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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.

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Scope of Adult Education Research in India

Dr. Kamal Chandra Tiwari

This paper focus on India's experience on Research in Adult Education, & subsequent restructuring of Adult Education programme. In present era of Globalization, there is growing demand in favour of market economy; hence there is an urgent call for attention to development of human capital, which requires attaining higher level of literacy in Adult Education programme & also stress to be required to the development of productive skills. Application of science, technologies, informatics, cybernetics, Para medicals etc... to be included. Such a change will have beneficial effects on Adult Education programme. There will be focus on significance of Adult Education Research programme. Government of India initiated National Adult Education Programme (NAEP), but there is an inherent scepticism amongst officials, policy makers toward researchers, since they have confined, understanding on the subject. They feel that the problems on Adult Education programme can be solve through common sense and there is no requirement of specialized knowledge, hence there were least involvement of Researcher in field of Adult Education programme. UNESCO as well as other inter-governmental organisations & Nongovernmental organisation may play vital role in changing attitude of officials, which will give dignity, since of responsibility and provide financial resources in the field of Adult Education programme. Systematic programme evaluation is required to be undertaken. Hence it is an opportunity for Researchers from Education programmes to relate research activities on basis of ground reality. Hence empirical method will assist more accurate evaluation. We should focus on emphasising, Applied & action Research in Adult

Education programme & Experiment with new method of Participatory Research. This paper focus on Participatory Adult Education Programme, Documentation & Information Networking (PALDIN).

Key word: policy makers; productive skills; financial resources; researchers; programme

Introduction:

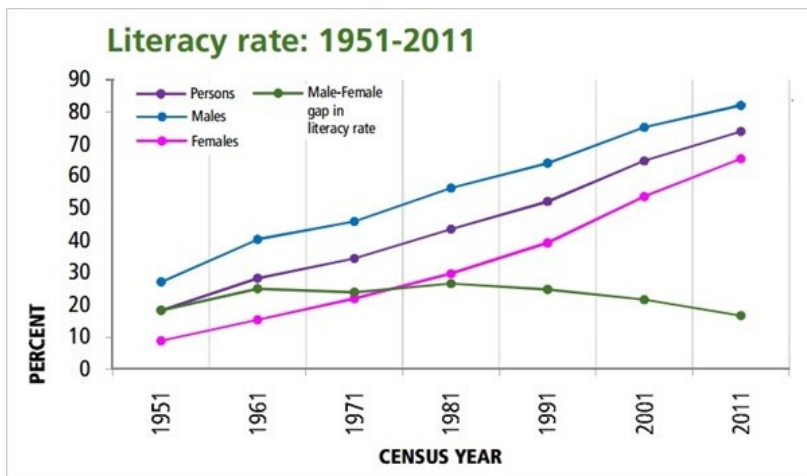
“ No nation can leave its security only to the Police & Army, to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character & sense of discipline and their ability to participate effectively in security’s measure”

- Kothari Commission¹

Adult education is part & parcel of Indian history. All ancient religious scriptures gave lot of priority to value education throughout life, which were communicating mainly through orally education. Learning mainly were part of the religious discourse & institutional requirement. There were no distinction between religion & politics. These include *Dargahas, idaras, maqtabas* in Central & west India and *Pathshalas, mutt, Viharas* in almost all part of India etc. It was religious teacher like mullah, imam, monk, guru who used to deliver religious discourse and used to influence the society & administration ethically. But in nineteenth century, there were great disturbances, since European power, like English, Dutch, Port geese, & French colonisation in various part of India and attempted to destroy traditional system of learning, through state sponsored institutions. In new institution, medium of instruction were usually European language, which was foreign to the native. Religious missionaries were used to uproot the traditional system of learning as educational decisions were made by Foreign Government officials, on the recommendation

of handpicked people with vested interest. Hence Education research was not given the priorities as it has no regards for decision makers. Most of the Social Science research in India is empirical and had any influence in Indian society. But after many decades of political turbulence, few credible centre / universities & reputed institutions of education research were established. Educational research received little attention in the universities, and it had little value for decision makers. Although in India there are steep growth of primary education, secondary education & higher education, but adult education were least on the agenda of Department of Human Resources & Development (HRDs). In many states, adult education waves came and subsided and have little impact of Education of developmental environment. There is hardly any development in research in adult education, and mainly are government sponsored.

Under Article 1 (b) of the World Declaration on Higher Education for the Twent First Century, which states core missions of Higher Education as , *“provide opportunities for higher learning and for learning throughout life, giving to learners an optimal range of choice and flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice”*. India has literacy rate of 73%, and still 330 millions people are illiterate. Hence if India wish to achieve 80% literacy by 2015 80 million out of 330 millions, are need to be educated. Hence Adult education has played vital role since last 12 years, 200 millions Indians have crossed the bar of literacyⁱⁱ. see Table no 2.



EQUIVALENCY FRAME WORKⁱⁱⁱ: Hence at present there is trend to restructure entire adult education system, and at present there is a paradigm shift to life long education. Indian government is required to give official recognition to informal education channel. Adult education channel is an informal education channel of learning which are not from traditional school system. Ours policy makers has to recognize, accrediting & validate literacy obtained through adult education system by setting up equivalency framework. Hence policy makers, with feedback from researchers has to evolve curriculum framework for adult education. This new frame workmust address total quality management for adult literacy. There is no doubt that literacy forms the cornerstone of growth for any economy, especially for a developing nation like India. Hence across the world 800 millions people are illiterate and even most of them are from India, China, Bangladesh, Pakistan. Hence we require to revamp adult education system, backed by strong team of researchers, scholars & Professors through following method:

- a) to arrange adequate funding from government / society.
- b) Research should be complimented by knowledge management systems
- c) Use of computer ICT as a mode of instruction.

India's experience on Research in Adult Education:

Adult education activities were irregular and erratic, during the British Period and right up to beginning of seventies. Till then Government Department did not take any initiative in Adult Education, and reliance were made on volunteers and Non Government Organizations (NGOs). After Mid sixties, some Politicians, Statesmen & Bureaucrats encouraged Adult Education Programme. **Table 1: Changing Concept of Adult Education in India**

Approaches	Cycles and periods	Key concepts	Main programmes
Traditional and religious	First Cycle (1882–1947)	Basic literacy	Night Schools, Social Reform Movements
Life-oriented	Second Cycle (1948–1966)	Civic literacy	Social Education
Work-oriented	Third Cycle (1967–1977)	Functional literacy	Farmers' Education and Functional Literacy Program, Vocational Training, Workers' Education
Social change	Fourth Cycle (1978 to date)	Developmental literacy	National Adult Education Program, Mass Program of Functional Literacy, Total Literacy Campaigns, Continuing Education, Skills Training, Workers' Education

Source: Shah (1999, p. 5)^{iv}

Farmers Functional Literacy Projects were initiated by the Government of India in 1966-67, in joint-venture ship with

various Government subsidiaries with intent to promote use of high yielding varieties of Seeds. This program was short lived this programmes was succeeded after five years by National Adult Education Programme (NAEP)^v 1971-72.....

Instead smaller countries successfully implemented a renowned "Non- Formal Education for Youth (15-25 Age Group), under formal guidance of UNESCO in contemporary period.

National Adult Education Programme (NAEP):

In 1977, Indira Gandhi was defeated by Morarji Desai, who became India's Prime Minister. He focused with sincerity on prohibition & Literacy^{vi} Hence NAEP was launched in 1978 and a National Adult Education Board was formed with following features:

- a) NAEP Board would be headed by the Prime Minister of India
- b) Facilitate a movement for the eradication of poverty.
- c) State Government, as policy statement will contribute 10% of educational expenditure on Adult Education.
- d) NAEP extended to whole country
- e) It involve over 1000 NGOs, setting up 2,00,000 Adult Education Centre, all over India

There were little research material available, to be used in decision making process and hence NAEP Programmes were misled & under spent.

Same issues can be elaborated by focussing in following area:

- a) **Duration of Course:** Prior to NAEP, most of the Adult Education Programme was of longer duration and huge size. They were not drawn from curriculum of Primary or Secondary Education. They were not productive or

functional nature. Integrated Child Development Scheme (ICDS) initiated Functional Literacy of Adult Woman, which was certainly successful and NAEP instructed to emphasise on “Functionalities” and awareness building in parallel with emphasising on Literacy. Hence a decision was taken to run courses of Three hundred hours, which may take 10 months to run the course. The focus was that student of Adult Education Programme to continue their education in self reliant manner. Hence Government of India in 1980 doubled the literacy course.

- b) **Post Literacy:** Education Commission (1964-66) had focussed on Post Literacy education programme, and emphasised that it should be conducted parallel to the basic literacy programme. NAEP found that in Maharashtra Literacy campaign was of very Education Commission (1964-66) had emphasised the importance of post literacy and continuing education programmes and had observed that necessary planning for such programmes should take place side by side with the planning of basic literacy programmes. Apart from the recommendations of the Education Commission, people responsible for NAEP recalled that a huge nature, but result was very small, because of no attention was made toward Post Literacy assignments / activities. Though at smaller level in Kerala, Large Rural Library was successfully run, which had good impact in rural society. But there were no systematic programmes for those who successfully completed Basic Literacy Programme. Mahatma Gandhi rightly said “Illiteracy is India’s sin and shame and must be eradicated”. JP Naik who chairman the committee on Post Education. The Committee proposed six models for post Literacy for NAEP, though the committee were not given any research conclusion of similar activates in other part of the worlds. Still same reports were not given publicity and even not

informed to most of the people & NGOs, who were involved in execution at field level, result in reality Post Literacy part of the programme failed completely.

- c) **Assessment & Research in NAEP:** Many management, social science research institute & Universities, were made to involve for proper evaluation of NAEP in the field. There were 11 institutes were roped in for research in evaluation of NAEP activities. Those Research institutes were of very high reputations and were of Academic excellence conducted 56 studies, which got published during 5 years life of NAEP. But practically all the studies were of quantitative nature. There was hardly any study on qualitative nature like more focussing on usefulness of training system, effectiveness of instructional material etc. Hence little was learnt from evaluation & research activities and most of the research assignment conducted by those universities department was of light nature, Hence University System remained aloof of NAEP.

National Literacy Mission (NLM):

In 1985, Shri Rajiv Gandhi became the Prime Minister & he declared, hence in 1986, New Policy on Education (NPE) was formulated, which focussed more on Literacy & Education Programme. NPE directed state & central government to initiate plan to support eradication of Literacy, with people's support. Rajiv Gandhi launched many "Technological Missions"^{vii}, so that common man may be benefitted with the applications of modern science & technology. NLM was launched in 1988 & an independent & powerful mission authority was created with the launching of NLM, hence NLM was being implemented in 180 out of India's 480 Districts. All the past experience has proved that Government programme guessing is required to be validated through a process of research, which was not done so. Here in NLM also, important decisions were taken lightly on the basis of

informal adviser, intuitions or mere expediency. The detail is as follows:

a) **The Graded Curriculum:** NLM faced to specify learning outcomes or ultimate result. Certain assumptions were made, but no satisfactory results are available about its validity. A decision was taken to impart course in 200 hours in 6 months, by running two courses a year. But only one course was run in NAEP. The Executive committee of NLM authority introduced the concept of Improved Pace & Content of Learning (IPCL). The IPCL took decision that Duration of Course to be about 24 weeks, and it formulated 3 Parameter of IPCL^{viii}:

- i) A three graded course of 8 week each, which will focus on Arithmetic & Language at the end of each grade. The Course will consist of nine units each, would be followed by periodic testing.
- ii) Promote motivation amongst students & instructors, through mobilization techniques & promoting sense of patriotism;
- iii) Bring improvement in teaching / learning material, stationeries & method of supervisions.

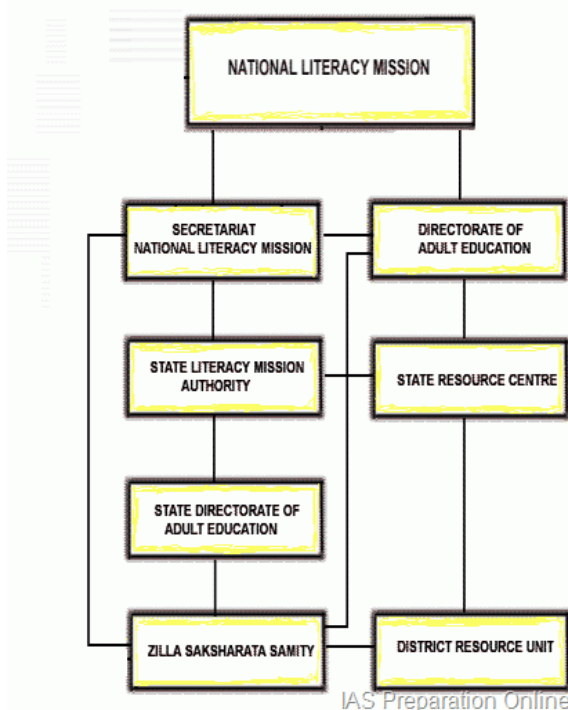
Hence same Executive council postulated that literacy could be achieved through such innovative method in IPCL. But till date there had been no research has been done to judge utility of IPCL, though million of illiterate people have attended literacy classes and most of them passes more than one grade. But we doesn't know, how much IPCL changed the life through said literacy skills, and how much it has brought changes practically in their life.

b) **Post Literacy in NLM:** NLM was implemented in only few districts^{ix}. NPE, 1986 recommended institutionalization of

Post Literacy assignments. Government created Peoples Education Centre (Jan Shiksha Nalaya) and invested huge funds. NPE suggested various Continuing Education Courses & Skills Post Literacy Programme with intent to achieve goal of eradication of illiteracy. NLM is also facing financial crisis. Emphasis is on to make teachers & instructors to work free of charge. But it was only internal ploy. In formal manner, officials gave full support to 'post literacy campaign'. Hence the districts which achieved total literacy, the policy makers have less understanding, how to maintain it? Also practically no steps were taken regarding the to ascertain percentage of population benefitted because of NLM, the manner in which literacy programme benefitted the masses, particularly in form of employability and change their life style of literates.

c) Research & Evaluation: In initial stage NLM did achieve desired result, but after certain duration there were pressure from policy makers to show result, hence there were pressure on particular age-group say, 15-40 to literate them in shortest possible duration. The maturity in serious evaluation decreased after certain initial period. The evaluation of success was performed by ad-hoc teams, not any institutions. Hence there was pressure whether to declare such district as 100% literate or not? Hence there was tendency to ignore qualitative aspect and contribution for an improvement in programme, and to give priority to quantity aspects / orientations of programme. There was no emphasis on following qualitative aspects:

- ✓ Study to improve process which contributed adult education learning
- ✓ Organise empirical investigation to solve problem;
- ✓ Test hypothesis & Research completely ignored



NLM has a three tiered structure as stated above in Figure no 2, ^x at the top is NLM authority, which is supported by the Directorate of Adult Education, which controls the literacy programme for adults in entirety. But the State Literacy Mission authority works at state level, which gets active support by the State Directorate of Adult Education. But ultimately Zilla Saksharta Samiti is responsible for execution at ground level, which has hardly been evaluated by the researchers. Hence all sections of society are represented in National Literacy Mission, which envisages large scope for researchers for qualitative evaluations in the field which in turn assist in long run in adult literacy programme^{xi}

Features of Life Long Learning:



During Fifth International Conference on Adult Education in Hamburg, Germany in 1997. The commitments made in Article 19 (a) are as follow: To open school colleges & universities to adult learners:

- a) by requiring institutions of formal education from primary level onwards to be prepared to open their doors to adult learners, both women and men, adapting their programmes and learning conditions to meet their needs;*
- b) by developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within and between institutions, sectors and states;*
- c) by establishing joint university/community research and training partnerships, and by bringing the services of universities to outside groups;*
- d) by carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves;*

- e) *by creating opportunities for adult learning in flexible, open and creative ways, taking into account the specificities of women's and men's lives";*

Cause of Present situation:

In India very less research are done in the field of Adult Education Programme.

1. **Lack of Academic Programmes:** Adult education is not yet focused is difficult to attract students & teachers for Adult Education Programme. Most of the universities, those who has opened own Department of Adult Education doesn't have good research infrastructure. Hence in such condition it is difficult to prepare competent students or scholars who might take meaningful research in this field. In India many researchers might have worked in this field, but theirs scope of research might have been limited. There is certainly lack in inter-disciplinary cooperation. Hence it has adverse impact on meaningful research in this field.
2. **Lack of Methodological rigourness^{xiii}:** Like other social sciences this is a serious problem in this field. Since most of the researches are demand driven (responding to the official demand), Researches are in hurry. They knew that lack of methodological refinement will not create any problem... Hence most of this research is in form of evaluation studies and of quantitative, edifying & simple nature. There is also lack of inter-disciplinary approach.
3. **Bureaucratic attitude & Redtappism:** Many of the Researches related to Adult Education are conducted, not for Academic purposes, hence no academic interest were involved. Most of the adult education research in this region is confined to evaluation of programmes. Evaluations are undertaken not as a part of academic interest, but confined to only literacy programmes and hence complete disregard

to other areas. There were complete lack of understanding among policy makers & bureaucrats about independent Adult Education research.

4. **Lack of Financial Resources:** There is less than 0.5% of Adult Education Budget on Research activities. University Grant Commission, Indian Council of Social Science Research allocates practically very less amount on Adult Education Research Programme. Private & Non Government organization & Public trust & societies have not shown interest in Adult Education Research field. Hence funding for Adult Education programme is a deep rooted problem in India.

Restructuring of Adult Education programme Agenda:

The degradation of situation call for following remedies:

1. **Re-examine the scope of Adult Education Programme:** In present era of Globalization, there is growing demand in favour of market economy; hence there is an urgent call for attention to development of human capital, which require attaining higher level of literacy in Adult Education programme & also stress to be required to the development of productive skills. We have to include application of science, technologies, informatics, cybernetics, Para medicals etc... Such a change will have beneficial effects on Adult Education programme.
2. **Focus on significance of Adult Education Research programme:** There is an inherent scepticism amongst officials, policy makers toward researchers, since they have confined understanding on the subject. They feel that the problems on Adult Education programme can be solve through common sense and there is no requirement of specialized knowledge, hence there were least involvement of Researcher in field of Adult Education programme.

UNESCO as well as other inter-governmental organisations & Nongovernmental organisation may play vital role in changing attitude of officials, which will give dignity, since of responsibility and provide financial resources in the field of Adult Education programme.

- 3. Restructuring evaluation system for Adult Education programme:** Systematic programme evaluation is required to be undertaken. Hence it is an opportunity for Researchers from Education programmes to relate research activities on basis of ground reality. Hence empirical method will assist more accurate evaluation. We should focus on emphasising:

- a) Applied & action Research in Adult Education programme
- b) Experiment with new method of Participatory Research

Hence it may help to bridge gap between researchers & policy maker, which in turn assist in better delivery of services to common masses.

- 4. Institutional Supports:** We require international institute on Adult Education programme, which can be established under leadership of UNESCO, which are capable to do it. International Institute of Advance Literacy Mission, Tehran, though not successful, but assisted in improved documentation of main incidents, of which they were themselves Nodal-point. Hence India required to have well financed autonomous institutions on International standard in the field of Adult Education programme. Such Institute should have better relation with neighbouring countries in field of research, which would regularly conduct course on coordinated research methodology, sharing of research results, dissemination & propagation of informatics data will assist adult education researcher in long run.

- 5. Acknowledgement of the discipline of Adult Education:** Adult Education has been recognised in west since 1950, but it was not happened in Indian sub-continent. In fact the discipline of Adult Education s treated equal to teacher training, and very less Universities has this discipline at Master level. The cooperation amongst Indian Regional Universities and world renowned Universities can make significant change in quality growth in research field in area of Adult Education programme.
- 6. International Net-work Funding:** We have to convince the decision makers/ policy makers regarding importance of field of research in Adult Education programme. Establishing of cooperation amongst various countries in South Asia^{xiii} having similar, cultural social heritage would solve the problem, since having greater values. The purpose of this paper is to create suitable environment, in which research on Adult Education programme would be placed in priority on agenda of Educational development. That would assist the researcher, bureaucrat, policy makers & political leadership to evolve meaningful agenda in this field.
- 7. Social Service by College students:** Gandhi advocated for student's participation in Adult Education Programme during their vacation, should have missionary zeal and there should be research on evaluation in this field also. The Researcher should also be part of this mission on war footing and their slogan should be "Each one teaches one".
- 8. Great work has been done in Seventh Five year plan on Adult Education,** which is required to be evaluated by the researchers. There was more focus on funding for Research in 10 point in then Prime Minister Rajiv Gandhi's 20 point programme- "Expansion of Education".

Conclusions:

There is lack of research & mass campaign in Adult Education Programmes in Indian regions. There were lot of pressure to 'show result' during execution of Adult Education Programme and there were negligence from Government & Research Institutions in exploring & learning from Past mistake, hence made research irrelevant. Hence important area was totally ignored. Benefit of systematic research was hardly available to educational policy maker. Surprisingly, there was hardly any interest shown by even Foreign Researchers or Universities. Since even Foreign Universities / government did not take any interest, Adult education programmes & research in this field were totally ignored. There was no motivation in research of this field, since long. The spirit of Adult Education Research should focus on following field:

- a) Analysis of present situations;
- b) Programme should have been evolved based on India's cultural aspects;
- c) Give more focus on ethical pursuits, oral learning &;
- d) recognize such course for employability;
- e) Decentralization and give more freedom to Universities Research Centre;
- f) Explore, political, cultural & social dimension and increase employability;
- g) Formal education system has to open its door for adult learners and more focus is required to be on vocational education;
- h) Bringing services of Universities to outside group
- i) Developing research mechanism and share the information's amongst different institutions, sectors & policy makers in the states.

- j) by focussing on interdisciplinary research in all aspect of adult education
- k) There should be active participation of Adult education learner themselves.

i <http://www.preservearticles.com/201103264737/importance-of-adult-education-in-india.html>, reterieved on 10 Jan 2014

ii http://en.wikipedia.org/wiki/Literacy_in_India reterieved on 14 Jan 2014

iii Ghosh, A (2000)- 'Role of media in Education', Year 2000 Assessment: Education for All, New Delhi : NIPED: MHRD

iv SY Shah, **"Teaching and Training in Adult and Lifelong Learning in India: Need for Professionalisation"**, **Indian Journal of Adult Education**

v India Literacy Project, a catalyst of 100% Literacy in India

vi In the first meeting of National Board of Adult Education, Morarji said, "I would trat my prime ministership as having fulfilled its mission, if India adopted prohibition & illiteracy is eradicated".

vii It include Missions on Immunization, Telecom, Drinking water, oil seeds etc..

viii Mathew, A (1990)- Ministry of Education: An Organization History, NIPEA, New Delhi

ix District is an administrative unit in India having 1.5 million population.

x <http://iaspreparationonline.com/2012/12/12/national-literacy-mission-authority/> reterieved on 14 Jan 2014

xi

http://www.unesco.org/education/educprog/wche/declaration_eng.htm reterieved on 14 Jan 2014

^{xii} Saldhana,0020D. (2000), ' Communication strategies in literacy campaigns', in Daswani, C. & Shah, SY (eds) Adult Education in India: Selected Papers, New Delhi: UNESCO

^{xiii} Only members of South Asian Association for Regional Conference (SAARC) countries are mentioned here.

Preparation of Research Proposal and Research Report

Dr. P. Adinarayana Reddy

Concept of Research

Research is an activity which involves searching for finding out further knowledge and factually based information. It is more formal, systematic and intensive process of carrying on a scientific method of analysis directed towards discovering and development of an organized body of knowledge (Best, 2007). Research is conducted in various fields like science and technology, education, medicine, engineering, politics, public administration and so on in order to gain further insights into the domains of operation concerned. Research is categorized into different types based on their nature and utility, for instance, basic, historical, descriptive, experimental, survey, action and so on.

Types of Research

Fundamental Research which is also known as Basic Research, is the formal and systematic process of deductive-inductive analysis, leading to development of theories (Best, 2007).

Applied Research seeks to find out the specific knowledge necessary to give solutions to problems.

Causal Research involves finding out the relationship between cause and effect. When most persons think of scientific experimentation, research on cause and effect is most often brought to the front. Experiments on causal research relationships investigate the effect of one or more variables on one or more outcome variables.

Descriptive Research seeks to depict that which already exists in a group or population. An example of this type of research would be an opinion poll to determine which party would be

voted to power in the next election. Descriptive studies involve the process of describing a particular feature or phenomenon or context.

Action Research attempts to apply the spirit of scientific method to the solution of problems in a particular context without any focus on the general application of findings beyond the context studied. However, such research is not rigorous in nature like in case of fundamental or applied research.

Historical Research is conducted on past events and it involves investigating, recording, analyzing, and interpreting the events of the past for the purpose of discovering generalizations that are helpful in understanding the past and the present and, to a certain extent, in anticipating the future.

Qualitative Descriptive Research uses non-quantitative methods to describe a particular context. It uses systematic procedures to discover non-quantifiable relationships between existing variables.

Experimental research describes the results of variables under manipulated or controlled conditions. The focus is on variable relationships.

It has to be remembered that research is an intellectual and creative activity. The mastery of techniques and processes does not confer research competence, even though; these skills may help the creative problem solver to reach his or her objectives more efficiently. Hence, in order to conduct result-oriented research, it is imperative to prepare a research proposal.

Selecting a Problem and Conducting Research

Conducting research involves different components, namely, selection of problem, preparation of research problem, executing the research problem, and writing the research report.

Preparation of Research Proposal

Attention is to be paid for selection of problem and writing research proposal, it may difficult for the beginners, though. A good research problem shall have the qualities of significance, originality, and feasibility. The investigator should evaluate the proposed problem in the light of his or her competence, the availability of data, the financial demands of the project, the limitations of time, and the possible difficulties and social implications involved therein. A research problem may be selected out of one's own experience, from the society, from the contemporary contexts of the schools or institutions which needs to addressed properly with appropriate solutions. There are a variety of areas in which research can be done especially in social sciences, for example, Indian society and its complexities, multiculturalism, literacy, schooling system, higher education, adult education, methods of teaching, student evaluation, learning styles, distance education, teacher education, professional education and so on.

Soon after selection of a problem, the next step is to prepare a research proposal for its systematic organization. The research proposal is an essential pre-requisite for starting the research activity. It is the blue print for the proposed research activity. It helps to chalk out a plan of action. It has to be written in executable terms so that it acts as a work plan for the proposed research activity. It helps determine the feasibility, reduces wastage of time and resources, periodic monitoring, and for seeking approval and funding from the competent organizations or agencies.

Further, a research proposal may be prepared based on the purpose it serves. It has a variety of individual purposes, namely:

- a) for conduct of research as part of post graduate studies, doctoral studies, post-doctoral studies
- b) for seeking financial assistance from the funding agencies
- c) for seeking grant-in-aid for a long-term in the form of special assistance, departmental support, institutional support and so on.

However, it would be interesting to note that the research proposal possess certain general features or components irrespective of the type of purpose it caters to. In the present paper, the general features or components are discussed.

Essential Components of Research Proposal

There are thirteen essential components of research proposal for conduct of social sciences research.

- a) **Title Page:** It comprises the details, such as, title of study, purpose of proposal, name of the investigator and institutional affiliation.
- b) **Introduction:** Introduction should provide a fair idea regarding the conceptual frameworks, critical issues etc of the proposed study including the aspects that has lead to make the study.
- c) **Statement of the Problem:** It should be clear and concise and immediately provide total view of the proposed study.
- d) **Review of Literature:** This section provides a summary of previous research undertaken in the broad area and throws light on the research gaps, unknown, and untested. Only those studies that are categorically relevant, competently executed, and clearly reported should be included.
- e) **Significance of the Study:** This portion of the proposal focuses on the importance of the proposed in the light of the

personal experience, societal experiences, and gaps in the previous researches and untested areas. It is also imperative to state the objectives, hypotheses, limitations, assumptions, delimitations of the project undertaken.

- f) Methodology:** This section of the proposal usually comprises three parts: subjects, procedures, and data analysis. However, these may also be separately stated in three different categories.
- g) Tools:** The research tools are prepared or adopted based on the variables selected to be studied and availability of existing tools. Standardized tools, for example, Raven's Progressive Matrices, MMPI, and Locus of Control etc. may also be selected for use the proposed research if such tools are found to be suitable.
- h) Locale and Sample:** The locale and sample are decided based on the geographical area selected for study of the problem in focus and also the availability of sample in the particular locale. Suitable sampling technique may be used for selection of sample from the chosen area.
- i) Data Analysis:** The proposed methods to be used for data analysis, for instance, statistical analysis or qualitative analysis etc should be clearly mentioned in this section. The information given in the data analysis section should be specific and detailed enough to demonstrate to the reader precisely what is planned. There should be no scope for any doubt in this regard for funding agency or approving agency.
- j) Time Frame:** It is important that the time schedule is given for various tasks in the light of total available time or fixed time for completion of the research activity.
- k) Budget Estimate:** It forms a crucial and important component because conducting research involves

expenditure for travel, communications, salaries to the personnel connected with project and other contingent expenditure etc.

- I) References or Bibliography:** References form important evidence for having visited several sources of information and it helps for authentication of the proposal and improves the genuineness of the proposal.

Research Report

Research Report is the end product of any research activity. It is an embodiment of complete investigation that was done by the investigator. It is presented in a written form and it provides for detailed description of the research study that has been accomplished. The research report is written in third person reported speech and in past tense. Such reports are helpful in dissemination of research findings, expansion of knowledge, construction of knowledge, concepts, theories, etc and becomes a source of motivation for other researchers in verification of the results and conduct of further studies in that particular area.

Need for Research Report

The primary aim of reporting is for documentation and to make it available to all persons interested in that particular research study or area. It is also essential to document the research findings for making them valid by means of criticism and verification, dissemination of findings for consumption by the persons concerned, to motivate others, to suggest and give scope for new thinking and problems, to give proper shape and form to the research carried out, to provide as a model of research, to popularize the findings of the research for the benefit of the societies.

Characteristics of the Research Report

Needless to say that certain qualities have to be adhered to while preparing the research report and these are, for instance:

Attractive get up for the report – inside and outside – attractive cover page and inner pages layout though within the prescribed conventions of reporting, line spacing, pagination, indexing etc.

Use of proper non-sexist and balanced language without any subjective opinions is another quality.

No Repetitions is another important quality to sustain the reader's attention till the end of the report.

No scope for imagination – Terms used should be such that they represent the concept or phenomena in a concrete form and helpful for visualization.

Practicability in findings of the research activity reported.

It is mandatory to list out the shortcomings of the research in focus so as to not to leave anything to the imagination of the reader.

Problems faced during writing the Report

The precision, objectivity, patience etc of the researcher comes to fore while writing the research report. There are certain problems that any research is likely to face during the course of writing the report, for instance, use of proper language and grammar, representing the problem, concepts, and findings etc in appropriate technical terms. An experienced reader can gauge from reading the report if it is objective or not. The report should not be loaded with opinions of the investigator. Publication of the report is useful for larger dissemination of research findings. But it is a difficult task because the researcher should find suitable publisher and distributor in this regard.

Essential Components of Research Report

Research reports vary in accordance with the scope of treatment and the researchers are expected to follow certain conventions in reporting. Some departments or institutions have designated an official manual or have their own style manual which their theses or dissertations much conform. Researcher concerned should find out which manual has been officially adopted by their institution or department. There are a few popular manuals, for instance, *Publication Manual of the American Psychological Association*, *The Chicago Manual of Style*, *The MLA Handbook for Writers of Research Papers*, *Form and Style: Research Papers, Reports, Theses, and A Manual for Writers of Term Papers, Theses, and Dissertations* and these are followed in different countries.

In general, the research report may be divided into six sections, namely, *preliminaries, introduction, design, analyses and interpretation, summary, and annexure*.

Preliminaries Section

a) Preliminaries

The preliminaries section comprises title page, preface and acknowledgement, list of contents, list of tables, and list of figures

Body of the Report

b) Introduction

It consists of the details relating to – statement of the problem, review of literature, significance of the problem, objectives and hypotheses, definitions of terms, limitations, assumptions, delimitations

c) Design

The part includes – methodology, source of data, instruments, sample, method of data gathering, statistical analysis and data treatment

d) Analysis and Interpretation

This section consists of – textual data, tables, figures pertaining to validity and reliability of tools, testing of hypotheses, establishing relationships and so on.

e) Summary

It provides a bird eye view of the total study that has been completed. It is presented in a summary form. It contains the aspects like – introduction, review of literature, methodology, findings, implications, recommendations for implementation and further research.

f) Annexure

This section includes – books referred and tools and other instruments used for research study. The books referred are kept under title known as either ‘references’ or ‘bibliography’. The research tools used are attached as annexures to the report.

Conclusion

In a nutshell, the research has to be considered as a process intended to find out the facts and update the existing information. Research is of various types based on the purpose and the way in which it is conducted. Types of research include basic research, descriptive research, experimental research, action research etc. Systematic research process include different phases, namely, selection of problem, preparation of research proposal and its execution, and writing the research report. It is useful for the society in many ways to improve the conditions of persons and also systems in it.

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Methods of research: educational, psychological, sociological

Learning Strategies for Sustainable Development

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L.Anitha

Life attracts Life and thus life requires learning for its sustenance in this sustainable world and it is now accepted that generally that every citizen is required to learn up to certain age which will help him to reach certain standard . thus, act as enabling tool for the rest of his life. However, the problem does not end here, Education is not only helping to the individual but for the nation also. Hence, the concept of sustainable education is imperative in this context. The concept of sustainable education is based on 3ps that is people, planet and profits. Sustainable development, in fact, has become the guiding principle for achieving just and equitable development options that benefit all people everywhere. The concept of Sustainable Education has two inherent features it is based on time and space. Thus, it incorporates the needs of the future generation as well as the needs of contemporary times also. Therefore lifelong learning has become important in this aspect. Lifelong learning is defined by the OECD as: 'lifelong education means education resulting from integration of formal, non-formal and informal education so as to create the ability for continuous lifelong development of quality of life. Learning is therefore part of life which takes place at all times and in all places. It is a continuous lifelong process, going on from birth to the end of our life, beginning with learning from families, communities, schools, religious institutions, workplaces.' Lifelong Learning is the continual acquisition of knowledge and skills throughout somebody's life. Lifelong learning occurs in preparation for, and in response to, the different roles, situations, and environments that somebody will encounter in the course of a lifetime. hence

it important to develop a sustainable strategies for learning has imminent naturally . This paper aimed at defining the concept, context and contours of sustainable development in detail.

Introduction

The Concept of sustainable Literacy consist of three important components they are first they need to understand the need for sustainable way of doing things, individually and collectively, secondly, have sufficient knowledge and skills to decide and act in a way that favours sustainable development and finally be able to recognise and reward other people's decisions and actions that favour sustainable development

“... the people who will succeed fifteen years from now the countries which will succeed, are those which are most based on a sustainable vision of the world. That is what we should be training people to do.”

R t Hon Charles Clarke MP, Secretary of State for Education and Skills, 25th March 2003 Sustainable way of doing things, individually and collectively. Most people do have some rudimentary understanding of what sustainable development means. However, a sustainability literate person will have sufficient knowledge and understanding to talk to others in a positive and engaging way about matters relating to sustainable development. They will be able to make a coherent argument for why change in behaviour is needed and how it might happen in practice, drawing examples from their own sphere of influence and operation and linking that to their own values and to the wider context in which they live. They will be able to make links between the social, environmental and economic aspects of sustainability and make connections between their

neighbourhood, their workplace and what is happening globally.

According to UK government for example defines sustainable development as meeting as four objectives at the same time, in the UK and the world as a whole:

- Social Progress which recognises the needs of every one
- Effective Protection of the environment
- Prudent use of natural resources
- Maintenance of high and stable levels of economic growth and employment

Unfortunately, even the government itself is prone to quoting only the four bullets points when it talks about sustainable development. This misses the crucial lesson about how we have ended up with unsustainable development. It is by pursuing our economic, social and environmental goals separately that has resulted in repeated tradeoffs between goals. Sustainable development is about progressing them together. We are not in the habit of thinking about the economy, the sort of society we would like, or the sort of environment we would like to live in at the same time. In higher education institutions, each is taught as different subjects, in different departments.

Sufficient knowledge and skills

A sustainability literate person will be equipped with a number of intellectual and practical tools that enable them to take decisions and act in a way that is likely to contribute positively to sustainable development. They will be able to make decisions on specific matters, such as advising on financial investment, buying food or writing new policy for prisons, by applying the 'at the same time' rule - that is, taking environmental, social and economic considerations into account simultaneously, not separately.

Recognise and reward decisions

A key principle of reinforcing good practice or behaviour is to recognise when it is taking place and to acknowledge if not rewards it. This principle applies from childcare to major publicity campaigns. A sustainability literate person will know the importance of encouraging and reinforcing behaviour that favours sustainable development. Some people argue that a generic minimum of knowledge, skills or competencies is required to be sustainability literate, just as there is a basic level of reading and mathematical skills needed to get through life. Others argue that for sustainability literacy, as for word and number literacy, there is no real definable minimum, but the search for it can be illuminating nevertheless. There is probably truth in both views. Economic and social objectives are necessarily entwined. But skills serve wider purposes. For many people learning enriches their lives. They may enjoy learning for its own sake. Or it may make them better placed to give something back to their community, to help family and friends, to manage the family finances better, or help their children achieve more throughout their school careers."

We know that the economy, or more accurately, society, has chosen not to invest in natural, human or social capital or indeed in manufactured capital as assiduously as it has in financial capital. We know what happens when we underinvest in the railways: fewer clean, prompt, safe trains. Similarly, neglecting investment in education, communities or the quality of the environment leads to interruptions in the flow of benefits in a skilled workforce, safe neighbourhoods and a stable climate.

Instructional design for Sustainable Learning

Sustainability literacy should be integrated into the content and delivery of all curricula – from anthropology to zoology in terms of:

- Professional specialist elements (eg accountancy, business, plumbing)
- Professional but transferable elements (eg book-keeping, management)
- Personal elements (eg interpersonal skills, critical evaluation, reflective learning).

There is a school of thought that promotes the idea of sustainability 'professionals' specialists in sustainable development. As the boundaries of sustainable development knowledge and skills are impossible to define, this approach further implies sub-disciplines within the discipline of sustainable development. This goes against the idea of sustainable development as a non-discipline, which requires simultaneous consideration of economic, social and environmental issues. The implementation of sustainable development requires bringing together aspects of choice and decision-making that is currently kept apart. Therefore, setting up a separate profession runs the risk of sustainable development being delegated to a separate department, rather than integrated into the culture and practice of an organisation. Some colleges and universities across the UK do offer a sustainable development module as a first step to building capacity among teaching staff, testing the student market, or influencing the institution's culture. Different attempts at modules have had different results. The approach promoted in this guide is the integration of sufficient sustainability knowledge and skills into all courses, so that over a period of time, all learners become sustainability literate and competent to decide and act in a way that favours sustainable development. Whatever type of course is being designed, or learning methods planned, learners developing sustainability literacy will need to master a number of inter-related learning techniques along with the solutions

- How to find information, carry out research and make judgements about the quality of information (eg Does it come from a reliable source? How to manage with gaps or uncertainty in knowledge?)
- How to solve problems creatively and abstract learning from doing so – in particular any principles that may be transferred to other situations, including those where considerable uncertainty reigns
- How to abstract learning from experience in general. If most of our learning is informal, then techniques are needed to make the most of any experience (good or bad) including carrying forward the learning in a positive way
- How to learn through reflection on experiences. Making connections to derive additional learning and how to translate that into changed action, sometimes known as transformative learning.

Teaching Methods

Like all good teaching, the approaches and methods used should be tailored to the audience – not the other way round. For example, the context in which the learner lives works and relates to other people and the environment may be used to make complex points as well as engender understanding about ‘right’ relationships. Fawcett and Bell, characterise these as care, respect and conviviality among humans, other organisms, communities and places. Educationalists are all agreed that practical experience confirms taught learning. Weston champions the case for starting with practice and stitching it back to theory. Others advocate experiential learning opportunities within courses, and bringing practitioners into the classroom. This is increasingly seen as good teaching practice, but is especially important for operationalizing something as pervasive as sustainable development.

“Any strategy for social change needs to take account of learning which happens incidentally and independently, of teaching programmes and sometimes despite them.”

Sustainable refers to a situation that can continue. Development can be described as creating better living conditions. Together sustainable development can be summarized as ‘a better future for all, now and in the future’. The official definition of sustainable development, as ‘to ensure the needs of the present without compromising the ability of future generations to meet their own needs. The concept of sustainable development does imply limits, –not absolute limits– but limitations imposed by the present state of technology and social organisation on environmental resources and by the ability of the biosphere to absorb the effects of human activities.’ (UN commission Brundtland, *Our common future*, 1987). Besides this present-and future- perspective, sustainable development has its global perspective: how can we connect local contexts to global developments.

Three pillars of sustainable development: social, ecological, and economic. Internationally the pillars of sustainable development have been captured in the triple P of People, Planet and Profit. Sustainable development, in fact, has become the guiding principle for achieving just and equitable development options that benefit all people everywhere. Sustainable development can thus be understood both in time and space: it takes into account the needs of future generations, and equally the needs of people today in every part of the world. In the light of persisting global patterns of poverty and inequality, as highlighted by the Millennium Development Goals agenda, along with emerging issues such as the impact of climate change and the current financial and economic crises, sustainable development is one of the key challenges facing the world today.

Sustainable development is not only a goal for decision makers, political leaders or companies. It concerns everyone and is part of even the most minor decisions people make in life. People need to know how to generate creative solutions to current global challenges; about reflecting on new lifestyles which combine well-being, quality of life and respect for nature, environment and other people. It is the decision to use the car or your bicycle and whether to buy fair trade products or not. Therefore, it is important that people learn about sustainable development, learn how to take responsibility and become aware of the inter connectedness of local and worldwide developments.

Sustainable development is on the political and educational agenda. The United Nations proclaimed 2005 – 2015 Development'. UNESCO is the UN-agency responsible for the implementation of this programme. Education for Sustainable Development (ESD) seeks to integrate the tenets, values and practices of sustainable development into all aspects of education and learning. ESD aims to provide every individual the opportunity to acquire the values, competencies, knowledge and skills that enables him or her to contribute to a humane, socially just, economically viable and ecologically sustainable future. Therefore, education for sustainable development creates the conditions to learn how to live together on one planet in peace, dignity and mutual respect without causing irreversible damage to that planet by human production and consumption patterns.

Among other things, ESD promotes a sense of both local and global responsibility, encourages future-oriented, anticipatory thinking, builds recognition of global interdependence and emphasizes cultural changes that embrace the values of sustainable development. Rather than remaining passive in the face of the above-mentioned challenges, ESD seeks

to empower societies, communities and individuals everywhere to shape their future actively and responsibly.

Conclusion

In summing up in the above analysis we have discussed the different views on sustainable learning for sustainable living. Thus, sustainable literacy requires a integration people, planet and profit. It has to be enriched with suitable instructional design so as to get the optimum returns of knowledge and skill.

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Participatory Methods: Popularly known as PRA Techniques

Prof. B.S. Vasudeva Rao

Introduction

In the realm of data collection for research into various foray, the anthropological approach based on 'participation' by the researcher as well as the targeted stakeholder gained momentum in the last few decades. Anthropologists, by virtue of their focus on primitive tribal groups have come across various methods for research insight in view of their very nature of their significant focus on the culture, evolution, economy, taboos and other related aspects with tribal groups. The anthropological insight is always embarrassed by the very composition of tribal societies, especially the communication methods, deeply anchored cultural practices etc. which otherwise would be quite difficult to understand unless one experiences the practices for comprehensive understanding, analysis etc. This propelled the unique method of data collection christened as 'participatory methods' in the realm of anthropological research.

These methods, arguably one of the best to understand the micro-level situations, heavily bank on adopting the very social values of the micro-societies to gain acceptance from it. This enables a research to develop appropriate understanding on the social, economic and cultural intricacies associated with the behaviour of the individuals in a given society at a given time.

Of late, participatory data collection methods further gained wider acceptance and momentum when 'participatory development' approaches are being emphasized upon throughout the world, both in rural as well as urban areas.

The basic premise on which the 'participatory methods' are build is nothing else but establishing a conducive and congenial psychological and social atmosphere wherein the

stakeholders exchange authentic information, plan and implement activities concerned in a participatory manner.

Hence, the practitioners of participatory methods need to be well versed with facilitation skills before using different techniques.

Since participatory methods of data collection deals with both elite and illiterate people and consider as equal in terms of possession of knowledge, sharing of knowledge etc., the designated methods too were distinct. However, they spread over three broad categories viz. Diagrams, Maps and Matrix.

Participatory Methods of data collection are conducted with a group of households from a Village or Hamlet that work with 'Facilitators.' Facilitators work as a Team with different roles. One of the member of the team needs to assume the role as Team Leader to facilitate initial presentation about the purpose of data collection and other related aspects. Another member, who has expertise in quick documentation skills needs to assume the role as 'recorder.' Those members who are quite good in communication skills, art of negotiation etc. assume the role of 'facilitators.'

The basic principle for the success of participatory methods of data collection is participatory methods is not a teaching or lecturing but it's a learning process. Households and Facilitators learn together Facilitators work with and listen to households

Content

Each of the participatory methods is described with illustrative diagrams with explanatory notes on how to use them, apply in planning and other purposes etc. For the convenience of better understanding, the participatory methods are described under the broad categories of a) Interviews; b) Diagrams; c) Maps; and d) Matrix Scoring or Ranking exercises.

a) Interviews

Two important methods in this category of techniques are Observation and Semi Structured Interviews. The details are asunder:

i. Observation:

If the researcher intends to practice participatory methods for data collection, the first and foremost important aspect is he/she must be sure about what data intends to collect. They must have a comprehensive understanding on what needs to be collected, areas to be focused, issues to be emphasized etc. Qualitative researchers accomplish this through **observation alone** or by **both observing and participating**, to varying degrees, in the study community's daily activities. If the researcher exclusively utilises observation along, then it is called 'observation method' and if the researcher 'participates' with the society members then it is christened as 'participant observation.' Both Observation and Participant observation always takes place in community settings, in locations believed to have some relevance to the research questions. The method is distinctive because the researcher approaches participants in their own environment rather than having the participants come to the researcher. Generally speaking, the researcher engaged in participant observation tries to learn what life is like for an "insider" while remaining, inevitably, an "outsider."

Participant observation is the involvement of the researcher in the activities of the people in that society, so that instead of just observing the people, the researcher is able to get a more hands-on experience of how these people live their lives, conceive perception, opinion etc. The main advantages of participant observation are that it allows the researcher to obtain a deeper and more experienced insight on the activities that the individuals of a society perform and the ways in which

they think and that it also allows the researcher to gain a good overview of how and why a society functions. The disadvantages of participant observation are that it is sometimes unwelcome by the society being studied, as they often feel disturbed and that the researcher is invading their privacy (See Illustration 1).

ii. Semi-structured interviews

Interviewing is one of the main techniques used in development studies. Participatory methods have contributed to adjusting the interview to make it more conversational, while still controlled and structured. This is the semi structured interview (SSI) whereby only some of the questions and topics are predetermined, whilst the majority of questions will be formulated during the interview. Questions are asked according to a flexible checklist and not from a formal questionnaire. SSIs tend to be conducted alongside other exploratory and participatory techniques, and are used to complement the participatory survey methods with in-depth information. SSIs often take time to prepare, and to conduct on a one to one basis, and therefore should be used in addition to the group survey methods, but are useful in extracting information from particular members of the community (See Illustration 2).

b. Diagrams

i. Venn Diagram

Venn Diagram (popularly known as Chapathi diagram in India) is a method to understand importance of institutions or issues in a given village or situation or society and the relationship among them in terms of importance, time-dimension, utility and various other dimensions which the researcher intend to interpret. Venn diagrams are used to depict key institutions, organisations and individuals, and their interaction with the local community. Key players in decision making are shown, and institutions analysed can be both local

ones internal to the community, and external ones which have a local influence. On the Venn diagram, each institution is represented, usually by a circle. The size of the circle represents the importance, significance or power of that institution, and the degree of overlap between the circles represents the level of interaction that occurs.

The organisations, individuals and decision makers are represented on circular cards rather than drawn directly onto the paper, as this leads to greater discussion and the potential to move organisations around as consensus is reached on their importance and the amount of contact.

For instance, if you are studying the village economy then identify the institutions that are considered as inter-related. Keeping in view the importance accorded on each institution by the villagers, selected different size circles and depict the name of the institution on the circle concerned. Then, overlap the circles in terms of relation between as well as among institutions by overlapping the circles with each other. (See Illustration 3)

ii. Flow diagrams

Flow diagrams are used for the systematic analysis of a wide range of issues whereby a whole series of cause and effect relationships are examined. They can act as a basis for discussing the relationships between different groups, individuals or issues, and can demonstrate potential multiplier effects.

In general, a flow diagram has the main issue written in a central circle, with elements radiating from it. Where possible, the diagram should be used as a retrospective tool, in order to prevent it becoming a 'wish list' for villagers. For example, if you are studying the issue of 'spread of diseases' in one particular village, then draw a circle in the centre representing the

principal issue. Radiating from this circle, further draw smaller circles and establish inter-relation among them. This enables us to understand the reasons for the spread of diseases, profile of spread and other related aspects. (see Illustration 4)

iii. Historical Timelines

Historical Timelines facilitate discussion on key positive and negative events and trends in history in the Village or Community, influence and affects of key positive and negative events and trends. Historical Timelines can be used to: Provide orientation to development plans; Learn lessons on events that have happened in the past and their effects; Identify issues associated with livestock/crop production and their affects; and identify community vulnerability to events (e.g. natural disasters, etc) and their frequency. One can use this exercise while initiating planning activities with households in a Community; looking at natural disasters and their influences in order to develop coping strategies; analysing the causes of some problems that have occurred in the past that have affected livelihoods; and in combination with other PRA Tools

Select a few individuals who has authentic knowledge on the events happened in the village. For instance, the group may consists of elderly people, key informants etc. Draw a straight line on the ground and at one end place the current date or year. Then start move upwards and depicts important events happened in that village on either side of the drawn line. Trace out the historical events till the period of time the villagers remember. Then transfer the data on to a chart.

The focus of the historical timelines can also be limited to specific issue and under such circumstances the events happened in the village need to be pruned. For instance, you are drawing historical timeline in reference to communication network. Then focus on the issues like road network, telephone, post office, special messenger services etc. (See Illustration 5)

iv. Transact Walks

Transect walk method is an exercise of recording resources available in the village and its generally conducted after assessing the preliminary trends (especially through village/area resource map). The exercise consists of a 'casual walk' from one designated point to another. The points of 'origin' and 'end' are identified based on the trends recorded through resource maps. While making walk, the team is required to identify potential resources, at regular intervals of distance, keeping in view the 'aim' set for the walk.

For instance, through resource maps you have identified a rain-water stream potential enough to store rain-water to enhance ground-water table etc. Then, within the geographical terrain of the village, identify a point for initiating walk and also a point to end the walk to identify a suitable place for 'check-dam' or a suitable place to store rain-water running through the stream. While making the walk, identify the issues like width of the stream, alignment of side bunds, suitability of erecting missionary or other structures to arrest water, quality of stream-bed for seepage of water etc.

The Transact Walks contribute to the status, issues and potential outlined in the Village Resource Mapping exercise. Identify and view issues associated with local resources and land types. Discuss and visualize practical solutions and opportunities to improve land use management. Develop simple land use management plans You can use Transect Walks when planning farming systems or agricultural activities with households. Assessing different land types, their uses and opportunities. Planning activities in a Village (e.g. roads, irrigation, community forestry, etc. - see Illustration 6).

v. Seasonality Analysis or Trend Analysis or Seasonal Calendars

Seasonality analysis is a method to observe performance of a specific or group of variables at a given time span presented in a diagram. The method elucidates on qualitative and quantitative details on variables identified over a specific span of time.

The method is quite easy to operate. Draw a vertical line and on its left side make a symbolic presentation on variables identified like incidence of ill-health, migration, migration of labour etc. based on your requirement. On top of the vertical line already drawn, draw a horizontal line and place symbols that denote specific time-duration. (In Indian context, this is usually done by placing the symbols in lieu with festivals which in turn represent various seasons in a particular year). Once the grid of lines is ready, interact with the households to represent ascending as well as descending aspects of the particular activity through different time-frames. The exercise, at the end, reveals the correlation among various activities, their frequency, and intensity through a specific period of time.

Thus, Trend Analysis facilitates discussion on: Seasonal activities and events related to production, cultivation, social activities and consumption; planning activities with households and identifying appropriate times for implementing activities; and identify seasonal problems and trends of specific activities. Trend Analysis can be used to identify: Timing and duration of different activities; Seasonal problems and issues; Appropriate times to plan activities; and identify activities to solve potential problems or issues. Trend Analysis, though used extensively in agriculture related issues, can – with modifications – be used for wide range of issues to understand the trends. Finally, Trend Analysis, by its very name, is used to understand the trends of identified variables over a period of time. (see Illustration 7)

c. Maps

Participatory mapping is perhaps the simplest and yet most comprehensive exercise to capture the various issues associated with the village or group of households. In fact, it represents 'universe' for data collection. Aerial maps of a given area have always present more comprehensive picture to understand the area and other related issues. Similarly, participatory maps do provide similar insight if attempted in a systematic manner. The basic premise of the method is to develop and capture comprehensive understanding of the villagers or clientele group on their surroundings and present the same through a map.

If the map is drawn keeping into consideration only the social issues then it's christened as "**Social Map**" and if the map is drawn keeping into consideration the economic resources then it's known as "**Resource Map**." As in the case of most of the participatory methods, mapping is always attempted as a group exercise. In fact, galvanising as many people as possible is an asset to capture more refined data as well as reducing bias.

Before attempting data collection through mapping, assemble the villagers or the households in an open place over a discussion on issues in the village or area. Then steadily attempt to capture the location of various houses or resources with the help of key informants that are available on the spot. If none of them are venturing forward, then attempt to draw the map by the team members itself and purposefully draw some mistakes. Once the mistake is identified by the households or villagers, steadily you may find stream of participation from the community members and they eventually take over the responsibility of drawing the map. Allow them to draw the map with their own vision and observe the interaction occurring among the community members. This would enable you to understand the group dynamics, identifying key informants, community leaders etc. whom can be identified for other exercises.

Village Social/Resource Mapping facilitates discussion on different resource types and how these are used, resources that are scarce or abundant and identify opportunities and propose activities to improve or develop these. These maps are also useful to identify issues associated with local resources and land types, appropriate solutions and opportunities to improve land use management and develop simple land use management plans (see Illustrations 8 and 9).

d. Matrix Scoring/Ranking

Matrix exercises are those which present the relationship among various variables identified for data collection and its outcome can effectively be used for planning, implementation, future perspectives etc. There are two principal types of matrix exercises. The first one is Pair-wise Matrix and the other is Multiple Variable Matrix. The pair-wise matrix represents the resultant score when two variables are compared at one particular time. The Multiple Variable Matrix represents the scores of comparing multiple variables.

i. Pair-wise Matrix

Draw boxes (see Illustration 10) in a systematic manner and place numbers (usually up to 5 for convenience of both researcher as well as the community) in each box. Write the variable in the designated horizontal box number. Repeat the same in vertical row as well. The empty box below the numbered horizontal boxes and to the left of the vertical boxes is the scoring field. Now compare variable in box 1 (vertical) with box 5 (horizontal). If the community prefers box 1 then write the number in empty box lying just below the box 5. Then repeat your comparisons with other boxes and fill-up the empty boxes by writing the number of box. Then count how many times the box 1, 2, 3, 4, and 5 appeared in the scoring field and place the score in the boxes on the right side of vertical boxes. The

variable which preferred most (by virtue of highest score) becomes the rank 1 and accordingly place the ranks in the next column. Thus, the box which attains the highest score represents the most preferred variable.

ii. Multiple Matrix

The multiple matrix exercises are usually applied when the researcher desires to arrive at a ranking of community's preferences against a set of pre-conditions. For instance, if the researcher desires to arrive at a ranking of households as per the incidence of poverty, then draw boxes (as per the desired number keeping in view the pre-conditions identified) horizontally as well as vertically. The first column of vertical boxes represent one set of variable (say the specific household) and the horizontal boxes represent variables which were identified as pre-conditions for arriving at ranking. Then, the select the pre-condition or variable placed at horizontal box 1 and facilitate the community members to select the households which stand last in reference to the specific variable. For such household allot highest marks (the range of marks can be arrived at the convenience of community members) and go on allotting marks to other households in comparison to other households. Repeat the same exercise for other variables as well. Once allotting marks is completed, add the scores obtained by each household and place the same in the designated box. The household which attains highest marks be allotted rank 1 and the others in the descending manner.

This exercise can be applicable to understand the comparative relation existing among various issues in the society (see Illustration 11).

Summary

In the context of data collection, an important assumption which matters most is neutralisation of bias. In the

survey method of data collection, it was always believed that personal bias, both among the researcher and the community member, results in distorting the reality. Participatory methods, when practised with appropriate psychological frame-work of mind and understanding on the social issues prevailing, results in capturing appropriate data with scientific precision. Though initially practiced by anthropologists, the practice of these techniques gained momentum throughout the world with the popularisation of these techniques by Robert Chambers.

The basic premise of practicing these techniques is to generate positive psychological as well as social atmosphere among the researcher and the community to facilitate a two-way flow of information. This is necessary to minimise the personal bias and capture the reality. As the targeted community members have varied degree of communication skills, it would be quite appropriate such methods wherein even an illiterate can share his/her knowledge on the issues selected for probe. This resulted in popularisation of techniques in the form of maps, diagrams, personal interaction, matrix exercises etc.

The methods are quite easy to understand and adopt. However, the caution is it requires generation of appropriate psychological and social atmosphere or an enabling environment wherein the researcher and the community members understand each other and share required knowledge. The data collection methods are widely flexible and wide in range as well.

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Talent required for Teaching Career in Lifelong Learning

Dr. Anand Madhavrao Wagh

Abstract

The paper locates the emergence of this policy within some of the fundamental social and economic changes which are re-shaping contemporary society. This paper attempts to position the teaching career within the context of the changing policy paradigm of lifelong learning. It emphasises that society's requirement of a highly educated, well trained, committed and effective teaching force was never more urgent. While the demands being made of teachers have been increasing greatly, there are disturbing indications that in some countries key factors needed to underpin a qualitative teaching profession are under stress. The paper reviews problems, trends and developments in key areas affecting teacher education and the teaching career, from recruitment to conditions of work.

The Historic Significance of a Lifelong Learning Policy

As a new century and a new millennium open it is very significant that many key international organisations and national governments have identified lifelong learning as the animating strategy for educational policy for the new era. A great deal of analysis and interpretation of societal change and development have led to the conclusion that a paradigm shift is required in traditional educational planning. This is to ensure that the challenges of a significantly changed era in civilisation can be responded to by the adoption of a lifelong learning policy.

In the course of the nineties a striking degree of consensus emerged that lifelong learning was the way forward. In January 1996 the OECD Ministers for Education issued a Communiqué on Lifelong Learning. In his introduction to this the

chairman of the ministerial group stated: We are all convinced of the crucial importance of learning throughout life for enriching personal lives, fostering economic growth and maintaining social cohesion. Significantly, he went on to add "and we have agreed on strategies to implement it ... The target may be ambitious, but we cannot afford not to work towards it" (OECD, 1996, p.21).

The year 1996 also witnessed the publication of the Report of the UNESCO Commission on Education in the Twenty-first Century — Learning: the Treasure Within. The issue of lifelong learning formed a core theme, and the report identified lifelong learning as the key response to the challenges of the new century, stating: A key to the twenty-first century, learning throughout life will be essential for adapting to the evolving requirements of the labour market and for better mastery of the changing time-frames and rhythms of individual existence. (UNESCO, 1996, p.100) Repeatedly, this theme is stressed in the report which also emphasises that lifelong learning is in close harmony with the concept of the learning society.

The European Commission issued its first education white paper in 1995 entitled, Teaching and Learning: Towards the Learning Society. In December 1996 the Ministers of Education of the European Union adopted the document "A Strategy for Lifelong Learning" as the framework of reference for the European Commission and for member states on educational policy issues. This approach was also endorsed in the European Commission's Study Group report Accomplishing Europe Through Education and Training (1997). This report postulated the view that the concept of lifelong learning had the potential to change radically traditional views of education and the schooling systems. It stated: Lifelong learning holds the potential to change the public's entire understanding of education. It will provide an awareness that education and training are continuing processes, without, however, being diverted from the need to make special

efforts for younger people. Many analyses of contemporary and future social and cultural models underline the need for this wide all-encompassing view of education as a developing, lifelong process.

During the late nineties many national governments issued policy papers on lifelong learning. As well as the politicians, groups of economists, industrialists, trade unionists and educationalists have embraced the concept of lifelong learning. It is a rare phenomenon to find such a convergence of viewpoints between key protagonists of political and social decision-making, but it provides a valuable bedrock for consensual action and augurs well for significant progress to be made over coming years.

While many policy considerations are involved, the move towards lifelong learning is essentially a people-centred movement. It reflects a deeply humanistic concern that learning be seen to be integrated as a continuing feature of human experience from the cradle to the grave. The different stages of the lifecycle are being reinterpreted, with greater emphasis on humans as learning beings, all through their lives. The demands of the emerging knowledge-based society place a premium on human intelligence, adaptability, flexibility, creativity and various social and occupational competences.

To convert aspirations for lifelong learning into reality is a historic challenge which will require sustained attention, inspiring leadership and appropriate resourcing. It calls for very significant adjustments, shifts in understanding, policy emphases, implementation strategies and communication. Inherited and habituated patterns of procedure need to be altered and an openness to innovation and new partnerships fostered. Nowhere is this more significant than in education and training which need to be at the cutting edge of societal change. It is predominantly through the educational process that people

can be enabled to develop the knowledge, attitudes and skills required in the learning society.

Yet, traditionally, education systems have been slow to change. Furthermore, there is no great evidence that teachers are well informed about the implications of a lifelong learning policy for their work. It may well be that the discourse of lifelong learning is regarded as well-meaning generalities without real practical consequences for the day-to-day work of the teacher. As remarked in "Teachers for Tomorrow's Schools": How far schools are able to transform to become oriented towards lifelong learning will hinge to a large extent on the contribution of teachers. ...This centrality of teachers is not always properly recognised, especially at the political level when the case is made for reform. (OECD, Education Policy Analysis, 1998, p.26)

However, the policy of lifelong learning if fully activated in future years could be a most congenial one for teachers. As well as posing challenges to teachers and calling for new approaches from them it endorses the significance of the teacher's role in society and holds out the prospect of re-energising the career of teaching, opening up new career pathways and supporting teachers as lifelong learners themselves. While the international concordance on the policy of lifelong learning is of recent origin, many of the underlying trends and developments for which it is a formal policy response were already occurring. The adoption and articulation of the policy provides a welcome coherence to such social developments which may have been seen as fragmentary and somewhat bewildering before. Teachers, in their classrooms, have been encountering many of the pressures and demands from a fast changing society and endeavouring to cope but with a sense that governments and communities were not fully aware or appreciative of the new roles they were playing. The lifelong learning concept helps to focus attention on these issues and

gives a constructive policy framework for more informed supportive action.

For a considerable time, teachers have sought the establishment of a lifelong learning approach to the teaching career, involving the "3 Is" – initial, induction and inservice education. The policy of lifelong learning now comes in behind such an approach and opens varied and interesting opportunities for teachers. If teachers are engaged in the education and training of their fellow citizens from the cradle to the grave then the lifelong framework provides great challenges, but also opportunities, with a much greater social valuation of their work than was always the case in the past. This valuation needs to be translated into positive action of an integrated kind, as suggested by the OECD in a recent analysis of lifelong learning: Teachers remain very much the heart of the matter, but policies will need to address learning conditions, resources and techniques as well as the expertise, preparation, professional development and incentives of those responsible for organising learning of young people. (OECD, Education Policy Analysis, 1998, p.6)

A Fast Changing Society

What are the societal changes which have called forth a lifelong learning policy response? Among change elements are the globalisation of the economy with its many effects on the movement of capital, labour and knowledge. This has created great international competitiveness which puts a premium on human resource development. More truly than ever before it is realised that a nation's wealth is its people. An educated, intelligent, creative, self-confident and adaptive population is a key resource in any country's well-being. The extraordinary and accelerating impact of the information and communications technology revolution presents new ways of providing knowledge, assessing knowledge and disseminating knowledge,

which is altering many features of contemporary living. The continuing development of science and technology is expanding the knowledge base at a great pace.

Increasingly also, contemporary society is concerned that the momentum of economic growth and development is not at the cost of environmental sustainability. There is a social responsibility to ensure that the use of the environment is of such a character as not to do irretrievable damage to the health, safety and quality of life of succeeding generations.

The family, as a social institution, has been undergoing profound change with many new forms of alignment being forged. This impacts on many aspects of social and community activity and has many implications for how we care for the younger generations. Linked to this, the developed world has been experiencing great demographic change with reductions in the proportion of young people while, at the other end of the life-style, greater longevity is in evidence, involving new patterns of relationships between the young and old generations. Many societies have become much more multicultural, involving new demands for pluralism and tolerance with a greater diversity of cultures, languages and religions within them. Despite the general improvements in standards of living in developed countries over recent decades, there is increasing concern about the extent and durability of social exclusion. The gap between the rich and poor has been widening. In the knowledge society with its dependence on information and communications technology, the danger of increases in the gap between those who 'know and can do' and those who 'don't know and cannot do' is obvious.

The Changing School in an Era of Lifelong Learning

An education system needs to serve the needs of society and when that society is undergoing profound and accelerating

change, then particular pressures emerge to improve the alignment between the education system and these changing societal needs. The teaching profession is a key mediating agency for society as it endeavours to cope with social change and upheaval. But the teaching profession must be trained and equipped so that it will have the capacity to cope with the many changes and challenges which lie ahead. If it is to retain the confidence of society, the teaching profession must adapt a great deal so that it can act in a constructive manner within a fast-changing society. Society has been making greater demands on its education system and perforce the schools have been changing greatly and are in the process of changing further. In appraising the teaching career in an era of lifelong learning it is necessary to understand the changing profile and role of the school.

While the organisational framework of schools varies in developed countries due to diverse political, religious, cultural, educational and economic considerations, nevertheless, there is a high degree of commonality in the developments which have taken place and the issues which face school systems in contemporary circumstances. In all countries there has been a massive expansion of pupil participation in secondary type schooling over the last twenty-five years and the pupils are participating for a much more extended time-period. These schools now deal with a very heterogenous pupil clientele with varying levels of intelligence, application and aspiration. Pupils require changed responses from the schools in terms of experience and relationships. The traditional emphasis of the school's role in promoting the intellectual and cognitive development of the child has been extended to emphasise more the pastoral, socialising, guidance and counselling role

All school systems have been engaged in major programmes of curricular, pedagogic and assessment reform.

The curricular reforms involve the updating of content, but also require the provision of new courses. Schools are being encouraged to plan their work bearing in mind the multiple intelligences exhibited by pupils. In the context of contemporary society, the approach adopted, of necessity, needs to be one of "rolling" reform to keep pace with the changing knowledge base. One of the pressing challenges for schools is the incorporation of information and communication technology (ICT) into the administrative and scholastic life of the school. The integration of ICT into the teaching-learning activity of teachers and pupils offers unprecedented opportunities of access to, as well as dissemination and creation of knowledge. But to reap their full potential ICT needs to be embedded in a genuinely educational frame of reference. Quality of learning is receiving greater emphasis in the hope of cultivating more self-reliance among pupils who may benefit from a "learning to learn" approach, and who become motivated to continue to apply the skills involved.

Most governments are also showing increased concern at the level of pupil failure and underachievement at school. This forms part of a wider move towards more inclusive societies. Various studies have indicated underachievement of between fifteen and twenty per cent of the school population. Frequently the problems of underachieving, de motivated and alienated pupils are embedded in socioeconomic, domestic circumstances of great disadvantage. They can also be linked to destructive peer subcultures divergent from the values being promoted by the school. They are also affected by dysfunctional changes in the institution of the family, alluded to above.

There are other aspects of the promotion of the equality agenda with which schools are being confronted. The promotion of greater gender equality within schools in terms of curricular content and choice, pedagogic styles, and interpersonal relationships is also an unavoidable challenge to contemporary

schools. Furthermore, most developed countries have adopted a policy of greater integration of pupils experiencing disabilities within normal schooling, which presents challenges of various kinds, and requires improved resourcing. In almost all countries the issue of multi-cultural education is one which has to be coped with. Some schools, particularly in large urban centres, need to respond to pupils of varied colour, religion, language and local culture. The rights of all children have been underwritten by the U.N. Convention on Human Rights (1989), but responding in satisfactory ways presents problems for school administrations and teachers. In general, schools operate within a more litigious-conscious society than formerly and they need to be very alert that procedures follow due process and that all appropriate records are maintained and available for scrutiny. The care and protection of young people and their rights have become a more sensitive and complex responsibility for school personnel.

Educational policies of many countries are encouraging greater autonomy for schools, whereby a "bottom-up" approach is being encouraged in devising school plans and school reports. Greater staff collaboration and collegiality are being sought and "Whole School Development" is being encouraged. For many teachers these trends involve new professional responses with which they are not familiar. In line with general public policy, new emphasis is being given to accountability and transparency in school affairs, particularly in the utilisation of public funds.

Some school systems have also introduced new forms of school management and new modes of administrative posts within schools, which require new responses from staff. Relationships with parents are now a more important part of school staffs' responsibilities. The acknowledgement of parents as central partners in the education system has become more generally established and calls for more time from teachers, and

from some, new skills. Schools are also being urged to establish closer liaison with their local communities, and, in particular, with cognate agencies working for the betterment of the community, e.g. social workers, health and welfare officers, forces of law and order, employers. Many schools are seeking to adopt a more focussed approach to the changing world of work, experimenting with work placement experience and school-industry links.

The advent of a policy of lifelong learning adds a new dimension to the role of the school and also provides a broader framework within which to interpret its role. Lifelong learning gives a sharper emphasis to many of the on-going pressures to which the school seeks to respond, and which have been outlined above. If the concept of lifelong learning is to achieve its full potential it is vital that a coherent view of education and training is put in place, whereby each sector of the education system is seen to contribute to the whole. Each stage should contribute to the succeeding stage and equip the learner so that he/she can progress in a developmental way through the system, and through the learning environment. Good communication is necessary between the sectors, motivated by a concern for service to the client. Appropriate bridges and transfers need to be established between sectors and partnerships forged between the educational institutions and their supportive communities, including employers. Certification and accreditation of learning ought to be flexible and lead to progression.

It is vital that initial education gives a broad base of knowledge, skills, attitudes and experiences that will support further learning throughout life. The termination of formal schooling must be established as only a stage in lifelong learning. Accordingly, each stage of the traditional schooling patterns – preschool, primary, secondary and tertiary education – come

under scrutiny from this perspective and must explicitly incorporate this orientation in both their content and processes. Then, the whole area of adult, community and continuing education and training needs to get greater priority and to benefit from reinvigorated, targeted action on best practice principles.

Social policy has again re-emphasised the concept of "Education as Investment" in social renewal and development. Investment in human capital and human resource development is now the orthodoxy for progressive societies. For many reasons, it is realised that nurturing and promoting the talents and potential of all the people is a vital dimension for the achievement of individual self-realisation and for the promotion of social, cultural and economic progress leading to greater social cohesiveness in democratic societies. In this context, the school is expected to become more permeable to other agencies with educational responsibilities and interests in their communities.

The cumulative impact of such demands on, and aspirations for the school as a social institution in contemporary society amounts to a very changed concept of the school from that which existed even a generation ago. The inherited mould is creaking and is under considerable stress. This highlights the need for some fundamental thinking about the future of the school in the twenty-first century. There is a danger that too much may be sought from the school in too short a time-frame, without sufficient attention to the extent of the changes involved, and without establishing priorities among the many demands and pressures. Something of a new social contract may be necessary which will more satisfactorily merge aspirations with reality. Many teachers consider that they are experiencing change overload and that there is inadequate understanding

among the public of the multi-faceted role they now perform, often in very difficult circumstances.

What Kind of Teacher for Lifelong Learning?

Various international agencies have indicated an awareness of the profound character of the societal change which is afoot and have highlighted the centrality of a teaching force of high quality. For instance, the European Commission's Study Group on Education and Training stated: Teachers play a primordial role because they are the people in our societies providing a service of such a marked multidimensional character. Contemporary trends are that their role is becoming even more multi-faceted, because it increasingly incorporates social, behavioural, civic, economic and technological dimensions.

The UNESCO Commission on Education in the Twenty-first Century noted as follows: The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to become even more critical in the twenty-first century. The importance of the quality of teaching, and therefore of teachers, cannot be over-emphasised.

Without engaging in an extensive typology, some key characteristics required of teachers for today's and tomorrow's school should be borne in mind. The teacher needs to have a deep understanding of her/himself, and of the nature of her/his work. She/he needs to have developed a wide range of professional skills in teaching, planning, assessment and personal relationships. She/he needs to have flexibility, be open to self renewal and be a lifelong learner. Of course, the teacher needs to be competent in subject areas and be prepared to co-operate as a team member. The teacher needs a repertoire of teaching skills, including those which can engage the

sensibilities of alienated pupils or those with learning difficulties. They also need skills in the application of ICT to education. She/he should have an informed awareness of the social, cultural and political factors which impinge on her/his work. The teacher ought to have a good understanding of young people's intellectual and affective development and to be sympathetic to their culture and problems. Teachers need to have skills in relating efficiently with parents and with other educational partners. There is a need for increasing specialisation within the teaching profession to bring extra expertise to areas of school life requiring it, e.g. remedial, guidance and counselling, management and leadership. Within a lifelong frame of reference, new planning processes are required internal to the life of the school. Teachers also need to be open to establishing linkages with early childhood education and various forms of post-school learning.

It is only intelligent, highly skilled, imaginative, caring and well educated teachers who will be able to respond satisfactorily to the demands placed on the education system in developed societies. If society's concern is to improve quality in education and to foster creative, enterprising, innovative, self reliant young people, with the capacity and motivation to go on as lifelong learners, then this will not happen unless the corps of teachers are themselves challenging, innovative and lifelong learners. The future well-being of the teaching profession in the context of a lifelong learning policy framework is of pivotal importance. It is necessary to view the career of teaching nowadays in a systemic way which locates it within the role required of it by a fast changing society and school environment (Coolahan, 1991). There is a need to understand the interconnecting elements of that career including recruitment, initial teacher education, induction and in-career development, salary, conditions of work, scope for promotion and specialisation, research dimension.

The adoption of a lifelong learning policy adds a fresh impetus to many progressive trends which have been affecting the career of teaching. The concept of lifelong learning has not been the initial spur for the changes which have been taking place; indeed, it could be argued that it is only in a gradual way that the concept is penetrating the consciousness of those in the traditional education system. Yet it adds a new dynamic which can help to position the teaching profession to serve better the needs of a learning society. It is generally accepted that teachers lie at the heart of the education process and that their morale, motivation and competence are of crucial importance in a reforming era. The commonsense presumption that teachers do make a difference and that quality teacher education makes a difference to teachers, is also backed by research. For instance, drawing from a wide range of studies in the United States, Darling Hammond concluded that they confirmed "a strong, significant relationship of teacher quality variables to student achievement even after controlling for student poverty and for student language background" (Darling-Hammond, 2000, p.25 and 1998, p.7; Murnane, 1996, p.1).

The following overview (Section 5) of relevant trends and policy perspectives on teacher education and the teaching career, within the perspective of lifelong learning, has, of necessity, to be of a generalised character. Its aim is to highlight what is happening generally in relation to elements of the teaching career and how it is being positioned for the challenges involved. It deals primarily with mainstream teachers in primary and post-primary education. It recognises the need for greater flexibility and adaptability in the teaching career in the new era.

Recruitment/Entry to Teacher Education

In the context of a teaching profession facing a major enlargement of responsibility, it is to be expected that recruitment to the profession should be a matter of growing

concern in developed societies. While the attraction of applicants with high intelligence, good imagination and caring attitudes is clearly desirable, the actual pattern of recruitment varies a great deal between different countries. In countries where, traditionally, teachers have been accorded good social status, the quality of recruits is high. Thus, in countries such as Scotland, Ireland, Sweden, Finland, Iceland, there is high competition for entry into teacher education courses. However, there is evidence that many countries are experiencing serious recruitment problems, particularly for subject areas such as Mathematics, the Sciences, Business Studies and ICT. In many countries, the career of teaching has experienced a decline in attractiveness and does not appeal to high achievers. Inadequate salaries and long incremental salary scales serve as deterrents, but so, too, does the image of the job and the demands it entails. As well as paying attention to salary issues, it is important that conditions of work and other aspects of career development be attended to. The costs of not doing so are likely to be very high.

It would seem that a less than favourable public image of the teaching career may be highly influential in another general phenomenon which is the feminisation of the teaching profession. This is an international trend and is very pronounced in primary teaching, which has become preponderantly female. This is so even in countries where teacher salaries are relatively high (European Commission 2000, p.135). The imbalance is a cause of concern and several states have sponsored research on why teaching is not attracting more males. As yet, no successful strategies have been devised to restore a better male-female balance. The imbalance at recruitment is not followed through in the promotion pattern and males hold a larger proportion of senior positions in the schools. This is also receiving attention in various countries. It is recognised that the recruitment of teachers from minority groups and ethnic cultures is desirable but it is not easy to achieve. Significant efforts are needed to

alter this situation, if lifelong learning is to be a reality for such minorities.

Entrance to teacher education courses is mainly based on the results of terminal secondary school leaving examinations, particularly for concurrent and primary teacher education courses. Entry to the teacher education element of the consecutive courses is based on the performance of the applicant in university degree examinations. However, most countries now allow, and indeed encourage, more varied routes of entry. Provision is made for "mature" student entry and for applicants bringing wider work experience to bear. This is seen as providing an enrichment to the teacher student body and improving the range of work experience of the teaching body, and is in line with lifelong learning emphases. Some countries supplement the academic performance criterion with personal interview or aptitude tests, but these are seen to have logistical and validity problems. In most countries, the state, either directly or indirectly, monitors the supply and demand situation, albeit with some flexibility, as demographic forecasting is an inexact science.

While recruitment poses serious problems, the matter of retaining able teachers in the service is also a cause of concern. Expanding career opportunities in other walks of life have been attracting bright and innovative teachers out of teaching. While some "brain drain" is not surprising, it would be important that it did not become a haemorrhage. It is interesting to note that where career breaks for teachers have been introduced, the rate of return to teaching has been low. The demographic downturn experienced by many European countries in recent decades has led to a "greying" profession with insufficient "new blood" entrants. For instance, in European Union countries, the proportion of teachers aged more than forty years is more than half the teaching force (European Commission, 2000, pp.132,

133). The "generation gap" assumes greater significance in the context of lifelong learning and the social changes alluded to above. The response of some governments has been to introduce early retirement schemes and increase secondments of classroom teachers to inservice work etc., and so open up some new recruitment opportunities. In the context of the pressures on teachers in contemporary society, it may well be that for some teachers a classroom teaching career for four decades or more is no longer a feasible option. On the other hand, many countries have found it difficult to establish satisfactory procedures to remove the chronically incompetent teacher from the classroom.

Institutional Arrangements

Over recent decades, the massive expansion of pupil enrolment, the increase in retention rates, developments in educational studies, aspirations of teachers, among other factors, have altered the traditional institutional arrangements. In most countries there has been a strong tendency to assign to the universities or polytechnics a more fundamental role in the education and training of all teachers (Judge, 1991; Michaelsson, 1995). This has been generally interpreted as an upgrading for the teaching profession involving a deepening of the academic knowledge base and an opening up of a greater research orientation for trainee teachers.

Within some universities education departments have been winning greater status than they had formally enjoyed, and, in the context of lifelong learning, it is being argued that universities "must give teacher education priority in their strategic planning, funding and reporting, to cement the connection between teaching as the critical knowledge profession and the quality of entrants into all university courses" (Gregor Ramsey, 2000, p.22). Education department staff are expected to hold postgraduate qualifications in educational

studies and to engage in research. As well as pre-service courses, there has been a large expansion in the provision of postgraduate in-career diplomas on specialist areas such as curriculum, management, guidance and counselling, as well as in masters' degrees and doctoral programmes. This is regarded as providing a benign academic cycle whereby initial teacher education, inservice career studies and educational research enrich each other. It also promotes greater career diversification. Pre-service teacher education continues to be a central concern. However, this has been supplemented by a wide range of post-graduate and inservice courses leading to university qualifications. Departments also tend to engage in more school-based inservice work, mostly of a short-term character, but sometimes of a longitudinal nature. Educational research by staff and post-graduate students is strongly established. Staff sometimes contribute to national policy formulation and act in consultancy capacities to many educational organisations, as well as participate in official commissions or reviews on educational issues.

This type of model holds a lot of promise for an era of lifelong learning. It establishes education as a significant subject within the university tradition, it opens up more interactive linkages with the schools and inservice teachers, fosters collaboration with policy-makers and social partners and it also promotes research activities. It has the potential for flexibility and adaptability in interacting with non school educational and training agencies. It would also be important for a lifelong learning approach to get rid of compartmentalisation patterns, inherited from an earlier era, and open up constructive co-operation with other training agencies involved at all stages of the life cycle.

The promotion of a greater influence of the university on teacher education was accompanied by some apprehension that

this would lead to an over-theoretical approach at the expense of pedagogical and applied teaching studies, which were more associated with the mono-purpose training college tradition. However, while some concern still exists, the apprehension has been largely alleviated, with pedagogical studies and classroom-focussed research getting more serious attention. This may have been facilitated by the nature of the negotiations and arrangements arrived at by the non-university and the university institutions.

A notable divergence from the strengthened influence of the university in teacher education is the case of England. Here, the government moved to control the structure, content and evaluation of teacher education in a more direct manner. While teacher education in England is linked to the universities, government appointed bodies have intervened to reduce the educational studies' input to professional studies in favour of methodological studies, and a much more school-based approach to training. In the contemporary and evolving school context it seems more important than before that teachers have sufficient theoretic underpinning of their professional work though this is not incompatible with a schools-based approach to facilitate their creative engagement in the teaching and learning process. The greater involvement of school-based mentors in initial and induction teacher-education has helped to develop a shared professional language and discourse, which is beneficial to all concerned.

The Integration of ICT in Teaching and Learning

Because of the significance of ICT in the era of lifelong learning, it is necessary to give it some specific attention as an element of the teacher education curriculum. As information and communications technologies have become such a major feature in knowledge production, access and dissemination, most countries have greatly increased their interest in integrating

them within education systems in recent years. This integration is regarded as having the potential for a major transformation of the educative process. It is now accepted that all student teachers need to be equipped so as to make the most effective use of ICT in their teaching activities. While there is more progress to be made, the pace of change in this regard has been impressive. Major initiatives have also been undertaken in the provision of training in the applications of ICT for in service teachers. Large proportions of the teaching force in developed countries have been undergoing courses in the applications of ICT to education, seeking to maximise the educational usage of the technologies. The courses have proved to be very popular, with high take-up rates and excess demand. Schools have been equipped with the needed technology and pupils have been developing skills in its utilisation and been encouraged to draw upon it for learning sources and the presentation of projects etc. Utilisation of the Internet, Email, CD Roms, and so on, have opened up many new learning and communication possibilities. This promotes the learning to learn process and nurtures pupils to be self-reliant learners, in keeping with the aims of lifelong learning.

The extremely rapid growth in the technology and developments in its application mean that teachers face continuous challenges in coping. A number of comparative studies have been undertaken by the International Association for the Evaluation of Educational Achievement (IEA) on the extent to which teachers are prepared and enabled to incorporate ICT in their work. The IEA reported that in many countries ICT courses for teachers were heavily concentrated on the technical aspects, and not enough emphasis was placed on the pedagogical implications. It also urged the rapid expansion of in service training courses for teachers and highlighted the value of the role of computer co-ordinator within the school (IEA, 1993).

The OECD PISA project has been examining the use of ICT in education and the levels of pupil skill throughout OECD countries, and will report in 2001. A major study which is also underway is the second Information Technology in Education Study (SITES). The main findings of the first module of this study, giving a "snapshot picture" of the current situation reported as follows:– Many schools in economically developed countries are getting access to the Internet. The use of this medium by students is still low.

- The density of computers for instruction is continuing to rise. Many countries have an average of one computer for every ten students.
- The adequate training of teachers is still a major problem in most countries.
- There are indications that ICT facilitate changes in pedagogical practices. (IEA, SITES, Nov. 1999).

As the SITES project reported, there is a general realisation that most countries face the continuing challenge of adequate training of teachers in ICT. There are a number of specific challenges facing teachers in dealing with ICT integration. These include:

- Lack of technical skill and confidence;
- Dealing with students who often appear to have more skill than the teachers;
- There is a risk of technology domination, where the operation of the technology itself takes precedence over the content of the lesson. Achieving a balance requires thoughtful integration of ICT;

- The challenge of maintaining a culture of equal access to ICT, in an environment where those with home computers (and boys) are likely to show more interest.

There are also pedagogic challenges

- ICT can facilitate the adoption of a more collaborative/exploratory type of teaching, but managing this kind of classroom requires new skills and methods;
- There appears to be a risk that some of the impact of exploratory work which is done using ICT may be lost if the teacher does not skillfully connect this with the learning of the principles and concepts involved.
- There is increasing quantitative evidence of a linkage between "constructivist" approaches and the use of ICT in the classroom. concluded that the teachers using ICT in an open way in the classroom were more likely to have constructivist views of teaching.

Most countries have been investing heavily in short courses for inservice teacher skill development and in providing infrastructural supports aimed at making technology more accessible to teachers.

There are curricular implications of ICT – if we expect that in the knowledge society of the future people will be lifelong learners and will be confident and skilled in managing their own learning, then:

- a) The curriculum needs to include meta-cognitive skills;
- b) The value of a very traditional knowledge based curriculum is questioned.

In response, many countries have tried to adapt the curriculum. In Sweden recent curriculum changes have given schools the freedom to shape the curriculum and assessment

themselves, thus facilitating changes to problem-based approaches. More commonly, countries have tried to encourage integration of ICT through curriculum guidelines. In the UK schools are asked to teach ICT skills through curricular subjects, but are given the option to teach it separately if they cannot achieve the targets in an integrated way.

Governments have also been moving to establish targets for competence achievement in ICT for teachers and pupils. A notable instance of this is the UK's National Grid for Learning. Examples of targets under this remit are that all current newly qualified teachers need to be ICT-literate to mandatory standards to receive the award of Qualified Teacher Status. By 2002 all serving teachers will be expected to be confident and competent to incorporate ICT in their implementation of the curriculum. Also by 2002 most school leavers will be expected to have a good understanding of ICT as set out in the curriculum, and their competence in ICT will be formally assessed (D.F.E.E., 1997, p.24). Countries have also been taking initiatives to evaluate the effectiveness of the use of ICT in schools to test if the investment in the promotion of ICT is providing a return in terms of student achievement and to employ such evaluation to promote positive change (McNabb, M., Hawkes, M., Rouk, U., Jan.2000).

Despite improvements, it is still the case internationally that only a small proportion, less than one-third, of expenditure on ICT goes to software and teacher training (OECD, 1999, p.47). There are also problems regarding the extent and quality of software for educational purposes and it is generally considered that a more productive partnership needs to be fostered between educators and the software manufacturers so as to improve software quality and usage. It would seem beneficial if software specialists could be seconded to work with teachers and curriculum developers to facilitate breakthroughs in the

provision of software. Whatever the future holds, it is incontrovertible that ICT as part of teaching and learning is here to stay, with many new developments ahead in the era of lifelong learning. Equipping teachers to master the utilisation of the technology remains a formidable task for all countries, but the progress made over the last decade is an encouraging omen for success.

School-Based Experience

The practice of teaching in schools under supervised conditions is a long established component of teacher training programmes. It was a particularly prominent feature of primary teacher training, less so at secondary level. Indeed, it is still the case that practical teaching experience is not required for recognition for secondary teaching in a few countries. An older emphasis on apprenticeship and manuals of teaching method has given way to a more professional emphasis whereby student teachers are assisted in forming understandings, attitudes and skills in critical and reflective ways (Zabalza Beraza, 1996). Increasing importance is being laid on the school as a "site" for helping students to understand the dynamics of classroom teaching and the principles underlying it.

Student teacher placement in schools usually takes the form of continuous participation for days or time periods throughout the school year, or block placement whereby trainees are located in the schools on a full-time basis for periods over the duration of the course. Block placement tends to be more characteristic of the concurrent course model, which allows more variety in school placement experience than the consecutive model. There is also a move away from just focussing on teaching practice during school placement towards broader features of school experience, including supervision, examinations, staff meetings, parent meetings, planning sessions, extra-curricular activities. For teaching practice

placements to operate effectively and efficiently it is necessary that they be well planned, closely monitored, carried out in a context of critical enquiry into current practices, guided by skilled professionals and leading to worthwhile reflection and analysis. While reforms in Spain on teacher education have been welcomed, there is criticism that the attention to the practical aspects is inadequate at both primary and secondary levels (Montané and Bordas, 1992).

The increased emphasis on school-based experience has highlighted the need for more overt partnerships between the schools and the training institutions. These take many forms, but in no country is the emphasis on the school as partner as strong as it is in the United Kingdom where re-allocation of funding as well as responsibility from the university to the schools has been politically decreed (Townsend, 1994). However, some agree that this risks reverting to a form of apprenticeship which could be a conservative and narrowing force (Solomon, 1987). As yet, the role of mentor has not generally been formally established as a career post. Mentors usually operate from professional goodwill motives and many testify that they too benefit from the work of student teachers who often exhibit new ideas and approaches. The interplay of the generations can be mutually beneficial. However, there is significant scope for improving the linkages between schools and education departments in the interests of improved teacher education in the majority of countries.

The responsibility for evaluating student teachers' performance remains, in most countries, the responsibility of the teacher educators. It is thought that the absence of a responsibility for evaluation on the school mentor allows more freedom and openness to the relationship between student and mentor. However, in most systems the advice or general views of mentors are elicited and are borne in mind by the evaluators. The complex professional skills involved in successful

supervision or mentoring of student teachers have not always been formally recognised. The status of this work should improve as new systems of partnership and the emphasis on quality practice take hold. The frequency of visits to schools by institutional supervisors varies in different countries, and depends on course format. Criticisms tend to be voiced that the visits are not frequent enough for satisfactory formative feedback to students.

One of the key concerns in modern teacher education is to establish a greater inter-penetrative influence between theoretical inputs and practical teaching experience. It is realised that in pre-service education, where the student's main concern is to surmount immediate challenges, the content from the foundation disciplines may not always achieve their full import. Thus, seminars, tutorials, interaction analysis, dialogue on practice are utilised to add a more problem-focus to issues and to tease out the linkages which can exist between theory and practice. Student teachers are often given the teaching supervision schedules of the supervisors and encouraged to engage in mutual discussion of elements of the practice, sometimes with reference to research findings. Increasingly, the aim is to help the student teachers to be self-analytical and reflective on their own practice. The availability of audio-video recordings of performances is a valuable tool for this process, and repeated analysis can take place back in the training institution. In the context of lifelong learning skills in self-analysis and appraisal become all the more important.

The influence of Schon and the "Reflective Practitioner" movement has been widespread and is a motivating factor in the new emphasis on practice and self-analysis. Schon characterised the "reflective practicum" as "learning by doing, coaching rather than teaching and a dialogue of reflection-in-action between the coach and the student" (Schon, 1987, p.303).

The close co-operation between teacher education institutions and schools is also desirable for the promotion of an emphasis allied to that of the reflective practitioner — the emphasis on the teacher as action researcher. The student teacher does not have the experience to engage in large-scale research, but action research exercises can be highly illuminative of practice and prompt remedial action where this appears desirable (Drudy and Uí Chatháin, 1999).

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Scope of the Journal

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

Department of Lifelong Learning and Extension

AIMS & OBJECTIVES

AIMS

The Department aims at conducting Lifelong Learning programmes to meet the demands of emerging knowledge society.

OBJECTIVES

- Impart education and training in Lifelong Learning in order to provide professional manpower for the development of human resource.
- Develop knowledge, skills, attitudes and values appropriate to the Lifelong Learning.
- Integrate theory and practice in the field of Lifelong Learning.
- Promote interdisciplinary collaboration for better understanding of human problems and reaching out to larger sections of community, specially deprived groups through Lifelong Learning programmes.
- Undertake research on social problems and issues particularly related to the formal and non-formal education.