trade unions can take care of their educational needs. 3) Those, who are self-employed either fully or partially need our attention and should be given continuing education at definite intervals. The self-employed people can be divided into three major categories, a) The home based producers who get raw-materials from outside and produce goods such as bidi, garments, shoes, food, cloth, handicrafts, etc., at home, b) The small traders and vendors who sell their goods in market places, busy junctions like vegetables vendors, hawkers, tea-stall snack stall holders, and pan shop holders, c) Service rendering categories and manual labour those who are engaged in activities such as washing, cooking, sweeping, cleaning, domestic help, agricultural labour, construction workers, contract labour and so on. As the SEWA document points out "The number of trades and occupations included in the self- employed sector is very long indeed. They work very hard and long hours and make no demands for jobs-in fact they create their own little miche of income generation in the economy and strive to earn a living. Yet they do not get

recognized as workers and do not enjoy the rights of workers in the employed sector. The self-employed workers have to suffer like this because their work and contribution to the economy is invisible. They are not taken into consideration in any plans for the future and so they continue to get a **raw** deal from policy makers...Individually they are all small but the collective strength of so many workers is very large indeed". This is the case with the majority of SC and STs Working and living - in various parts of the country. So what type of Continuing, Education programmes to be organised by the Universities, Colleges^, Institutes should occupy our mind of the next 20 years.

Continuing Education, Programmes for the S. Cs. and S. Ts.:

Continuing Education Programme: Systematic learning opportunities through continuing education programme enable the s.c and s.t population neo-literates to get maximum gain. CEP is not only to consolidate the basic literacy skills of reading, writing, numeric and problem solving but it also foster in individuals confidence and assurance to acquire adequate basic repertoire of skills in order to assimilate further knowledge and to incorporate new skills in their personality without personal disequilibrium and disintegration either through formal system of schooling or through open school system. (Anusuya Devi, K., 2009). Continuing Education Programme is also an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Formal education as an instrument of human resource development is not really effective in remedying the structural inequalities in the society. Continuing education, which provides a second chance to those who missed formal education and is responsive learners' needs, directly addresses itself to structural inequalities. Only continuing education can bring about full development of human resources. Thus continuing education programmes can play a major role improving economic conditions and quality of life

The programmes should aim at three major things in their onward march for progress, liberation and better quality of life. 1. The first is for them to develop qualities of organisation and leadership so that their ability to demand proper share in development is recognised. For this, one of the major emphasis in continuing education is the development of leaderships qualities through community colleges or folk schools or vidyapeeths, where a broad general" education along with training in skills is imparted, for periods of 6 to 9 months. The experience of both foreign countries and State of Karnataka point out the leadership has to be nurtured from the gross-root level, and it takes a long time for development of proper leadership and enlightenment. Then only they develop the proper qualities of leadership free from selfishness, greed; caste and communal prejudices. Each College taking up continuing education programmes should select a nearby locality village or a tribal area and carry on the extension activities in a rigorous-manner for the next two decades. In rural and tribal areas it- can start initially with a small area where it can organize courses-in-agriculture, farm management and courses in the management of poultry, piggery small scale industries, bio-gus plants, wind mills, solar devices and apparatus of appropriate technology.

This can be a model centre both for training, extension and carrying on programmes, in adjoining, villages. The centre influence spreads over 10 to 13

villages in the surrounding areas. The Departments of languages, Economics, History, Geography, Social Work, Education and Psychology in each college can all play a major role in trying to develop curricula for different courses which are rural based or tribal based depending upon the locality, its resources-antitype of population. They can also organise non - formal- education, courses. Thus continuing education can play-a vital role through these vidyapeeths or residential colleges. They can have an impact over a period of times i.e., 3 to 5 years.

The second category of continuing' education activities can be even without a residential-college, in various subjects. They can be of a general nature. They are programmes of continuing education in the fields of agriculture, animal husbandry, health, nutrition, sanitation, first aid, small scale industries and handicrafts. They can be organised for a period of one or two months depending upon the-nature-and content of the subject and the skills to be imparted to-the adults. The continuing education programmes can also ^be of a refresher type so that those who want to refresh or renew their "knowledge can also participate" These programmes can be organised if an area over a period of 3 to 5 years minimum, so that the impact of the programmes can be felt and the weaker sections" like' S.Cs., and S-Ts,, can learn basic knowledge and skills in the above subjects and improve their living, standards organise themselves into a co-operative and then get the benefits of education, employment and recreation.

The third category of continuing education can be for the youth to improve their vocational Skills, Vocational activities of a fundamental nature which are based upon the local law-materials and which have a potential Tor marketing should be developed. The youth who are trained for 2 or 3 months can be given assistance for loans through Banks, co-operatives. They are to be trained and educated not only" in general' subjects, but also in banking, marketing, salesmanship, accounting and savings. So this will help them to develop both vocational skills and also develop proper attitudes towards work. They should have refresher courses now and then. Colleges of Agriculture, Engineering, Institutes of Management, Home Science, ITIs-, IITs., in our country can all develop suitable vocational courses. The courses should have rural base and also local resources. Suitable marketing facilities should be created both in the institutions and also in the surrounding areas.

Continuing Education of a co-curricular nature should also be developed through cultural activities like dance, drama, music, puppetry, Harikathas, Burrakathas and other traditional media. Through continuing education programmes in culture, the level - and quality of life of the common man can be improved and can be given a new direction. Thus continuing education programmes can play a major role improving economic conditions and quality of life through colleges and universities.

Keeping the above reality in mind the target groups must constantly be educated to involve in the following programme which may fit into our own indigenous environment and become motivational awareness.

1. Explain them that all human beings are equal by birth. Caste inequalities have to be eradicated.

2. It would be more successful if we can explain the people about their rights they are enjoy and obligations they have to fulfil under the Constitution.
3. People must be made aware of power and value of their Vote which will help to direct, the country for real democracy.
4. The villagers should be made to realize the necessity of participating in the development programmes
5. The people must know their minimum needs, societal needs, proper roads, school, streets, lighting and medical unities and so on.
6. Arrange programmes to educate and utilize the family welfare programmes
7. Regular seminars/ workshop type of discussions with in the units working for continuing education, in each village will help to a great extent

"If I learn carpentry from an illiterate carpenter only I know, how to do work, but if I learn from a literate carpenter, my thoughts will be stimulated"
..... **Mahatma Gandhi**

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Obstacles of Adult and Continuing Education: A Critical Analysis

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Abstract

The progress of a nation dependent on its citizens as they contribute for creating effective and skilled manpower that work to attain the national goals. In this respect education acts as an effective tool to expand the knowledge, skill and attitude of each individual by imparting valuable experiences. It is only the responsibility of education system to give relevant instruction to each and every individual in their concern field of aptitude and interest. Hence Education is a fundamental right of each citizen of nation. Education must be a compulsory opportunity for all without any disparity of caste, colour, sex, religion and age. In our country in this recent 21st century a section of people are there who are illiterate or devoid of basic educational qualification. Many people could not complete their education and dropped from primary or secondary level but need education. Similarly due to job and occupation as well as because of social, psychological, administrative, economical, geographical barrier could not able to learn. To solve this problem schemes are implemented in the country to make adult and continuing education successful. Hence in addition to child and adolescent education, adult and continuing education has real significance in this scenario. In India as well as in whole world due to adult and continuing education, people who are lagging behind because of their over age and work responsibilities, are getting chance to again involved in educational process according to their need, interest and aptitude. Adult and continuing Education is the one of the main objectives of Education system. But this attempt is not so easy rather challenging on the part of each stakeholder involved in the process of adult and continuing education. However there lies several obstacle and problems to achieve this goal of Education for adult. These obstacles are creating hurdles in the way of success of adult and continuing education. Without recognizing and removing these obstacles, the system of adult and continuing education cannot proceed in the right direction. Therefore it is the demand of time to expose those obstacles of adult and continuing education and critically analyse their interference in this whole scenario. The Paper intended to explore and analyze several hurdles arising in the successful implementation of adult and continuing and achieving its objectives.

Introduction

The progress of a nation dependent on its citizens as they contribute for creating effective and skilled manpower that work to attain the national goals. In this respect education acts as an effective tool to expand the knowledge, skill and attitude of each individual by imparting valuable experiences. It is only the responsibility of education system to give relevant instruction to each and every individual in their concern field of aptitude and interest. Hence Education is a fundamental right of each citizen of nation. Education must be a compulsory

opportunity for all without any disparity of caste, colour, sex, religion and age. However in addition to child and adolescent education, adult and continuing education has real significance in this scenario. In India as well as in whole world people who are lagging behind due to their over age and work responsibilities are getting chance to again involved in educational process according to their need , interest and aptitude. But this attempt is not so easy rather challenging on the part of each stakeholder involved in the process of adult and continuing education. Several obstacles are creating hurdles in the way of achieving the objectives of adult and continuing education. Without recognizing and removing these obstacles, the system of adult and continuing education cannot proceeds in the right direction. Therefore it is the demand of time to exposé those obstacles of adult and continuing education and critically analyse their interference in this whole scenario.

What is Adult and Continuing Education?

Adult education is the process whereby adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitudes, or values.¹² It is the conscious effort of a mature person to learn something new. According to Bryson (1936) Adult education includes all activities with educational purpose carried on by people, in the ordinary business of life who use only part of their energy to acquire intellectual development. "Adult Education is an intervention into the ordinary business of life--an intervention whose immediate goal is change, in knowledge or in competence. An adult educator is one, essentially, who is skilled at making such interventions (Courtney 1989). "Adult education is the process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, knowledge, or sensitiveness; or it is any process by which individuals, groups, or institutions try to help men and women improve in these ways. The fundamental system of practice of the field, if it has one, must be discerned by probing beneath many different surface realities to identify a basic unity of process."(Houle 1996).

According to encyclopaedia of Britannica adult education, also called continuing education, any form of learning undertaken by or provided for mature men and women. In a 1970 report, the National Institute of Adult Education (England and Wales) defined adult education as "any kind of education for people who are old enough to work, vote, fight and marry and who have completed the cycle of continuous education, [if any] commenced in childhood." Adult education comprehends such diverse modes as independent study consciously pursued with or without the aid of libraries; broadcast programs or correspondence courses; group discussion and other "mutual aid" learning in study circles, colloquia, seminars or workshops, and residential conferences or meetings; and full- or part-time study in classes or courses in which the lecturer, teacher, or tutor has a formal leading role.

Education has been is described as that lasts from cradle to grave and grows on sharing. Hence it is clear that education is not a process that gets terminated on attaining a particular age in human life. Thus continuing education is an arrangement which provides for opportunities to people of all

ages to learn any course of their choice at convenient time and place and progress at one's own speed to suit the individual capacity and capability.

However in developed and developing countries of world means and interprets adult education differently. In developed countries education of individual is finished in educational institutions and in later life she may be engaged in improving knowledge, skill. Hobbies etc. in leisure time and it is referred as leisure time liberal education. But in underdeveloped countries where literacy rate is low it refers as adult education where main aim is to increase the level of literacy.

Status of Adult and Continuing Education in India

The Directorate of Adult Education, popularly known as the DAE is the national resource body for the adult education programme in India. It also functions as an active wing of the Ministry of Human Resource Development, providing academic and technical guidance in all matters connected with adult education.

Learning without Frontiers (LWF) is a UNESCO sponsored programme which is still in the experimental phase. It aims to create educational opportunities for those sections of society who are unable to take advantage of the regular programmes of education because of barriers of space, time, gender, age and economic circumstances. It propagates a view of human resource development in which access to education for these disadvantaged and unreached sections of the society is perceived to be a critical input for achieving the goals of Education For All (EFA).

The National Policy on Education (NPE) framed in 1986 stresses the crucial role of adult education in reducing economic, social and gender disparities. It emphasises that the nation as a whole has to assume the responsibility for providing resource support. The spread of literacy and education is necessary if the growth rate of Indian population is to be brought down. Lifelong education, which presupposes universal literacy, is a goal of the educational process. In this regard, opportunities should be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice, at a place suited to them, and the potential of open and distance learning should be explored.

The NPE accords high priority to the education for women's equality through provision of special support services, setting of time targets, and effective monitoring. It has opened Anganwadis (Mother and Child Care Centres) and Non-formal and Adult Education centres on a priority basis in areas predominantly inhabited by the Scheduled Tribes. The importance of adult education, including adult literacy, is acknowledged as a main instrument for learning and liberation from ignorance and oppression. Participation by beneficiaries in the development programmes is seen as crucial in the adult education policy. Systematic programmes of adult education are organised, strengthened and revised, and linked with national goals such as alleviation of poverty, national integration, environmental conservation, enersisation of the cultural creativity of the people, observance of small family norms, promotion of women's equality, universalisation of primary education, basic healthcare etc.

The eradication of illiteracy, particularly in the 15-35 age group, is a national initiative.

The Central and State Governments, political parties and their mass organisations, the mass media, and educational institutions must commit themselves to mass literacy programmes of diverse natures. It will also have to involve on a large-scale teachers, students, youth, voluntary agencies, and employers. Concerted efforts will be made to harness various research agencies to improve the pedagogical aspects of adult literacy. The mass literacy programme will include, in addition to literacy, functional knowledge and skills and also awareness among learners about the socio-economic reality and the possibility to change it.

NPE acknowledges that a programme as vast as the adult and continuing learning programme needs to be implemented through various ways and channels, including establishment of centres in rural areas for continuing education, workers' education through the employers, trade unions and concerned agencies of government, postsecondary education institutions, wider promotion of books, libraries and reading rooms, use of radio, TV and films, as mass and group learning media, creation of learners' groups and organisations, programmes of distance learning, organising assistance in self-learning, and organising need and interest based vocational training programmes.

The National Literacy Mission (NLM) is a policy strategy launched in 1988, in order to impart functional literacy to 80 million illiterate persons in 15-35 age group - 30 million by 1990 and additional 50 million by 1995. The focus of NLM is on rural areas, particularly women and persons belonging to Scheduled Castes/Scheduled Tribes. The NLM contains detailed strategies for motivation and securing peoples participation. Systematic efforts are made to secure people's participation through media and communication, creation of local level participatory structures, taking out of Jathas (processions), training of cadres of youth, etc. These efforts are expected to create a conducive environment for learning. Diverse methods are employed for identification of suitable voluntary agencies, procedures of financial assistance streamlined, and voluntary agencies involved on a massive scale for spread of the programme, and for training, technical resource development, experimentation, and innovation. Besides continuing existing programmes, programmes are improved with regard to quality through the application of proven science and technology inputs, enhanced supervision, suitable training, and pedagogical innovations.

The Mass Programme of Functional Literacy (MPFL) was expanded and strengthened and a mass movement for literacy launched by involving educational institutions, teachers, students, youth, military and paramilitary personnel, housewives, ex-servicemen, employers, trade unions. Mechanisms for post-literacy and continuing education, has been created throughout the country, particularly through establishment of Jana Shikshan Nilayams. The structure of technical resource development at the national, state as well as district levels ensures that material of good quality is widely available and conforms with the objectives of the Mission. By 1990, facilities for literacy learning, continuing education and vocational training were extended to all parts of the country. The NLM includes development, transfer and application of

technical and pedagogic inputs in several districts, backed by an effective Mission Management System to ensure achievement of the mission objectives. This included mechanisms for suitable staff selection and development, collection, flow and utilisation of information, systematic monitoring and mid-course corrections, where necessary, and impact evaluation.

The National Literacy Mission designed a programme of continuing education for neo-literates, which came into force in 1996 and a scheme of Continuing Education Centres (CEC) was launched. The main objective of the programme is to institutionalise continuing education for neo-literates and to ensure flexibility in design and implementation in order to cater to the needs of the neo-literates. Mahila Samakhya (MS) programme was launched in 1988 to fulfil the commitment of affirmative action in support of women's education mandated in the National Policy on Education. As a programme dealing with women's education and empowerment, Mahila Samakhya endeavours to create a learning environment where women can collectively affirm their potential, gain the strength to demand information and knowledge, and move forward to change and take charge of their lives. Education in Mahila Samakhya is understood as an ongoing process of learning and empowerment that transcends the mere quest to become literate.

The National Open School (NOS) was established in New Delhi in 1989 as an autonomous organisation in pursuance of National Policy on Education by the Ministry of Human Resource Development, Government of India. The mission of NOS is to provide Education For All - with greater equity and justice in society thus paving the way for the evolution of a learning society. The objectives of NOS are to:

(1) provide opportunities for continuing and developmental education to interested learners; (2) provide consultancy services and engage in model building; (3) serve as an agency for effective dissemination of information related to distance education and open learning; (4) identify and promote standards of learning in distance education systems and open schools.

The prioritised client groups of NOS include: girls and women scheduled castes and scheduled tribes, physically and mentally disadvantaged rural people and urban poor, unemployed, and underemployed, mainly in the age bracket of 15-35. The instructional system follows a multi-channel approach involving, printed self-learning materials, personal contact programmes, audio and video programmes. The Open Basic Education programme is a way to consolidate literacy skills of the neo-literate adults and link them to the pre-secondary levels through a three-staged curriculum equivalent to standards III, V, and VIII respectively of the formal school. The learning materials comprise self-instructional materials in print with support of audio and videocassettes. The learner is a manager rather than a recipient of learning. The lessons incorporate objectives, self-check exercises and other features of self-learning. The evaluation of learning outcomes is done through the administration of competency based tests. The National Open School in conjunction with the National Literacy Mission operates the Open Basic Education programme whose aim it is to provide a learning continuum for neoliterate adults, drop-outs from primary schools, and for those who have come out of the non-formal education

centres through the Open Schooling Channel. The Open Basic Education programme has three levels - preparatory, primary, and elementary - which are equivalent to formal school standards III, V and VIII. The evaluation system is visualised to evaluate the progress of a learner as well as build confidence in the learner.

However As per Population Census of India 2011, the Literacy rate of India has shown as improvement of almost 9 percent. It has gone up to 74.04% in 2011 from 65.38% in 2001, thus showing an increase of 9 percent in the last 10 years. It consists of male literacy rate 82.14% and female literacy rate is 65.46%. Kerala with 93.9% literacy rate is the top state in India. Lakshadweep and Mizoram are at second and third position with 92.3% and 91.06% literacy rate respectively. Bihar with 63.08% literacy rate is the last in terms of literacy rate in India.

Table - 1: Literacy rate in India from 1901 to 2011

Census year	Total (%)	Male (%)	Female (%)
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	9.45
1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981	36.23	46.89	24.82
1991	42.84	52.74	32.17
2001	64.83	75.26	53.67
2011	73.04	82.14	65.46

Source: Census Report, 2011

The tables indicates that though several policies and programmes are implemented in country, still there lie some obstacles with regards to adult and continuing education. Similarly dropout rate both at primary, secondary of education creating is critical problem in the field of education that demands continuing education.

Table -2: Dropout rate at secondary schools as comparison to primary and elementary level

Dropout rate at primary, elementary and secondary schools in India									
	Primary			Elementary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1999- 00	38.80	42.00	40.30	53.30	57.70	55.10	64.90	69.90	67.00
2000-01	39.70	41.90	40.70	50.30	57.70	53.70	66.40	71.50	68.60
2001-02	38.40	39.90	39.00	52.90	56.90	54.60	64.20	68.60	66.00
2002-03	35.85	33.72	34.89	52.28	53.45	52.79	60.72	64.97	62.58
2003-04	33.74	28.57	31.47	51.85	52.92	52.32	60.98	64.92	62.69
2004-05	31.81	25.42	29.00	50.49	51.28	50.84	60.41	63.88	61.92
2005-06	28.71	21.77	25.67	48.67	48.98	48.80	60.10	63.56	61.62

2006-07	24.57	26.75	25.60	46.44	45.22	45.90	58.61	61.50	59.88
2007-08	25.70	24.41	25.09	43.72	41.34	42.68	56.55	57.33	56.71
2008-09	26.68	22.90	24.93	44.89	38.86	42.25	55.82	55.95	55.88
2009-10	30.25	27.25	28.86	40.59	44.39	42.39	53.38	51.97	52.76
2010-11	28.70	25.10	27.00	40.30	41.00	40.60	50.40	47.90	49.30

Source: Ministry of Human Resource Development Govt. of India. (13456) & Rajya Sabha Unstarred Question No.867, dated on 30.11.2012.

Obstacles in the path of Adult and Continuing Education

India that demands continuing education. It is really necessary to explore those obstacle, critically analyse those factors and recover the situation

Despite of all attempts implemented in the field of adult and continuing education, it is evident from research studies, survey and data that the achievement rate is slow. Following are the obstacles in the path of adult and continuing education:

- Poverty: Due to poor economical conditions , adults can not afford high fees for education
- Apathetic Attitude: Lack proper attitude for taking education and learning create hurdles in adult and continuing education.
- Non availability of Physical Facilities: Adult education classes are held without proper proper physical infrastructures such as classroom, library, laboratory, hostel etc create problems for learning.
- Insufficient learning resources: lack of specific books, journal, magazine, are another problem
- Improper use of Leisure: Many people do not get leisure time and some also spend leisure time unnecessary in gambling, gossiping etc.
- Unavailability of Competent teachers: Teachers in adult education centres are appointed simply because they are educated and they possess some more knowledge than learner. Most centres managed with unqualified teachers who are unable to generate an academic and interesting atmosphere conducive to learn.
- Lack of coordination among different agencies: Various agencies both voluntary and Govt are working in this field but they lack coordination in policy, plan, execution.
- Lack of finance: In a developing country like India fund for adult education is a major problem. The Govt. is unable to sanction needed money for the purpose. Also funds are corrupted.
- Lack of Need Assessment: The assessment of need of adult is not done in adult and continuing education which results in failure of programme.
- Problem related to Identification of Adult learner: It is difficult for the system to identify adult who need education.
- Lack of motivation: Adults found to have low intrinsic motivation to learn.
- Lack of audio visual aids: Models, picture, film, computer etc are not available to adult education that decreases the support to teach appropriately

- Lack of suitable environment to learn: Suitable environment are not available to adult learner due to family pressure and busy schedule of work place.
- Lack of Mental peace: In the age of crisis and multitude problems adult s being absorbed in various difficulties of life, lose their mental peace. Due to mental tension they cannot learn appropriately.
- Problem of administration: It is difficult for administration system to implement adult education in country without proper support from people.
- Lack of follow up programme: No follow up programme is taken with the result of illiteracy.
- Lack of people's participation: All programmes need people's participation. But they don't show cooperation to achieve its objectives.
- Improper number and location: Geographical location of adult learning centres are far from the reach of adult learner and their number is also not adequate.
- Heterogeneous grouping: Due to heterogeneous grouping of learner it can not satisfy the need and interest of individual learner.
- Difficulties in age structure: Due to versatile mind, interest, ability in different age group adult education suffers a lot
- Lack of proper management: It become difficult to manage and coordinate adult education centre due to lack of cooperation from participant as well as society.
- Lack of proper inspection and supervision: Many adult centres are not inspected and supervised that creates low quality of education.
- Problem in quality of education: Poor quality of infrastructure, physical and human resources create hurdles in adult and continuing education.
- Lack of propaganda: Due to lack of publicity, advertisement adult and continuing education do not get popularized.
- Social and cultural biasness: Conserved Society criticizes adult education. Specially women education, tribal education, other socially disadvantages people face stress .
- Lack of awareness: Adults are not aware about the schemes, educational facilities, course duration, fee structure, significance of education.
- Superstition: Due to superstitions adults are lagging behind to attain education.
- Lack of Interest to learn: Adult consider education is the whole duty of children and young people and that is why they show apathy for education.
- Ego problem: Most of the adult show ego towards their achievement and experience they attained in life. So they perceive education is not a necessary subject of their life.
- Lack of Confidence: Adults don't have confidence to acquire further education with their busy schedule.

- Cheating: Many adult try to cheat and pass the exam with malpractice and get the certificate without any labour. This creates corruption in educational system and decorates transparency in system.
- Lack of Research: Less number of research activities is carried out in this field.

Conclusion

Though there lay several obstacles and challenges in the path of adult and continuing education, it is not impossible to eradicate them by adopting suitable strategies. Educational, planner, policy maker, and researcher must work hard to achieve the goal of education for adult. However the role of public is really crucial in this whole scenario. Without people's cooperation, support, awareness and interest adult and continuing education cannot achieve its mission. Hence the future policies of department of adult and continuing education must be to analyze the obstacles critically and remove these difficulties from the society to make the programme successful.

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Perspectives in Indian Adult, Continuing Education and Extension

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Abstract

Education is innermost core of human life and development. Adult education is as wide as life itself, being essentially crossed sectoral. Alliance with agencies across government, NGOs, CBOs and private sector is demonstrated as the most effective and successful way of implementing adult education. Quality in adult education relates to a plethora of aspects and activities like relevant content, and its delivery, intensive training and professionalization of adult educators and others delivering the programme. Main objective of this article to analyze and compare some of critical dimensions relating to adult literacy and education in India in relation to some international benchmarks and underpin the measures to make on part with the international benchmarks.

Introduction

Definition of Adult Literacy and Adult Education in India:

The Education Commission (1964-66) viewed that the scope of adult education is as wide as life itself. It noted that “one of the major planks in the strategy of a society which is determined to achieve economic development, social transformation and effective social security should be to educate its citizens to participate in its developmental programmes willingly, intelligently and efficiently.” It stated that the function of adult education in a democracy is to provide every adult citizen with an opportunity for education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life (NCERT, 1971: 778).

National Policy on Education (NPE), 1986 locates Adult Education in the mainstream 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 modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence, the crucial importance of adult education, including adult literacy.” The NPE expects literacy (adult education) to facilitate accomplishment of “national goals such as alleviation of poverty, national integration, environmental conservation, observance of the small family norm, promotion of women’s equality, universalisation of primary education, basic health-care, etc.

In respect of its scope, NPE states that “comprehensive programmes of post-literacy and continuing education will be provided for neo-literates and youth, who have received primary education, with a view to enabling them to retain and upgrade their literacy skills, and to harness it for the improvement of their living and working condition.” These programmes, according to NPE would inter alia include:

- a. Establishment of continuing education centers of diverse kind to enable adults to continue their education of their choice;
- b. Workers’ education through the employers, trade unions and government;
- c. Wider promotion of books, libraries and reading rooms;
- d. Use of radio, TV and films – as mass as well as group learning media;
- e. Creation of learners’ groups and organizations; and
- f. Programmes of distance learning (MHRD, 1986: 9-10).

NPE recognizes “that a critical development issue today is the continuous up gradation of skills so as to produce manpower resources of the kind and the number required by the society.

In India literacy is the principal format of adult education. As a sequel to the NPE’s Programme of Action (1986), the National Literacy Mission (NLM) was launched in 1988, with the aim of imparting functional literacy to 80 million adults in the 15-35 age group by 1995 (GOI, 1986: 135). It started with a mass campaign approach, known as the Total Literacy Campaign (TLC), but had evolved into a massive programme of adult education.

The NLM conceived literacy as an active and potent instrument of change and for the creation of a learning society. Functional literacy was defined as:

- (i) Achieving self-reliance in literacy and numeracy;
- (ii) Becoming aware of the causes of their own deprivation and ways of overcoming their condition through organization, and participation in the process of development;
- (iii) Acquiring skills to improve economic status and general well-being; and
- (iv) Adopting the values of national integration, environmental conservation, women’s equality and observance of small-family norms.

Governing Goals of Higher education and Sustainable Development:

It is necessary to recognize that the present approach towards higher education is governed by the “National policy on Education” of 1986 and Program of Action of 1992. The 1986 policy and Action Plan of 1992 were based on the two landmark reports namely, the “University Education Commission” of 1948-49 (popularly known as Radhakrishnan Commission), and the “Education Commission” of 1964-66, (popularly known as Kothari Commission Report). These two landmark reports in fact laid down the basic framework for the National policy for higher education in the country. The University Education Report had set goals for development of higher education in the country.

Equity, Inclusion and Participation

Illiteracy is the biggest barrier to inclusion in socio-economic and political development processes. Barriers to participation in adult literacy and education on account of age, gender, ethnicity, language, region, etc., are the biggest hurdles for inclusion. Therefore, the strategies for inclusion should address removing the barriers to participation in adult literacy and education programmes.

Indian Scenario:

The focus of the National Literacy Mission on the inclusive dimension was always unmistakable, with nearly two-thirds of target group as well as actual participant's women and nearly the same for SCs, STs, and Muslim minorities. Saakshar Bharat Programme is primarily a rural centric programme. The environment building campaign in Saakshar Bharat is specifically directed towards removing mindsets or ill perceived notions about literacy and removing socio cultural barriers to participation. Gender perspective is an over-arching guiding principle in every aspect of Saakshar Bharat Programme. Literacy programmes in India are strong on using indigenous languages for imparting literacy. Indigenous cultures, knowledge and methodologies are used in the Teaching-Learning methods and processes as well as for environment building and social mobilization.

Situation in Indian Context and Emerging Perspectives:

The emerging perspectives related to the measures contained in the Report of National Curriculum Framework for Adult Education, such as: (i) Core Curriculum Framework for Adult Education should have a core content covering national values as well as locally relevant issues; (ii) The national values to include scientific temper, communal harmony, gender parity, national integration. It would imply specific focus on the values of India's socio-cultural, ethnic diversity and the need to reflect them in curricular contents, Teaching-Learning processes and living by these values; and (iii) Issues relating to local context would also get equal reflection in the content and curriculum (NCFAE, 2011: 22-23). The NCFAE also stressed that, in order to foster a culture of quality in literacy, there is need to have: Learning environments where learners can express their demands and preferences; Teaching-Learning Materials and methodologies in consonance with learner's needs and practices; Improved training and capacity-building opportunities for adult educators within the philosophical framework of lifelong learning; and Improved employment conditions and professionalization of adult educators.

Other catalysts of improved quality stressed and endorsed by NCFAE included (1) the use of new Learning Technologies, especially ICTs, and in particular: (i) Increased use of ICT for literacy; (ii) ICT aided teaching learning; (iii) ICT aided capacity building; (iv) ICT enabled management information system (MIS); and (v) Computer literacy; (2) learner-centred needs assessment; content relevance to learner's needs; and its efficient delivery; acquisition of sustainable competencies and knowledge that enables learner to meet better the challenges of environment and competencies of educators and learner assessment. (3) Development of quality curricula, learning materials and teaching methodologies

in adult and lifelong education programmes is of foremost importance, and felt that this will be feasible only through active engagement of universities, industry, line departments, industry and other expert agencies. Teaching learning materials and processes must reflect the socio-cultural and ethnic diversity of learners besides creating learning environments where learners can express their demands and preferences. The Workshop recommended that to attract talent in adult education, as a trigger of quality, Literacy Educators ought to be paid at par with educators in the formal education system. Even voluntary teachers should be given financial incentives on performance basis.

Emerging Perspectives

The design and delivery dimensions recommended represent the handmaid of strategic shift from literacy to lifelong education articulated in the NCFAE Report and endorsed in the Workshop: (a) The instrumentality to translate the new perspective of adult and continuing education in the lifelong learning perspective, would have a nodal agency at national level, viz., National Authority on Adult Education in place of the present NLMA, as a permanent body with its state level counterparts; (b) A dedicated administrative cadre for adult education at state, district and Block levels; (c) The institutional set ups in the form of Adult Education Centres, which are multi-utility – extension – centres; (d) AECs at Block and District levels for higher levels of adult education; (e) The State Directorate of Adult Education (SDACE), as administrative head of the hierarchy of adult education administrative set-up and cadre, with District and Block level offices and cadres for delivery of adult education programmes; (f) The institutional set up for academic and techno-pedagogic support system for adult education at State level, viz., the SRCs would need to undergo a complete overhaul with respect to new vision of adult education in lifelong learning perspective; (g) Professionalization of AE Cadre: The Adult Education Teachers – the Preraks - are first level information providers to all line Depts. and facilitators of multi-utility programmes of AECs. By their systematic and intensive training, they are also expected to be the foot soldiers of adult education and vanguards of NLMA's larger social objectives; (h) The inter-sectoral character of adult education envisaged should also entail systematic and concerted sensitization of line Department functionaries; and (i) Same is the case w.r.t. decentralisation, viz., sensitization and capacity building of the Panchayati Raj Institutions, Education Departments, the ZSS functionaries, besides the personnel in State Directorate of Adult Education.

Policy on Adult Education India

Policy documents on education do emphasize on adult education, as seen in the case of Education Commission Report (1964-66) and NPE, 1986 and 1992 (Revised). But these policy emphasis has no legislative backing, as in the case of the formal education system, by Central or State legislatures. The National Workshop noted for example: India has a well articulated policy on education (e.g. NPE, 1986). However, the policy does not reflect adequately on adult literacy, adult education and lifelong education as envisaged at international levels; there is no legislation on adult education in India, and adult literacy and education plans are not well integrated into MDGs and UNLD, India's action plans for adult learning and education are integrated into its EFA goals.

There is, therefore, a need for clear policy for adult learning and education as part of overall policy for education. The concept of Right to Education needs to be extended to adult education as well. Adult learning and education needs to be recognized as an important contributor to human resource development. Size of the problem of adult illiteracy and lack of awareness in India needs special attention as part of development plans of the country. Adult learning and education in India needs to lay emphasis on gender social and regional equity as well as the marginalized groups. There is a felt need for enacting comprehensive legislation to formally recognize forms of education other than formal and for the recognition, validation and accreditation of learning obtained through adult education. Several countries have already enacted such laws. For example, Thailand's Education Act 1999 institutionalizes credit transfer among formal, non-formal and informal education. To promote a systematic lifelong education, enabling legislative measures will be required to integrate formal, non-formal and informal learning, and Legislative measures would also be required to provide framework for establishing specific structures of lifelong education.

Governance in Adult Education: Indian Situation

In line with the principle of decentralisation, diversity and plurality of providers is recognised for implementing Saakshar Bharat Programme, such as the PRI system, district administration (Zilla Sakshata Samiti), headed by the District Collector, Education Department, etc. Under the Saakshar Bharat Programme there is: A clear cut strategy for institutionalisation and decentralisation involving the local self government bodies (PRI system); Organisation and management structures, from national to grassroots level covering all administrative levels, viz., State, district, Block and the Gram Panchayat; Stipulation for representation of civil society organisations and the NGOs in implementation of adult learning and education programmes; and Mandatory provision for inter-sectoral representation and cooperation in the organisational and management structures (Lok Shiksha Samitis), at SLMA, District, Block and GP levels.

There is increasing realization that the efficacy of governance design, management structures and system in operation should be manifest and result in (i) high credibility and integrity of the entire adult education system and ensuring transparency, relevance and value; (ii) a highly effective MIS; and (iii) extensive measures to build capacity of all agencies engaged in promotion of adult education in partnership with expert agencies. Thus, as advocated in the NCFAE Report, as also in the National Workshop, there is a need for: (i) Putting in place a dedicated adult education management structures with its own personnel at national, state, district, Block and GP levels as the backbone of adult education system; and (ii) Inter-ministerial/departmental representation in policy bodies of NLMA, SLMA, district and lower levels for their involvement in the design and supervision in implementation of adult education programmes (NCFAE, 2011).

India's Situation in Partnership: Recommendations of Workshop

India is an ardent signatory to international commitments on EFA Goals and is keenly interested in forging international cooperation with international

bodies engaged in adult education, both to share and learn from other countries' experience.

The Workshop shared the experience of exploring collaboration through: Public-Private Partnership; NGOs; Public-public Partnership; and International partnership. It was revealed that, forging purposeful Public-Private Partnerships in the fields of capacity building, TLMs development, use of ICT, resource generation, environment building and setting up model AECs, Basic Literacy, Equivalency, Skill Development and CE programmes could all be important areas.

The experience shared illustrates a feasible scenario of joint efforts, either in entirely shouldering the programme and sharing its activities, of different government organizations – Ministries/Departments, their constituent agencies and institutions – as varied as NHPC, Border Roads Organization, PWD, Health, Agriculture, Horticulture, Animal Husbandry, Rural Development, ICDS, etc. The collaboration can be in various ways, as for example: (a) Identification of learners within their departments and also within the areas of their jurisdiction, and identifying Volunteer Teachers (VTs) to teach them. The VTs could be from their own employees. (b) Self-Help Groups (SHGs) present another huge platform to undertake the literacy initiative, to cover their own non-literate members. SHGs present a ready target because they are already organized and does not need a separate motivation drive. The VTs could be from among the SHGs itself. (c) The financial institutions dealing with the SHGs like banks, etc. can also facilitate their literacy initiative. (d) Literacy through students by involving teachers and students of Secondary and Senior Secondary Schools. (e) Collaboration for imparting literacy would be grossly inadequate both to the plethora of agencies with expertise and also with people whose learning needs go beyond basic literacy and relate to vocational training, continuing education, life skills, etc (O.P. Bhuraita, 2011).

Therefore, the Workshop endorsed the idea that livelihood and income generation, individual interest programmes etc., could be networked with different departments and their related agencies and institutions for information sharing, extending training opportunities, and trainers. Also, occupational areas for extending vocational and life skills training could be as wide as life, depending on the institutions and agencies which could be approached.

In the life context of non-literates, given their pervasive deprivation, literacy per se has no appeal and immediate and tangible utility. Linking literacy with such aspects that are vital to their existence and wellbeing makes it more relevant and creates appeal for their participation. Literacy's connection with agriculture is one such critical area. The Workshop recognized that functional linkages between literacy and agriculture constitutes a symbiotic relationship, mutually reinforcing, and recommended that in order to facilitate this connection, there needs to be conceptual and functional linkages between the policy bodies of NLMA and Department of Agriculture and Cooperation from national to Block and Gram Panchayat levels and corresponding guidelines about enduring programmatic interface between education and agricultural extension(A. Mathew, 2011). The Workshop also underlined that cross-sectoral

collaboration with institutions of research and training at every level needs to become a mandate, backed up by policy and legislation.

Funding Adult Education: Indian Situation

India aims to raise its investment on education to 6% of GNP as recommended by Education Commission, 1964-66 (NCERT, 1971: 893). Provision for adult learning and education, which was quite low in the earlier plans received priority in the XI Five Year Plan by providing Rs. 6000 crores for adult education. Provision for adult learning and education by other government departments in their own budget is not much. Efforts are being made for public-public and public-private partnerships in implementation of the programme. Saaksharta Kosh is being set up to receive contributions for adult learning and education from private sector, NGOs, community and individuals.

Monitoring and Evaluation in Adult Education in India: Emerging Perspectives:

Monitoring and Evaluation are two sides of the same coin, and evaluation uses the monitoring information. In earlier evaluations, importance was given to quantitative aspects rather than qualitative ones, and in evaluation of learning outcomes, the focus used to be on the literacy proficiency rather than qualitative dimensions of improvement, empowerment, self-confidence, self-esteem, etc (S. Nayanatara, 2011). Even in the literacy assessment, it is now being emphasized that it should be non-incurative, promoting courage and boosting self-confidence (S.S. Jena, 2011). There should be complete freedom to learners in choosing pace, place and time as per their convenience, and assessment results should be shared with the learners and other stakeholders.

Conclusion:

This article has tried to analyze and compare some of critical dimensions relating to adult literacy and education in India. In respect of definition and scope, adult literacy and education programme should be seen as an uninterrupted continuum, encompassing basic literacy, equivalency, skill development and continuing education, open to all adults. Barriers to participation are not merely in access, but also in providing relevant curriculum, etc. Multi-pronged approach is needed to eliminate barriers on grounds of age, gender, ethnicity, language, religion, rurality, poverty, etc., and especially for women and girls. Those entrusted with literacy and education of these groups should be specially sensitized about these requirements.

Adult education is as wide as life itself, being essentially crosssectoral. Alliance with agencies across government, NGOs, CBOs and private sector is demonstrated as the most effective and successful way of implementing adult education. Benefits of adult education to the nation and the individuals could be quick and direct and enhancing investments/allocations to adult education is of critical importance.

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Role of Emerging Technology and Extension Programme in sustainable agricultural development

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Abstract:

The population of India has already crossed 1.21 billion and still increasing, putting a great pressure on the food production of India. It is an acceptable fact that India achieved a marvelous success in increasing food production from 51 million ton in 1951-52 to 259 million ton food grains but still India continues in the “Alarming” category of countries by severity of hunger. This poses a great challenge.¹

Even today, Agriculture continues to hold main key to country’s GDP, food security, employment and income generation.

Over a period of time, agriculture is undergoing a change towards high value crops, seed varieties, use of chemical inputs and cultivation practices. These external inputs have substituted natural processes and resources, rendering them less effective. The main challenge towards achieving sustainable agriculture is to make optimum use of internal resources.

Science, Technology and Extension can play a vital role in achieving technological empowerment and sustainable livelihood at the grass root level, which is very much essential for nation’s development. Advances in instructional and educational technology have transformed educational system as a whole and agriculture is not an exception. The Extension programmes help to expand or extend the work of universities beyond campuses and into neighboring communities. American Congress created the extension system nearly a century ago to address exclusively rural agricultural issues. With the use of innovative educational methodology of case studies, project work and self-education aids, teaching and learning process has become interesting and inspiring. Thus, process of teaching and learning is undergoing a sea change with increased use of ICT’s.

With Globalization, it is need to transform Indian Agriculture into a profitable enterprise, with increasing productivity per unit of land area, increase farm efficiency, optimizing use of resources, and maintain sustainability and consistency in production. ICAR and Agricultural Universities are playing a catalytic role in spreading Agri-education in the country.

Background and Necessity:

Increase in population is not a new phenomenon to India and its political leaders. Government was aware of the situation and has tried to overcome the problem. But today, no one from India can claim that India has solved the overpopulation problem. The entire census exercises undertaken after independence had highlighted the problem. During last forty years i.e. 1971 to 2011, India’s population increased from 54 core 81 lacks to 121 core i.e. doubled

during 40 years. This has happened, though we were able to control & reduce the rate of increase in each and every census. It is a good sign that has been noted from 2001-2011 census that India has able to control the rate of increase in population.

Period	Increase in Population
1971-1981	13 cr. 52 lac.
1981-1991	16 cr. 30 lac.
1991-2001	18 cr. 23 lac.
2001-2011	18 cr. 15 lac.

It is expected that by 2025, country's population may touch 131 cr. and to feed this population country will need 32 cr. tones of food grains. Our present food production is around 25 cr. tones, this means country should increase the food production by 25 to 30 % every year. Increase in food production can be achieved by bringing additional land under farming but as there is no additional balance land for farming, we have to search an alternative. Country has no alternative than to use of latest technology and modern farming techniques. Increase in population poses a major challenge not only to policy makers and government but also more directly related to the agricultural scientists, administrators, educationalists and extension workers. Another problem before the nation is of unemployment, under employment and disguised employment mainly in rural sector. It is said that India's agriculture sector is loaded with manpower in comparison to its output. The latest report submitted to Reserve Bank notes that 73 % of farmers are away from bank loan.ⁱⁱ So, it is necessary to train farm community in such way that they will use advanced technology and techniques to increase productivity.ⁱⁱⁱ Agriculture is the oldest occupation of mankind. The practice and methods of farming had changed to fulfill the needs of rising population. Agriculture is also a most important sector in Indian context as it employs 70% of its workforce and majority of the rural poor population is directly hampered by its performance. The sector is under pressure to meet the requirements of growing population due to depleting natural resources changing climatic conditions leading to increase in the number of farmer suicides. Government of India (GOI) is meeting this challenge by improving infrastructural facilities and propagating modern farming techniques along with introduction of new farming sectors. GOI's vision 2020 envisages providing information and communication technology (ICT) network within the country and creating a platform for farmers, scientists and researchers. GOI has formulated a nationwide strategy to integrate ICT with Agriculture Information Delivery, National Data Centers, Knowledge Banks, Kisan Call Centers and starting a web based trading platform "AGMARKNET" to facilitate marketing of agro-products at competitive price.^{iv}

Role of ICT

The ICT can generate new opening to bridge the gap between information haves and information have-nots in developing country as India. The task force have a great task to harness ICT for community transformation. It has been proved that emerging ICT can play a momentous role in overall agricultural development. It is a fact that rural community still today has

problem in accessing essential information to make timely decisions. It is necessary that information accessibility should be demand driven rather than supply driven. The challenge is not only to improve the accessibility of communication technology to rural community but also to improve its significance relating to local development. Recent ICT developments are proved to be useful in rural areas and can facilitate advanced communication, boost up participation, disseminate information and distribute knowledge and skills. It is said that extension through information technology would be a major form of technology dissemination that can fulfill expectations.

Access to information in understandable manner can educate farmer to use better techniques in farming, can enhance his negotiation skill with better marketing techniques, introducing his product in new markets i.e. towards widening his market share. Thus technology can offer a promising potential for the social and economic empowerment of farmers living anywhere in the country. In 70's Indian farmers had successfully introduced new varieties of wheat and rice leading to Green, Blue and Yellow revolutions that has proved Indian farmers initiative to absorb new techniques and find the ways to improve.^v Milk, Fisheries and Oil seeds witnessing the Golden Revolution in the field of horticulture crop production.^{vi}

The problem of Indian Agriculture lies in inadequacy and inefficiencies in the dissemination of information at grass root level. ICTs can support many activities starting from seed, fertilizer and selection of particular crop i.e. all related to increase productivity. ICTs can also support activities by providing information on price variations in different markets to realize better price along with increase in product visibility, traceability and certification.^{vii} More than 75 % of farmers from Mali and Burkina African countries formed associations to harness potential of ICT. Grameen Phone, the largest mobile operator from Bangladesh formed Community Communication Centers (CIC) to increase connectivity, service offer, capacity building solutions and farmers with these services had benefited in saving crops and finding new markets.^{viii} GOI's vision 2020 document visualizes that "the tools of ICT with networking of agriculture sector all over the country and also globally will bring farmers, researchers, scientists and administrators together with the establishment of "Agriculture Online" to exchange of ideas and information" ^{ix}

Role of Indian Council of Agricultural Research (ICAR)

It is one of the largest national agricultural research institute in the world with 99 institutes, 69 agricultural universities and 637 Krishi Vigyan Kendras across the country. ICAR is IS/ISO 9001:2008 certified organization.

The institute ushered Green Revolution followed by major transformations that culminated into food and nutritional security in the country.^x Krishi Vigyan Kendras (KVKs)

KVKs centers are arm of Indian Council of Agricultural Research (ICAR) are spread all over the country to demonstrate location specific technologies to farmers in the field. This has significantly contributed to increase production and productivity of farming system in various agro-eco situations.

KVK Baramati:

One of the key KVK centres that actively involved in training, education, demonstration and in innovative work. The centre has a four star nursery community radio station and Sharda Kishi Vahini that broadcasts agriculture, health and livelihood programmes daily for three hours. The centre has won many national awards.

ICT Infrastructure in India:

ICT movement is still evolving in India. The development in ICT domain is not uniform and with disparities among different regions in the level and quality of telecommunication network. Power supply position is not satisfactory, nearly one lakh villages are still without power and most of the states are facing intermittent power cut. GOI has started many projects in power sector and are expected to improve the scene. Nuclear projects are on its way to completion and will add to supply grid. Gujarat became the first state in the country to achieve 100% rural electrification with 24x7 three phase supplies and the state has achieved village level broadband connectivity all over the state.^{xi} Bandwidth of 100kbps is the minimum requirement to run the internet satisfactory and most of the Indian villages are facing the problem. Connectivity is the main issue in rural India and GOI is trying to overcome it. Urban tele-density has been consistently increasing and reached to 100% in 2009, while rural tele-density was at 16.64%.^{xii} Infrastructure needs more attention to bridge the gap between rural and urban India and GOI has taken actions with SWAN network all over the country and with liberalization of telecom sector supported by regulatory mechanism and changes are visible in last two years. The industry has high expectations of 500 million mobile subscribers and two million internet users.^{xiii}

Challenges and Opportunities before Indian Agriculture Sector:

It should be the foremost duty of Indian Agricultural Educational Planners to introduce IT in all agricultural colleges and institutes and link them with each other to make use of their libraries, research activity and in establishing data bank for the use of researchers and students. IT can be used as a best medium for research documentation, experiments and analysis of results presentations. In the changing global scenario, it is necessary to link Indian agriculture with world community so that IT can fulfill this task.

The major challenge in front of agriculture sector is to feed growing number of people in the country. Factors such as depletion of natural resources, soil fertility, water shortage, climate change and rapid decrease in fertile land and non-availability of farm labour force due to urbanization and industrialization are affecting food production. The agriculture sector can face challenges with improved irrigation facilities, drip irrigation, better market access, strengthening road, rail and air accessibility all over the country and arranging training facilities to farmers and depressed classes.

Cyber extension services through Kisan call centres, kiosks and smart phones can extend e-mail dialogue services. Media, radio, mobile phone can also play a major role in communication with learned people and can guide rural folks. With such advanced technological aids farmers can turn challenge in to opportunities. World Bank has sanctioned a loan of \$100 million to Maharashtra

Government to implement competitive project in Agriculture sector.^{xiv} Maharashtra has projects such as Warna Wired Village, Pravara Village IT Project, AQUA multilingual question answer forum serving this sector. Private players as ITC's e-Choupal, Mahindra Kisan and Tata chemical are also serving farmer community.

Agricultural Extension:

Agricultural Extension is a system of out of school education to rural people.

Agricultural Extension is a term used to impart latest technological devices and scientific research in agricultural field to farmers. The field of "Extension" with a wider range of communication devices and learning activities organized for villagers by educators, technocrats, government officers from different disciplines in the field of agriculture, agriculture marketing, seeds, land quality, use of fertilizers and water, climate conditions and its variations, international forecasts about different produce etc. Extension practitioners are represented by professional organizations, NGO's, government agencies and scientific journals and universities. Agricultural extension agencies in developing countries are receiving large amount of support from international agencies as World Bank, Food and Agricultural Organization of UN's.

The term extension was first used in England in 19th century, to extend work of universities beyond its campus. The same term was in use in US but latter replaced by "advisory service in 20th century. "Extension Agent" is a university employee, who develops and delivers suitable educational programs and assist people in economic development, leadership, family issues, agricultural empowerment and environmental issues. "Extension Agent" has the task of bringing suitable scientific knowledge to farm families. He will assist farmers in identifying and analyzing their production problems and he will make them aware of the opportunities for improvement and better price realization. All this exercise will help farm community to form sound opinions and good decisions to achieve better standard of living and attain sustainable development.

Four Types of Extension in Asia^{xv}:

The development of agriculture in Asia differed from country to country but variations can be grouped in to four types and India is no exception.

- 1) Colonial exercise: - Focus attention was on export crops such as tea, rubber, cotton and advice was provided to large landowners and plantation managers.
- 2) Diverse top-to-down approach:-After independence, commodity specific extension services established, with production targets fixed by five year development plans. Various schemes were started.
- 3) Unified top-down approach:- During 70's and 80's the Training and Visit (T&V) extension programme was initiated as recommended by World Bank. Existing programmes were merged into single one and adopted "Green Revolution" technologies all over the country.

- 4) Diverse Bottom-up-approach:-- T & V approach was derailed with World Bank's withdrawal and then central planning involvement came to decline resulting in replacing top-down approach.

Important aspects in extension education;-

- Selection of extension system and approach.
- Noting future initiatives to be accommodated.
- Participation of farmer community.
- Web enabled suitable technology dissemination.
- Developing case studies with technology dissemination.
- Scaling up and promoting of group mobilization.
- Aim should be to make "Agriculture as a profitable venture".

Agricultural Extension can be followed under four paradigms Programmes. They are 1) with technology transfer, 2) With advisory work, 3) with training to farmers and 4) with farmer to farmer exchange service.

Farmers should also be trained as extension agents to deliver programmes such as gardening, health and safety and consumer issues. They should be made aware in use of natural resources, to protect environment, water and waste management, recycling etc. Ultimately with the extension programme, farmer's families should become resilient and healthy by teaching nutrition, food preparation skills, positive child care, family communication and better financial management. Another goal of extension is to develop coordinated efforts to create viable options such as job creation and job retention, starting of small and medium sized business venture etc. Regardless of programme Extension agent should meet public needs at local level.

Conclusion:

The major problems that confront extension are related to the failure to respond emerging needs of farmers under the training and visit program. There is declining trend in budget of extension programme resulting in staff shortages and contraction of extension services. Alternatives to extension are under consideration in terms of institutional changes, cost recovery initiatives, commercialization and privatization as noted by Ariel Dinar in 1996.^{xvi}

Extension agent to farmer ratio in India is estimated at 1:2000. Public extension services are criticized for being technically weak, offering insufficient coverage and contacts with farmers. It is argued that 1/3 of the technologies generated by agricultural universities and ICAR institutes in India were not reached to farmer's field due to lack of extension model. ICTs offer ample opportunities to change the situation and accomplish the challenge.^{xvii}

During last fifty years agriculture development policies are successful at emphasizing external inputs as the means to increase food production. This has led to increase in consumption of pesticides, inorganic fertilizers, animal feed-stuffs etc. The basic challenge before the agriculture sector is to minimize the use of external inputs, regenerate internal resources and combination of all resources in more effective manner. This can bring both environmental and economic benefits to farmers.^{xviii}

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Adult Education and Quality of Life

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Introduction

Adult education programme (NAEP) was launched on 2nd October 1978. The date is of special significance for it is the birthday of the great Mahathma Gandhi who expounded the principle that a man/woman could be considered as complete educated and quality of life. National Adult education programme is to develop the human resources of the nation, empowering them to play dynamic and active role in the process of development is fact that while adult education helps in enhancing human resources, literacy can be viewed as one of the factors contributing to the development of a nation's human capital. This classic LEARNING TO BE identifies the real objectives of the struggle against illiteracy and states that "the aim is not simply to enable an illiterate person to decipher works in a test book but to become better integrated into his environment, have a better group of real life, enhance his personal dignity, have access to sources of knowledge which he personally may find useful, acquire the know-how and techniques he needs in order to lead a better life".

Education is a life-long learning and a never ending process which continues throughout life. Keeping in mind this view point, the function of adult education is to give to every individual the opportunity for obtaining the kind of education he wants, the kind of education which can contribute effectively to his individual prosperity, professional progress as well as for his social and political life.

Educating Adults

After independence a central education advisory committee was constituted, and the committee then set up a council to reflect upon the potential for adult education. This council took adult education out of the limitations of a knowledge, merely of letters, and raised it to the level of authentic knowledge, and as a result, adult education was rechristened social education. The person has to discover and form social, political, constitutional and mutual relationships, though he may be illiterate, these elements from his background. He may not possess extensive knowledge of society, but he has the requisite ability to learn all these factors. . He can easily learn reading, writing and arithmetic. Hence, it is essential that the adult should be properly understood before an attempt is made to teach him.

Social Education (1949)

Social education is corrective or remedial education and according to . S.N.Mukerjee social education is roughly inclusive of all the information related to education that are given to adults. In India, it has two aspects (i) adult literacy i.e., the education of those adults who have not received any kind of education in schools and (ii) continuous education for literate adults.

Today, many terms have become prevalent in the sphere of social education : adult education, social education, informal education, continuous

education etc. Each one of these terms is indicative of adult education, but they differ conceptually from each other. The general and obvious meaning of adult education is 'teaching the adults'.

Every individual today is a useful part of society. The purpose of social education is that the adult population should be educated in such a way that it may be able to improve its own life, develop the desire to create a better and a modern society instead of adhering to the traditional society, and also having faith in the future of its nation and the responsibility for the field work in social education including adult education.

Self-development

Social education aims at enabling the individual to bring about his own harmonious development by developing a thirst for knowledge, forming an individual philosophy of his own and evolving a creative and aesthetic approach to life. Thus, it becomes apparent that the foregoing objectives of social education fulfill the goals of our national life.

Social Skill

The objective of social education/adult education is to train the individual in maintaining harmonious relations with friends and companies, lending satisfactory family life and becoming conscious of one's rights and duties in the society.

Continuing Education For All

Continuing education is a lifelong programme to follow the total literacy campaign and post literacy campaign. The basic parameters for continuing education are :

- It is a lifelong learning
- Deals with adult literacy requirements
- Participatory and flexible
- Facilitates income generating activities.

It's a multipurpose centre, it will benefit neo-literates school dropouts, non-formal education dropouts and others.

Adult Education Centres are open to everyone, open to people of all kinds of social and income groups, backward groups and cultures and for people with and without disabilities. The Adult Education Centres are not only accessible but also attractive for their target group. The Adult Education Centres also implement their public mission with a social component.

Health and Quality of Life

Social Education/Adult Education aims at acquainting adult with the basic principles of good health and the various means of maintaining hygienic conditions.

Many of them want to acquire enhanced skills in order to maintain their health and their quality of life. Adult Education Centres contribute significantly to cost reduction in health care, due to their comprehensive quality development and health education.

Employment and Training Capacity Building

Professional qualification and preparation for recognized certificates are an integral part of Adult Education Centre Work. An impressive economic development program. The Adult Education Centres also offer systematic learning in courses and trainings to acquire specific cross professional or industry - related skills such as, for various commercial and service occupations. Additionally, they also conduct labour market as well as social projects and activities, always based on regional needs.

Culture and Creativity

They take on cultural knowledge to discover and develop their own artistic and creative potential. Cultural education opens up alternative spaces for experience and promotes personality development. This is not exclusively for an elite group. Creativity and cultural skills support social communication and quality of life in the community. A special role of the Adult Education Centre is its close working relationship with artists, cultural institutions, libraries, and socio-cultural centres in the community.

Political Participation and Civic Engagement

Citizens are often very direct when confronted with pressing political and social issues and conflicts in their community. Discussion forums, history and future oriented workshops or even dialogue events with policy makers complement the basic aspects of political education. Adult Education Centres work locally and promote global thinking. They provide a space for political education which aims to strengthen the power of political discernment and the skill to take action. An increase in importance delineates a particular form of participation: civic engagement. Here, Adult Education Centres offer advice, training and support.

Conclusion :

Adult Education offers the quality of life in various educational activities like : Health Education, Basic and Hygienic Education, Moral Education, Civic Education, Cultural Education, Socio and Economic Education, Political Education, Local and Panchayat Raj Education. All in one Umbrella.

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Community Engagement Initiatives and Extension Function of Universities in India: A Critical Review

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Introduction

Higher Education when dealing with social development by engaging with communities through non formal settings is called University Extension or Extension Education. UNESCO, as early as 1976, observed that higher education should be more widely involved with society. Its institutions should cease to be passive repositories of knowledge, and should take an active role in the problems of development. While this was apparent even two decades ago, little has been achieved in real terms towards this goal. Dearing Report, which is the latest report on higher education in England, gives a clear emphasis on the social vision of the university.

Universities worldwide are now becoming recognized as key generators of cultural and social - as well as economic - capital, their community engagement and outreach activities are coming under increasing scrutiny. "Communities" refers to various communities involved: not only business, but all communities - e.g. artistic, farming, religious, educational, sporting, charitable, indigenous, professional associations, local councils, families etc.

The untapped energy of universities and other institutions of higher education to address regional issues seem endless. Policy-makers and analysts alike have begun to pay more attention to the ways in which university-based capabilities and activities can contribute to social and economic development. Gassler et al. (2001)

In India, Kothari Commission (1960) first articulated the concept of Extension and the TRINITY of Teaching, Research & Extension was strongly recommended to make the universities more community sensitive and therefore maximizing the contribution of higher education in social development process.

University Grants Commission (UGC) has taken some bold policy decisions in favor of the trend mentioned above. In their policy statement, UGC has recognized extension as the third dimension of institutions of higher education, in addition to the earlier two-fold dimension of teaching and research. Community involvement in the realm of higher education institutions is not new. Guided by mutual benefit, there always existed some form of exchange of knowledge, resources and services between the HEIs and the proximate communities. However, institutionalized practice of such exchange, termed 'community engagement', has been gaining in significance in the Indian situation only recently.

Subcommittee on higher education constituted by planning commission of India accepts that the 19th century idea of the university is undergoing drastic changes. We see a conflict between social transformation and attainment of social justice through education on the one hand, and education as means to

individual prosperity alone, on the other; between education as public good and education as commodity. Further, a significant proportion of the new entrants into higher education in India will be from groups that have not traditionally accessed the university. The social composition of the classroom today is more heterogeneous than ever. This is an opportunity for students who come from diverse communities to take the benefits of higher education to those communities even as higher education also draws upon the knowledge nurtured by such communities.

Subcommittee further explains the goals of ensuring inclusive development, democratic governance and sustainable growth can be meaningfully achieved through a process of broadening and deepening involvement of institutions of higher education; in societal development, and in the process, the idealism and dynamism of the youth can also be harnessed for in a more meaningful manner. Specifically, therefore, the following goals can be realized through promotion of such community engagements:

To bridge the gap between theory and practice, in order to make theory more relevant and practice more informed, where community knowledge systems are seen as legitimate partners in the process of development of innovations and trained human resources;

To promote deeper interactions between higher educational institutions and local communities for identification and solution of real-life problems faced by the communities in a spirit of mutually agreed interest and interaction;

To facilitate partnerships between local communities and institutions of higher education so that students and teachers can learn from local knowledge and wisdom, thereby democratizing knowledge production;

To engage higher institutions with local communities in order to make curriculum, courses and pedagogies more appropriate to achieving the goals of national development as described in the 12th Plan;

To catalyst acquisition of values of public service and active citizenship amongst students and youth alike in the process of such engagements, which would also encourage, nurture and harness the natural idealism of youth;

To undertake research projects which are need-based and community-oriented, including community as research partners, leading to policy formulation for societal development Forms of Community Engagement.

In order to achieve above goals following core principles were also suggested by the subcommittee:

- i) Mutually agreed interests and needs of both communities and institutions be articulated and respected;
- ii) Engagement must encompass all the three functions of institutions of higher education— teaching, research and outreach/practice;
- iii) Institutional engagement cutting across disciplines and faculties should be mandated, including natural sciences, and not restricted to social and human sciences alone;

iv) Participation in community engagement projects by students should earn them credits and partially meet graduation requirements and it should be integrated into their evaluation systems;

v) Performance assessments of teachers, researchers and administrators in such institutions should include this dimension of community engagement.

Vision of community engagement is also accepted by Twelfth Five Year Plan document which explains that in the face of growing isolation of HEIs from society, there is a need for renewed effort for HEIs for genuinely engaging with community, conduct socially relevant research and education and foster social responsibility amongst students as part of their core mission. For this purpose, a National Initiative to Foster Social Responsibility in Higher Education would be launched. An Alliance for Community Engagement, an independent association of practitioners, academics and community leaders would be created to support its implementation.

Narrow and broad interpretations of third mission can be observed across the world. Narrow vision encompasses only the activities helpful in generating the revenue for the universities in exchange of selling research products to industries i.e. transfer of technology to industries, industry sponsored research projects and establishments of spin offs. Whereas a broader vision truly represent the spirit of third mission, it includes concept such as creating knowledge/learning society, continue education, lifelong learning, extension and outreach programmes, community engagement and service, peoples participation and grass root approach, rural management and social entrepreneurship, regional engagement, translational work, building social capital etc.

To fulfill the universities third mission, various disciplines such as – adult education, continue education, distance education, education technology, communication and media studies, translational science, extension education etc. But the expertness to deal with diversities of third mission indicators is not easy Task for any single discipline; rather it need multidisciplinary approach consisting of applied knowledge, skills and experiences from behavioral sciences as well as technological sciences.

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The Journal promotes original academic research in adult education, humanities, culture, comparative education, social sciences, rural development, science & technology for 'development, gender & development, security issues, domestic politics, governance & social movements, grassroots governance etc.

Objectives

The Millennium Development Goal the emphasis has shifted towards people centered approach that recognizes human and social capital leading to sustainable development. In other words, developments from efforts include economic strategies tied with resonance development inputs. It is an under pinning factor for many emerging programmes. The main goal of our development policy is to create sustainable improvement in the quality of life among common people. In area of development programmes much stress was given to stakeholders oriented programmes, to facilitate increase in per capita income of individual families. Attempts are being made to empower people in all aspects like health, economy, polity, education and so on. Objectives of IJLLAD, specifically, are to publish original empirical research and theoretical studies on adult education, lifelong learning, extension, and economic relations, gender and development studies, civil society movements and studies on democracy, problems of marginalized sections, cross border terrorism and violation of human rights, ecology and environment, issues in governance at the local, national and regional levels

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