

# INDIAN JOURNAL OF ADULT EDUCATION

ISSN 0019-5006

---

Vol. 78, No. 2

April-June 2017

---

Editor's Note

## ARTICLES

Nasreen Rustomfram	Lifelong Learning Approach for Changing Mindsets to Empower Women of South Asia	5
Sunil Sharma Nishat Farooq	Lifelong Learning for Doctors: Continuing Medical Education (CME)	17
Asha Patil	Recognition of Prior Learning: Current Status, Issues and Challenges	30
Deepak Goswami Vandana Sisodia	Understanding Socio-Economic Conditions of Rickshaw Pullers of Delhi after introduction of e-Rickshaws	40
Sudip Bhattacharya Prasenjit Deb	Role of International Organisation in Lifelong Learning	52
Asma Farooq Ahmad	Indian Higher Education Lagging behind in Quality-Issues and Reasons	61
Anuradha Sharma Navreet Kaur	Availability, Utilization and Awareness regarding Assisive Techonolgy usef for Children with Learning Dfficulties in Inclusive Classrooms by Government School Teachers of UT Chandigarh	68

---

Dazy Zarabi Shalini Sharma	Empowering Mentally Differently Abled Persons: From Human Rights Perspective	76
Manjeet Paintal	Missionary Approach: Towards Implementaion of Life Skills	85
Book Review	Rethinking Education: Towards a Global Common Good	91
Book Review	3rd Global Report on Adult Learning and Education	94
Contributors		98

## Editor's Note

Recently there was a news item in one of the leading English Dailies about a former IIT Professor and his wife were rescued in a critical condition from their flat in Kanpur, Uttar Pradesh. It was reported that they have no children and almost disconnected from the society for long and forcefully adopted loneliness by locking the main door of the house. As they were not social, neighbours found to have neglected them and did not care what was happening inside the house. One day when some of the neighbours complained to the local police about foul smell emanating from that flat, police force opened the door and found to their horror that both professor and his wife lying in separate rooms unconscious and in fact his wife was not even having cloth on her body. They were rescued immediately, taken to hospital and admitted in ICU. Doctors have declared that their pulse rates are very low and are in danger.

This case may be of due to deep depression or psychological imbalance or insecurity or uncertain future or no care of the relatives and even society. Who is to be blamed? In fact, there are many such cases happening all over the country and only a few are reported and many are not reported at all about the old people. The pain of old people is much more in the lower strata of society which has no economic stability and if any expenditure to be curtailed, that falls first on the elderly people at home.

Old age is not a disease but a cycle of life, some face today and some others later. But everyone should understand that they have to cross this stage one day in their life. Unless they take care of their elders in the family and in a broader view the society also, a day will come they may face such a situation and regret cannot be a solution. In old age when health deteriorates and resistance power becomes less, diseases show their face. Hence, they need treatment and medication. At the same time to make them happy they need somebody to handhold them, may be their children or close relatives or the neighbours or the society or any government scheme specifically focusing the welfare of old people.

In the fast moving life, many times children live in faraway places in India and even in foreign countries. When they have moved for green pastures, they cannot leave those hands which have supported them as children and brought them to a level due to which they enjoy today the comfortable life. Neighbours and society may many times feel difficulty to support old people because of their own commitments or inabilities and in that case it may be appropriate that they are directed to or helped to avail government facilities so that they feel that there are some who care them. This satisfaction will go a long way to lead a better life and avoid monotony and loneliness.

There are a number of schemes for aged persons. Ministry of Social Justice and Empowerment gives financial assistance to maintain old age homes, Ministry of Rural Development gives old age pension, Ministry of Health and Family Welfare under National Programme for Health Care of the Elderly provide dedicated health care facilities, Ministry of Railways extends concession in the basic train fare, Ministry of Home Affairs helps regarding safety and security of older persons by police visiting them regularly. Anyone wants to help the elderly people can browse the internet and find the suitable scheme.

**Dr.V.Mohankumar**

## **Lifelong Learning Approach for Changing Mindsets to Empower Women of South Asia**

*Nasreen Rustomfram*

Education is foundational to individual and collective success. To ensure access to education to all irrespective of gender or social category is an undoubted responsibility of society and the government. An education that enables citizens to acquire knowledge skills and attitudes is a necessity so that they may be responsible and active in the pursuance of their rights and duties. In more than one country in South Asia, it has been demonstrated that education is the single largest factor in providing social mobility. Large sections of socially and economically deprived people have been able to move beyond what otherwise would have been out of reach for them – higher education, employment and access to a better quality of life.

Against the unequivocal statements made above, comes the findings of the Second Global Report on Adult Learning and Education (UIL, 2013) that while illiteracy rates are declining, the absolute number of adults reported as unable to read and write is not decreasing fast enough to represent substantial progress. The report asks ‘who is being left behind?’ and answers “Women (representing globally two – thirds of all illiterates), but also men (especially in Europe and in some Caribbean Countries) (Pg 18, 2<sup>nd</sup> Global Report on Adult Learning and Education, UIL, Hamburg, 2013).

When young people including girls do not have access to education, they lose opportunities to socialize, acquire knowledge and gain skills and achieve a sense of autonomy which would contribute towards their overall well being and quality of life. Further, where girls and women are discouraged from getting education, they are unable to join the workforce and to enter gainful employment. They lose out on employment opportunities as compared to men who are considered to possess better skills. Working to remove this gender gap in education is imperative.

### **Legal Guarantees and Social Norms**

Nine sovereign nations (Afghanistan, Bangladesh, Bhutan, Maldives, Myanmar, India, Nepal, Pakistan, and Sri Lanka) constituting the South Asian region have diverse socio-cultural, religious and ethnic contexts. Despite this diversity there are some common elements that impact the lives of women, forming a common pattern. That pattern is created by the inherent patriarchal system which cause lopsided development marked by disparate opportunities available to women resulting in their poor status in their societies. This patriarchal structure perpetuates discrimination and violence against women at the micro level within families and communities and at the macro level in the larger society and at national levels. Taking cognizance of this the South Asian Association for Regional Cooperation (SAARC) has made gender

equality central to its development agenda in all its member countries. Gender equality implies men and women having equal opportunities in-terms of access to sources of livelihood, health, education, as well as social, economic and political participation. Gender equality is clearly articulated in the SAARC Social Charter article VI titled *Promotion of Status of Women*. Part 2 of this article points out to the commitment of the 'State Parties to educate public opinion and to direct national aspirations towards the eradication of the prejudice and the abolition of customary and all other practices, which are based on discrimination against women and urged that all forms of discrimination and violence against women are violence against human rights and dignity which needs to be prohibited through administrative, judicial and legislative actions.' Commitment to gender equality took a concrete shape when it was recognized that gender inequality had its manifestation right from young age and so an intentional focus on girl child was necessary. SAARC declared the year 1990 as the 'Girl Child' year and the decade 1991-2000 as the 'Girl Child' decade (SAARC, Charter, 5). The concerted regional endeavor culminated in the historical 1995 Beijing Women's Conference which manifested in focused efforts towards survival, Protection and Development of Girl Child, Violence against Women and Girl Child, Equal access to educational opportunities, Equal access to Health Care and Nutrition through the life cycle approach. These measures manifested in different forms in the national contexts of the member countries. Amid all these efforts South Asia has witnessed violence against women at macro level through political conflicts in certain pockets of the region such as in Kashmir, Assam, and Nagaland, Maoist insurgency in Nepal and parts of India, insurgency in Sri Lanka, violence against women of North Western Frontier Province of Pakistan and in Afghanistan caused by restrictions imposed by the Shariat law. All these reflect the dominant patriarchal structure endemic in the societies transcending borders.

Constitutions of countries across South Asia guarantee to all women equality, prohibition of discrimination by the state, equality of opportunity, and equal pay for equal work. They also provide for making special enactments for women and children. They renounce practices derogatory to women's dignity and provide for just and humane conditions of work and maternity benefits. But till date, these guarantees remain a distant dream for many women in these countries. In India several women-specific laws, such as the Immoral Traffic (Prevention) Act, the Dowry Prohibition Act, the Indecent Representation of Women (Prohibition) Act, the Commission of Sati (Prevention) Act, and the Protection of Women from Domestic Violence Act have not acted as a deterrent. Despite these laws, despite several women occupying high offices, Indian women continue to face discrimination and violence. Dalit women are doubly oppressed. With sexual harassment, rape, acid throwing, 'honour killings,' selective abortions, bride burning and trafficking, India has been adjudged the "fourth most dangerous country in the world for women to live in" by the Thomson Reuters Foundation Survey, 2011. Offences against women are acts of aggression to establish that they are secondary citizens. This patriarchal culture confines a woman's role to the family for the sake of reproduction and household tasks, negating her contribution

to the nation's GDP. Marriage is considered the ultimate in her life, and the need to pay dowry makes a daughter a burden, leading to sex-selective abortions and female foeticides.

The Hindu Marriage Act prescribes the age of marriage for a girl as 18 but it does not say that the marriage of a girl below 18 is either void or voidable. A woman has no right to decide her partner and those who break this rule are murdered and it is called 'honour killing'. Domestic violence is endured by many women who have no alternative. Single/divorced women are considered 'available'. The UNICEF Report 2012 says that 57 per cent of Indian boys and 53 per cent of girls between 15 and 19 years think wife-beating is justified. The UNDP Human Development Report 2011 says India ranks 129 out of 146 countries in the Gender Equality Index, behind Bangladesh (112) and Pakistan (115). Given this scenario, it is not surprising that rape is the biggest crime where the victim is blamed for 'inviting' it. Rape survivors are often compelled to compromise by marrying the rapist. A 17-year-old girl who was gang-raped in November 2012 in Patiala killed herself as the police, without registering her complaint, pressured her to marry one of the accused. The family of the rape survivor often prefers not to complain as prospects of marriage are considered paramount. The honour of the family is more important than the dignity of a woman or her rights. The present political system facilitates sexual objectification of women in the media. Politicians make light of rape, asking for Skirts or jeans to be banned. In a 1996 survey of judges in India, 68 per cent said provocative clothing is an invitation to rape. A khap panchayat in Haryana, India recently barred women below 40 years from using mobile phones and from going shopping. Another suggested reducing the age of marriage for girls to 16 to prevent incidents of rape. The comments of another leader, that rape is an urban phenomenon in effect is a clear endorsement that rape of poor rural and Adivasi women can be ignored. Empowerment of women is a threat to the mindset of a patriarchal society and hence the increase in violence against women.

Nepal has established laws and legislations to address gender based violence. The Domestic Violence (Offence and Punishment) Act, 2009, and Regulation 2010, was passed to address domestic violence and provide a response system in case of rights violation. Additionally the law also provided for financial assistance to victims (Nepal National Review report, 2014)

Despite the existence of constitutional guarantees and legal statutes protecting women against inequality discrimination and violence, why do these persist and even display a marked tendency to increase?

In fact, violence against women is seen not only as a South Asian, but a global phenomenon and Sylvia Walby (1990) refers to male violence as a structure. She characterizes it as behaviour routinely experienced by women from men. Violence by men is condoned by the system and even legitimized when the arms of the State

like the judiciary and the police refuse to intervene against it by not filing First Information, Reports, not registering complaints of domestic violence, asking rape and molestation survivors to be compliant and marry their harassers etc. Despite civil society and the woman's movement having established that battering and rape are no longer a private affair the State continues to see it as just that.

For Mary Daly (1978), the custom of widow-burning in India the Chinese ritual of foot-binding, the genital mutilation of young girls in Africa, the massacre of women as witches in 'Renaissance' Europe, gynocide (female killing) under the guise of American gynecology and psychotherapy are all examples of female hating and violence against women, practiced in different cultures of the world (cited in Bhasin, 2005, pp. 13).

Across South Asia, voices of women and civil society have spoken up against these overt and covert practices of violence. Legislations have been framed and promulgated. Voices from the world of women's movements have risen in strident protest and struggled against forces which have consistently planned to silence them.

Despite this history of struggle and challenge, there is an evidence of rising tide of violence against girls and women. Acid attacks on women who refuse, the dictates of men who profess to 'love' them, kangaroo courts set up in towns and villages in defiance of the country's laws are but two "innovative" ways to pursue violence against women. There is irrefutable evidence to show that all the main institutions in society are patriarchal in nature. The family religion, law, political systems and institutions, media, educational institutions and knowledge systems are all entrenched in the patriarchal system and structure. All of them operate on the principles of hierarchy in which men are superior and women are subordinate. It is within the family that the first lessons in hierarchy, subordination and discrimination are learnt. Physical, sexual and psychological violence strikes women in South Asia across social and economic class, religion, race and ethnicity. Not only does it threaten her health and well-being it also works against efforts to reduce poverty.

### **Is Violence Preventable?**

The International Centre for Research on Women (ICRW) categorically states that violence against women is preventable. The Washington-based organization advocates for a combination of efforts that address income, education, health, laws and infrastructure to significantly reduce violence and its traumatic impact. The strategies spelled out by them include:

- ◀ all abusive behaviour towards women must be viewed as unacceptable. (As mentioned earlier an UNICEF Report of 2012 reveals that 57 percent of Indian boys and 53 percent of Indian girls between the ages of 15 and 19 years think wife-beating is justified!!)



- ◀ Communities need to have an important role in defining solutions to violence and providing support to survivors. (As against a tradition where survivors are treated with revulsion, natal homes refuse help to married daughters who are under threat of violence and molested or raped survivors are sold into the sex trade as they are considered non-marriageable).
  
- ◀ Boys and Men must be included so that their perception of violence and the consequent behaviors that arise can be addressed. As agents of change they have to stand shoulder to shoulder with women to end violence (As against, justifying it on grounds of 'provoking' dressing, returning home after sunset, taking up employment outside the home, or wanting to select their own life-partners).

### **A Lifelong Learning Approach**

The origins of the concept of Lifelong learning can be traced back to authors such as Basil Yeaxiee and Eduard Lindeman in England in the 1920's. They understood education as an ongoing process, affecting mainly adults, and certainly not restricted to formal school.

From the 1930's and up until the 1970's, Lifelong learning was closely linked to adult/popular education and the worker's education movement (Kearns et al: 1999). The focus at this time was on training workers, linking them to formal education and increasing the influence of the trade union movement by building their activist base.

The post-World War II period saw the decolonization of African and Asian nations and the rise of national - liberation movements in other Third World countries. Newly elected governments were required to implement literacy campaigns and massive expansion of education to build nationhood and incorporate new groups into the political process (Kearns et al: 1999). In response to the needs of these emerging nations, UNESCO took the lead in developing the concept of Lifelong Learning as a cultural policy which promoted social change. In 1972, UNESCO released the Faure report titled "Learning To Be". In this report, UNESCO outlines their vision of what they titled "education permanente" , or permanent (i.e. lifelong) education, as encompassing the whole life span, being inclusive of different social sectors, occurring across different formal and informal settings (home, communities, workplaces), and addressing a broad range of social, cultural, and economic purposes (cited in Kearns: 2005).

The OECD's 'Lifelong Learning for All (or Delors) reports represented a major shift in the focus of lifelong learning. This report claims that lifelong learning is based on four pillars: learning to live together, learning to be, learning to know, and learning to do (cited in Robinson: 2000 and Kearns: 1999). The concepts of "learning to live together" and "learning to be" attempt to address social goals such as civic participation, social cohesion and democratic processes. On the other hand, the

concepts of “Learning to know” and “learning to do” address economic imperatives such as building a highly skilled and competitive workforce (Noonan: 2005). These last two “pillars” were given the most emphasis in the OECD report.

The Faure Report: Learning to be (1972) sought to institutionalise the concept of lifelong education (LLE) and advocated for the right and necessity of each individual to learn for her/his social, economic, political and cultural development. It enunciated that every individual must be in a position to keep learning throughout her/his life.

The Delors Report coming 28 years later gave more emphasis to LLL as linked to retraining and learning new skills that would enable individual/s to cope with the demands of the rapidly changing workplace. LLL today as it is promoted is more individual oriented, whereas LLE often referred back to the community. Given that the Delors Report was supported by strong voices such as the European Union (EU), the organization of Economic Co-operation and Development (OECD) and even the World Bank, it is not surprising that many developing countries including India started to develop their lifelong learning policies on these lines; putting aside their own traditional philosophies e.g. Buddhism which for centuries promoted continuous learning. The predominant economic interpretation of LLL is contentious and does not find favour with many educators and practitioners. (UIE, 2001).

In the last few years, this economic and vocational orientation has gradually come to be balanced by the introduction of citizenship education. The issue is how can the social, political and cultural aspects be brought back into LLL? How can processes of learning be tied to active participation in the community and its social, economic and political development?

Citizenship Education is essential for educating young people for shared democratic life. It enables people to make their own decision and to take responsibility for their own lives and their own communities. It is not about trying to fit everyone in the same mould or about creating a ‘model’ or a ‘good’ citizen. Democracies need active, informed and responsible citizens. Citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process.

The essential elements of Citizenship Education are:

- ◀ Knowledge and understanding : About topics such as – laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community ; and about concepts such as democracy, justice, equality, freedom, authority and the rule of law

- ◀ Skills and aptitudes : Critical thinking, analyzing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action
- ◀ Values and dispositions : Respect for justice, democracy and the rule of law, openness, tolerance, courage to defend a point of view and a willingness to – listen to, work with and stand up for others

The most effective form of learning in citizenship education is:

- ◀ Active : emphasizes learning by doing
- ◀ Interactive : uses discussion and debate
- ◀ Relevant : focuses on real-life issues facing young people and society
- ◀ Critical : encourages young people to think for themselves
- ◀ Collaborative : employs group work and co-operative learning
- ◀ Participative : gives young people a say in their own learning  
(<http://www.citizenshipfoundation.org.uk>)

Research now confirms what many know from experience: studying improves quality of life. A ten country survey of European countries (BeLL Project 2014) brings out conclusions to substantiate this statement. It concludes that:

- ◀ Adults experience mostly positive results after participating in liberal non-formal adult education. Learners with lower qualifications such as school-level or less reported most increase of learning motivation.
- ◀ The study found that social interaction breeds well-being. Participation, group cohesion, interaction and expansion of social networks generate diverse benefits - in addition to being a benefit in itself. Interaction brought about especially mental well-being, a sense of one's life having a meaning.

Amongst other recommendations, the study asks policy makers to consider subsidizing liberal adult education for those with low qualifications, as they stand to benefit the most. However, policy makers regard the findings as unrealistic for today's world where the paradigm of economic benefits rules supreme.

In fact participating in such learning would motivate people to also take up vocational education later on. This would be particularly true for people with low qualifications, young, marginalized and passive people. (<http://www.lline.fi/en/news/20142/bell-project>)

Several examples of women's groups in the Self-Help Groups (SHGs) movement bear testimony to the fact that wherever efforts to develop resourcefulness and self-confidence has gone hand-in-hand with economic objectives such as savings and

Indian Journal of **Adult Education** April-June 2017

investment, women have benefited through enhanced self esteem and an increased self-image. This has also encouraged them to participate in their own development rather than becoming dependent on external sources. Here again democratic principles have been brought into practice by delegating decision making power to the women themselves.

## **Understanding Mindsets and What it Means to Preventing Violence**

Mindsets are beliefs – about oneself about others and about society in general. Individuals with fixed mindsets hold a belief that their own qualities, strengths and weaknesses are unchangeable. They draw their experiences from the confines of their socialization; do not develop an orientation to growth. A growth mind set is one in which people believe that change is possible, that qualities and talent alone do not take you all the way, that effort and openness are significant in creating resilience and breaking old patterns of thought.

When you believe that you have a 'given', you become concerned about how adequate it is. Your circumference is drawn up and the individual decides they have to learn to function within it. Conformity and adjustment to the 'given' becomes the aim. Society tells you its 'safe'. For example, for women to give up freedom and independence is in exchange for the 'protection' that male figures will provide, that patriarchy as a system will provide.

On the other hand a growth mindset sees the given as only a starting point which can be furthered and evolved. It sees that without pushing oneself to take up challenges there cannot be change. Why do people differ in this? Is it true that some people, some families, some societies or some cultures are inherently prone to having a fixed mind set whereas others tend to be growth mind set oriented? The question itself points to a fixed mind set oriented thinking. For, to ask this question would mean that either the, potential to change & grow is a 'given' or it is just not there.

This thinking has been challenged as far back as Alfred Binet in the nineteenth century when he said that education and practice could bring about fundamental changes in intelligence. "With practice, training and above all, method, we manage to increase our attention, our memory, our judgment, and literally to become more intelligent than we were before". Binet was referring to children and discussing cognitive intelligence.

However, the same understanding can be well extended to social intelligence. Educationists have long since learnt that people have more capacity for lifelong learning and resilience than has been accepted so far. The BELL Research referred to earlier corroborate this view. Individuals and societies, may start with their unique 'given' but it is clear that experience, training and personal and collective efforts take

them the long way. It is not just a fixed prior 'given' but purposeful engagement that decides how successful individuals or societies can be (R Sternberg).

In addressing mindset change to deal with violence against women we have several 'given' – individuals and society which accepts patriarchal values, laws which may have progressive thinking but are implemented through individuals and structures which are regressive and non-responsive, specifically we have girls and women who have been systematically denied access to health services and educational facilities and there prevails lack of political will to take on forces which benefit from keeping girls and women subjugated. If as a society we accept that working on violence against women will have to be worked out within the perimeters of these fixed mindsets, our work will end up evaluating how we can cope, given that these will continue to prevail. The view that we adopt for ourselves will profoundly influence the strategies we draw up. We will be constantly caught up in an effort to demonstrate that within the givens, will we succeed or fail?

On the other hand, the belief that we can go ahead that the challenges discussed above are but a point to start from, creates a passion for learning, for purposeful engagement, for stretching oneself, sticking it out when all is not going well, this will allow for individuals and societies to thrive during some of the most difficult and challenging times.

### **Integrating Education and Lifelong Learning in the Work to Prevent Violence against Women**

Across countries in South Asia, governments and civil society have worked on strategies to deal with the bitter reality of violence against women. International support has also been forthcoming. There is evidence to show that very few have taken up a stance of developing an attitude of zero tolerance towards violence in any form that it may be. Society still has a long way to go to come out openly in support of the woman who complains whether it is in the case of domestic violence or sexual harassment at the workplace. Survivors in both cases continue to weigh the fear of stigma and embarrassment of so called 'washing dirty linen in public'. School and College curriculum continue to be shy of including sexual abuse and sensitizing children to 'good' and 'bad' touch. There is a marked resistance in making children aware of possible abuse and to encourage them to speak out against any form of abuse specially incest. While there is some progress in involving boys and men to sensitize them towards violence, there is yet a long way to go in getting data on the attitudes, perception and behavior of men and boys towards various forms of violence against their mothers, sisters, wives and girlfriends.

A community based Lifelong Learning approach intrinsically recognizes that social and cultural contexts shape learning. Learning itself is fluid and diverse and can be changed by the people who engage in it. It can take from the strengths of the learners by understanding that life events shape our learning. It acknowledges the

power dimensions and attitudes and values which influence learning. This learning values a shared understanding of the learner's previous experiences and achievements, both in their experiences of learning and also of making changes in their lives. Despite destruction of vast scale caused by war and ethnic conflicts the Afghanistan Government adopted measures focusing on education considering it as a major tool for reconstruction and rebuilding. The National review report published as part of Beijing +20 assessment it has been reported that new efforts were initiated on the premise of the *Hadith* (saying of the Prophet) that Islam does not consider sex of the person as a barrier to education and made it obligatory that quest for education should be the pursuit of both men and women and is certainly decent and productive for women. The education programmes were focused on women who were deprived of it for several decades by using the socio-cultural and religious platform creatively. There has been a considerable increase in female students' enrolment in vocational education, school education, higher education, Madrasas, and other learning programmes. In the literacy courses conducted in the past 12 years around 50% are women. Gender workshops were held in the last two years in the Ministries and in higher education centres to promote the value of gender equality. War had ravaged the country but amidst destruction there was hope reignited through the international and local community's partnership and engagement (Afghanistan National Review, Beijing +20 Platform for Action, 2014).

It is significant for all awareness and preventive programmes to recognize that to change mindsets you first need to sow the idea in the mind of the individual or society that the mindset needs changing. Awareness programmes and educational programmes will need to realize that those who do not wish to change their mindset (attitudes & beliefs) are either not aware that they need to change, or are in denial (which means they know, but are fearful to make the changes) and finally there are those people who know they have to change and do work towards it. In the conflict ridden areas of Pakistan women have used their agency to confront violent conflicts by initiating creative survival strategies for their families and communities. The Muttahida Movement initiated by women's forum to break women's isolation mobilized the women of the area. Displacement created avenues for women's empowerment and autonomy in the conflict areas of Pakistan. The male organizers of relief and rehabilitation work failed to recognize and appreciate women's efforts and their potential to negotiate for peace. The men did not consider the women's potential to reverse conflicts and foster peace in the region by accommodating them on the negotiation table as war was always thought to be a 'man' thing (Rite Manchanda, 2002-2003).

Finally, one of the worst reasons for why individuals do not change is when the message goes out that the issue of violence against women most often meets with indifference and no justice is meted out to the one who has suffered. Indeed, her dignity is violated and her behavior is questioned. Swift justice to the survivor and punishment to the perpetrator will go a long way in changing mind sets. Despite the

laws political will to implement remains weak, hence it is civil society through awareness programmes and education who will have to advocate strongly for it.

A Lifelong Learning approach starting through early school years, going throughout formal education and extending into the workplace needs to be put in place. Schools, Colleges and workplaces needs to co-ordinate with all those local organizations working on the issues of gender equality & prevention of violence. NFHS-3 reports that around 35% of women in the age 15-49 years have experienced physical or sexual violence. This made them vulnerable to infections, unwanted and high risk pregnancies, low birth weight, and HIV and AIDs. The skewed sex ratio as evidenced by the 2001 census revealed the horrors of selective abortion of female foetus owing to male preference. This resulted in recognition of violence against women as a public health issue. Several programmes were implemented by the Government, Non-governmental and Inter governmental organizations to address the consequences of domestic violence. The Integrated Child Development Services Scheme has tasked its frontline workers, the Anganwadi workers to identify women who are victims of domestic violence and report to the supervisors who inturn initiated legal procedures and assistance. In its Kishori Bal Yojana the ICDS included the adolescents in its programming addressing their nutritional and protection issues. In the life cycle approach mal nutrition could be addressed at the young age of the child right from 3 to 6 years of age through supplementary food and education which include gender equality and according value to girls in the informal curriculum. The Anganwadi workers (AWWs) are being made aware about gender equality in their Job training course, as they are viewed as change agents and not merely pre-school teachers (ICDS, 2012)

Institute for Reproductive Health (IRH) Georgetown University supported family planning programmes in Northern parts of India and has gathered emerging evidences of male engagement in family planning through gender-transformative approach. Men traditionally are encouraged to practice risky behaviours such as have multiple partners and refrain from seeking health services as the reverse behaviour is seen as 'weakness' on his part because of his socialization in the family and in the community. This gender transformative approach helped fostering gender equitable attitudes not just in family planning choices but beyond as well. It encouraged spousal communication and empowered women's agency to negotiate and be equal to her partner (IRH, 2014). The point here is that in community based awareness and training violence need not be tackled in isolation but the society can be made aware by using health as an entry point.

An equally significant part of this approach needs to be towards developing non-formal programmes for children who are out of school, young workers whose formal education is incomplete and adult learners in the community who could be a part of literacy classes, self-help groups, women's associations etc.

A peer training approach at programmes for those who have survived violence and can become mentors and guides to those who are still caught in the grip of

violence can also be integral to a life-long learning approach. This will aid in creating more resilient and supportive communities.

Since the community based lifelong approach acknowledges that learners can shape their learning it becomes meaningful in educational programmes with survivors and perpetrators alike, with the regular learner and the 'influencer' (media, politicians, police, judiciary, bureaucracy) alike. The Lifelong Learning approach provides learners with a feeling of being responsible for and retaining ownership of the mindset changes being sought.

### **References**

<http://www.citizenshipfoundation.org.uk>.<http://www.citizenshipfoundation.org.uk>

ICDS: Broad Implementation of Framework: Towards a new direction, 2012, Ministry of Women and Child development.

Bhasin K., 1993, What is Patriarchy, Women Unlimited, New Delhi

[http://www.unwomen.org/~media/headquarters/attachments/sections/csw/59/national\\_reviews/nepal\\_review\\_beijing20.ashx](http://www.unwomen.org/~media/headquarters/attachments/sections/csw/59/national_reviews/nepal_review_beijing20.ashx)



## **Lifelong learning for doctors: Continuing Medical Education (CME)**

**Sunil Sharma  
Nishat Farooq**

The pace of accumulation of new knowledge in the twenty first century has been exponential. It is extremely important to find ways to share this newly acquired knowledge so that maximum people can benefit from it. In the field of medicine also, new concepts and medicines are discovered for treatment of patients and every year thousands of research papers are published. Therefore, there is a need to transfer this knowledge to the all healthcare professionals. For this purpose, Continuing Medical Education (CMEs) are organized from time to time. CMEs are designed to offer updates on the latest medical practices, guidelines, and research, and also highlights dealing with any current local community health concerns. CMEs are based on a learner-centered, continuous improvement model. The CMEs are tailored to the needs of healthcare professionals, be it a practicing physician, an administrator, a researcher, top executives or in any other related field. Some CMEs are self-directed, practice-based education that supports physicians' commitment to lifelong learning.

The practicing doctors are very busy examining patients the entire day. Their earnings are, most of the time, directly proportional to the number of patients examined. Therefore, any other activity means cutting their income. Hence it is quite obvious that any other activity has to be of substantial benefit to the doctors to invest in. Most of the doctors have to do multiple tasks and are very busy with examining patients, teaching students, fulfilling other administrative duties or performing surgeries. They even find it difficult to balance work and family life. It is always a challenge for the doctors to find time to read latest advances in the field of medicine .

However, keeping patient benefit in view, the Medical Council of India has made it mandatory for the doctors to acquire the latest advances in medicine so that they can treat the patients better, by making it compulsory to attend CME for at-least 6 hours per year and 30 hours in 5 years. Similar orders have been issued by Nursing and allied health councils. Many of the CMEs are scheduled on Sundays and investing just 1 hour on 6 Sundays, out of 52 Sundays in a year, is not asking for too much. To make it easier for the doctors, several different types of CMEs are held, so that the

### **The Delhi Medical Council**

The Delhi Medical Council recognises BMJ Learning as being accredited for the purpose of continuous medical education (CME)/continuous professional development (CPD). Doctors can thus claim continuous professional development credits for their activity in BMJ Learning.



doctors can do it at their own convenience, without affecting their work or income.

### **Providers of CMEs**

CMEs can be conducted by any interested party like, Physician membership organizations, Publishing companies, educational companies, Medical colleges, Hospitals, Healthcare delivery system, Government organizations and others. Commonly, it is organized by the management at the workplace or a professional body in a particular field of medicine. In India most common is CME done by associations/society of professional medical body or by State Medical Association, accredited by Medical Council of India or State Medical Council of respective states. The Delhi Medical Council has recognized BMJ learning as provider of online CME. Doctors can go to the website of BMJ and read the topic of their interest and take the examination online to qualify for CME credit hours.

### **Models of CME**

CME is offered through a wide range of formats and structures. It could be traditional lectures and grand rounds, one-on-one training, performance- improvement projects, online simulation, learning from teaching, regular courses, team based learning, and numerous other approaches.

Recurring activities is planned to have multiple sessions that occur on an ongoing basis (offered weekly, monthly, or at regular intervals). It is primarily planned by the workplace management for organization's professional staff. Examples of such activities are Grand Rounds, Journal clubs, clinicopathological presentations, case presentations and Morbidity & Mortality meetings.

In **grand rounds**, the whole group of doctors of a department visit the patients collectively and discuss each patient or it can be done in a conference room and discuss few particular patients. In journal clubs, one doctor presents an article from latest medical journal and all doctors discuss it thoroughly. In **clinicopathological** presentations a case is discussed amongst clinicians and laboratory doctors. Strategies to diagnose a difficult case is discussed, where the investigations done so far has not given a clear cut diagnosis. Clinicians and laboratory doctors learn from each other about recent advances in their respective fields and use it to come to a clear cut diagnosis for a particular patient. In **case presentation**, an interesting case or a difficult to diagnose case is discussed and collective knowledge of senior doctors and young students are utilized for diagnosis or management of the case. In **mortality and morbidity meetings** all patients who have died are discussed and any extra actions that could have saved the patient are discussed for future management. Similarly, in morbidity meetings, how many patients of a particular disease are admitted in the hospital is discussed, so that the management is better prepared to handle an outbreak etc.

Nonrecurring activities include Annual meetings, conferences, workshops, seminars, symposium, panel discussions, simulations, enduring materials and Performance Improvement Activities. Most common way to hold CME is through **annual meetings, conferences and seminars**. Doctors gather at a particular place at pre-advertised dates and time and discuss several topics or one particular topic. The latest knowledge and recent publications in that particular topic is shared. This sharing of information could also be in the form of **symposium, panel discussion or workshop**.

The **enduring materials** are lasting material such as printed, recorded, or computer-presented CME activity that may be used, time and again, at various locations. Enduring materials must be followed by an assessment that measures how well the learner achieves the educational objectives of the activity.

In **performance improvement activity**, a single doctor or a group of doctors evaluate their performance (e.g. bypass surgery) with the standard results of others and if they need improvement they take help of professional experts of that field and implement the suggestions to improve their results (described in details later in the article).

In **Webcast** a particular time and date is advertised so that people can join at the specified time and a presenter gives the lecture online. After the lecture the people can interact with the speaker by emailing/chat their questions/queries. In **podcast** a lecture is available online for an extended period of time and people can access it freely at any time or they can register for the podcast of their choice and topics of their interest from a particular website and the podcasts are automatically downloaded on their computer or ipads. In **Online journal based CME**, a particular topic is published online and people can go the website and read the article and then answer questions online and if they pass the online test they get certificate for successfully completing the CME credits (usually 1 credit hour). In **Manuscript review** a particular person is asked by the publisher of the manuscript to read it and critique it for any improvements or any flaws. For this effort the reviewer is eligible to claim CME credits (usually 1 credit hour). In **Test item writing** the publisher of the test asks a doctor to frame a test on a particular subject. The doctor can claim CME credits for the development of the test. In **Committee review** a committee is formed to develop some guidelines on latest topic. The person who reviews the guidelines and writes it down for publication can claim CME credits for the effort. Any invited doctor member who participates in the whole committee deliberations can also claim CME credits. In **Internet searching** and learning any person can search the internet for a particular topic and read the latest articles published online. He can then include it as a CME activity but it is mostly not considered as valid by many professional bodies.

In '**Learning from teaching**' there are several different ways one could claim

CME credits. One example is if at a workshop particular equipment is to be used eg a new ultrasound machine, then the doctor/s who will demonstrate it, go through the training of using the new ultrasound machine before the workshop. They can claim CME credits for this training. In another example a teaching institution hires new faculty to teach students. The doctor who is responsible for the training of new faculty prepares the material for training the trainer. The time spent for preparing the course material can be claimed for CME credits. Similarly if the current teaching material needs updation with latest available knowledge, eg if use of MRI or 3D imaging and video is to be integrated in the new material, the time spent on learning and updating the teaching material can be claimed as CME credits.

CME credits can also be claimed for any **article written** to be published in a scientific peer reviewed journal or any Poster prepared for presentation in a conference. CME credits can also be claimed for any **advanced degree** that one has qualified for or a **residency training** one completes in a hospital or a test one takes for **re-certification** in the respective medical field.

## **Pros and Cons of different types of CMEs**

### Annual meeting

To attend annual meetings, physical presence is needed at the venue of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting may cost more as hotel stay maybe involved for usually 2 - 3 days. It is very good for networking and discussing several different topics, as there are many experts present at the same place at the same time.

### Conference

To attend conferences, physical presence is needed at the venue of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting may cost more as hotel stay maybe involved for usually 1 - 2 days. It is very good for networking and discussing several different topics, as there are many experts present at the same place at the same time.

### Seminar

To attend seminars, physical presence is needed at the venue of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting may cost less as hotel stay is not involved because it is usually for 1 day only. It is very good for networking and discussing usually one particular topic in depth. There are many experts present at the same place at the same time.

---

### Symposium

To attend symposium, physical presence is needed at the venue of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting may cost less as hotel stay is not involved because it is usually for 1 day only or for just few hours. It is good for networking and discussing usually one particular topic in depth. There are many experts present at the same place at the same time. There is very exhaustive information available but usually one can only listen to the experts having discussion between them.

### Workshop

To attend workshops, physical presence is needed at the venue of the meeting. This physical presence has to be at a specified date and time and place. There are few experts present at the same place at the same time. The cost may be more as training material and equipment is involved along with hotel stay. It is very good for learning newer techniques, very powerful tool for enhancing career. The drawback is that one can not revisit or refer back to the techniques.

### Journal club

To attend journal clubs, physical presence is needed at the venue of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting may cost less as hotel stay is not involved because it is usually for 1 day only. It is very good for discussing usually one particular topic in depth. There are few experts present at the same place at the same time. It is however, confined to very specific single topic usually but is very good for learning critical thinking, understanding figures, tables and statistics. Drawback is that one usually cannot revisit or refer back.

### Grand round

To attend grand round, physical presence is needed at the site of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting do not cost much. It is very good to learn bedside skills. One also learns how to prepare for presentation for examination. It improves critical thinking and differential diagnoses skills. Drawback is that one usually cannot revisit or refer back.

### Pathology / tumor board

To attend pathology board, physical presence is needed at the site of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting do not cost much. One learns holistic approach for

diagnosis. One is exposed to newer approaches and techniques involved in specific areas. Drawback is that one usually cannot revisit or refer back.

### Morbidity and mortality meet

To attend morbidity and mortality meet, physical presence is needed at the site of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting are not much. One can learn from mistakes and retrospective findings for prospective thinking, a positive feedback of performance. Drawback is that one usually cannot revisit or refer back.

### Webcast

To attend webcast, physical presence is needed but not at the site. This physical presence can be at a remote place, on internet. The expenses to attend the meeting are not cost much. It is usually one sided teaching, as it is normally a lecture delivered on internet. Though one can learn from prominent subject expert, it is of very short period, one hour usually. One can usually revisit or refer back to the recorded talk on internet.

### Podcast, online CME, recorded material/class

To attend podcast, physical presence is needed but not at the site. This physical presence can be at a remote place, on internet. The expenses to attend the meeting are not much. It is usually one sided teaching, as it is normally a lecture delivered on internet. Though one can learn from prominent subject expert, it is of very short period, one hour usually. One can usually revisit or refer back to the recorded talk on internet at ones' own convenience.

### Online journal based CME

To attend online journal based CME, physical presence is needed but not at the site. This physical presence can be at a remote place, on internet. The expenses to attend the meeting are not much. It is usually one sided teaching, as it is normally an article posted on internet. One can take their own time to read it and answer questions after reading the article. If you pass the exam then you immediately get the certificate of CME completion and credits earned.

### Manuscript review

One can take own time and review the manuscript at home also. There are no expenses to be incurred; in fact one gets paid by the publisher for reading the manuscripts. It can be very time consuming, needs very thorough knowledge of a specific topic, critical thinking and latest up-to-date knowledge on the subject.

### Test item writing

One can take own time and write the test material at home also. There are no expenses to be incurred; in fact one gets paid by the board for writing the test questions. It can be very time consuming, needs very thorough knowledge of a specific topic, critical thinking and latest up-to-date knowledge on the subject.

### Committee review

To attend committee review, physical presence is needed at the venue of the meeting. This physical presence has to be at a specified date and time and place. The expenses to attend the meeting may not be much. It is very good for networking and discussing the specific topic, as there are many experts present at the same place at the same time. But it could be a passive participation, as committee members may not interact with observers. It is good for learning the latest updates in the subject.

### Performance enhancement

It is very good for improving current practice and solving specific identified problem, learning through group activity and from subject experts.

### Internet searching and learning

It is the most common way people learn these days. It is very informal, can be done at own time and place. But the biggest problem is that the material may not be scientific or factually correct.

### Learning from teaching

One can take own time and prepare the teaching material at home also. There are no expenses to be incurred; in fact one may even get paid by the board for developing the teaching material. It can be very time consuming, needs very thorough knowledge of a specific topic, critical thinking and latest up-to-date knowledge on the subject.

### Articles published

It is very beneficial to the individual in career. It is time consuming and needs access to latest journals for review of literature on the topic of the article to be published. One can take own time and write the article at home also. There are no expenses to be incurred.

### Posters prepared and presented

One can take own time and write the poster material at home also. There are no expenses to be incurred. It can be very time consuming, needs very thorough knowledge of a specific topic, critical thinking and latest up-to-date knowledge on the subject. Physical presence is needed at a specified date and time and place for presenting the poster at annual meeting or conference. One gets to learn presentation skills.

### Re-certification exam, Advanced degree and Residency programme

One goes through regular learning process for taking the examination or doing the training for career advancement. In addition they can claim CME credit after passing the examination.

## **Planning an event and applying for accreditation**

To understand the process of planning a CME event an example of performance improvement activity is given below:

A team of doctors believe that their results of by-pass surgery are not as good as another centre. They can improve their results through an evidence-based, three-part programme and they are:

1. Assess their current practice and learn about specific performance measures,
2. Apply the new measures over a useful interval,
3. At the end, re-evaluate their performance.

### **Stage 1: Assess Current Practice**

The helping agency which could be a leading cardiac surgeon or the cardiac surgery society of the area. The society then uses detailed data collection methods to capture all relevant data of the patients on whom bypass surgery has been performed in the last several months. Also data is collected on patient selection for surgery, patient preparation before admission, at the time of admission, stay in the hospital before actual day of surgery, all risk factors of the patients and how well these were controlled or corrected before surgery. Complete patient's past medical or family history is also collected. The bypass procedure, the competency and role of anesthetists and nurses during the surgery, any blood loss during the surgery, the sterility of the equipment and instruments used during the surgery and all the environment factors, including temperature, humidity and operation theatre air quality during the surgery is analyzed in details. Data is also collected on the post-operative phase of the bypass surgery. The details of the care in recovery room and nursing



care of the patient's respiratory system, intravenous lines, cardiac and vital signs monitoring, early extubation and removing invasive lines, optimum use of prophylactic antibiotics and cardiac physiotherapy are all evaluated.

Assessment is done using appropriate performance measures such as chart reviews and doctors and nurses notes. This stage generally gives a clue on what the problem could be.

### **Stage 2: Implement the Intervention**

This leads to organizing some type of CME, and applying the corrective techniques or processes as an intervention in clinical practice. The surgeons learn the modified interventions and practice it for a defined period of time and then re-evaluate the results depending upon a defined number of patients of bypass surgery over a defined period of time, to produce a valid assessment. Use suitable tracking tools such as flow sheets to measure the intervention's success.

### **Stage 3: Evaluate the Intervention**

Using data analysis, discussion and techniques such as reflective writing, compare the results of implementing the intervention to the initial results of bypass surgery. Summarize the changes in practice, process, and patient outcomes, and consider the implications of these changes.

All these efforts are a great learning experience of both, the instructor and the learner surgeons.

A good example of planning a CME activity is published on the ACCME website and is as given here:

### **Planning Regularly Scheduled Series**

#### Planning process

1. Submission of Initial Paperwork
2. Planning before Each Session
3. Planning at Each Session
4. After Each Session (within 30 Days)
5. Planning submission of Annual Paperwork

#### **Step 1: Submit Initial Paperwork**

Plan to submit Document at least six months prior to CME activity date.

**Step 2: Plan before Each Session**

Prepare notices or announcements that include:

The program's educational objectives

Accreditation statement (which is provided by the CME Office)

Credit statement (which is provided by the CME Office)

Disclosure summary, which must include details of commercial support received.

**Step 3: At Each Session**

Provide attendance sheets for attendees to sign in with their official ID numbers.

It is mandatory to inform the audience what the presenter has stated on his or her disclosure form. The program director, or a member from the professional staff or the speaker himself, should verify one of the following for the attendees:

That all financial relationships of the speakers, with companies are identified on the disclosure form, or categorically stating that the speaker has no relationships with any company that is discussed during the educational session, or if the speaker has refused to disclose relevant financial relationships and if so then CME will not be available for that speaker's presentation. This declaration is mandatory for all CME activities, including those without commercial support and even if the speakers are "internal" presenters.

**Step 4: After Each Session (within 30 Days)**

It is required that at the end of the CME the following must be sent to CME office:

Attendance sheets with participants' CME ID numbers

The advertisement of the CME sent to all the stakeholders

Completed Disclosure Forms having the Programme Director's signature and a statement indicating that the audience was informed of the financial relationship of the speakers with any company or absence of it.

If the speaker had conflicts of interest, then a statement must be added showing how the CME committee resolved the situation.

Also send a signed Letter of Agreement with the supporting company that has invested funding.

All the handouts and any reference to the literature that was distributed.

Provide the participants with the most accurate accounting of their CME credits, by

submitting the paperwork in time so as to ensure proper credit is awarded and the participants have enough time to submit it to get credits. Many associations rely on CME transcripts that are submitted to renew the privileges and to maintain board certification of the candidates.

### **Step 5: Submit Annual Paperwork**

Submit the following annual paperwork to ACCME otherwise ACCME may debar you from providing credits:

Year End Questionnaire and Documentation Form

Curriculum Development for Regularly Scheduled Series

Disclosure Forms for the program director

The forms for speakers must be submitted regularly throughout the year

All the content forms for the program director, validated and all planners

Summary of ACCME Requirements for Commercial Support which is duly acknowledged and signed by the program director and program coordinator

Annual Budget Report.

If there is zero budget, even then submit this form stating so.

Summary of results for the Year End Evaluation Form should be included.

The Evaluation Summary should include:

Participants' assessment of the program's educational, clinical, or professional impact.

Suggestions from participants.

Independence of content taught and Rating of its scientific validity.

### **Planning Non-Recurring Activities**

Non-recurring CME activities include conferences, workshops, seminars, panel discussions, simulations and others as described earlier. Most of the paper work is similar to recurring activities and is given below:

---

## Submit Initial Paperwork

### Planning and Verification

Announcements to be made are drafted and sent to all stakeholders at Least Four Weeks before the Programme and then again at Two Weeks before the Programme.

Submit the course material before the Educational Activity Begins, especially for enduring material.

For conferences, it should be provided at the Event.

Send all paperwork within 30 Days after the Activity.

## **Need for Accreditation and conclusion**

Accreditation assures the participants that CME is designed to be relevant, effective, and independent of vested interests. In the United States of America, the CME provider is part of a community of approximately 2,000 accredited organizations that offer more than 138,000 educational activities each year, addressing national, regional, and community-based health care improvement priorities. Accreditation Council for CME (ACCME) is the apex national body that accredits the CMEs all over the country. The council ensures that all CME programs within the ACCME system are held to the same high standards. The accreditation statement means that the CME provider has met those standards. Another national level accreditation body in the USA is the American Medical Association (AMA). Most of the doctors are member of AMA and they do their CME training at places approved by AMA.

With this background it may be relevant that in India the training programs undertaken in the field of adult education should also be accredited by a national body. This will ensure that the trainings are of uniform standard in all parts of the country. The material to be used in the training gets approval from a national body and only then it is used. Maybe it is largely true that the trainings held under the Saakshar Bharat program or through Directorate of Adult Education (DAE) are of uniform standard but it may not be true for other trainings that are held in remote areas. The accreditation process could be taken up by a national body or any other similar apex organization. The Indian Adult Education Association could also look into taking up this important work to improve the standard of teaching/training in the field of adult education in India.

**References**

American Medical Association website for CME <https://www.ama-assn.org/education/continuing-medical-education>

The Accreditation Council for Continuing Medical Education (ACCME®) <http://www.accme.org/>

Sukhlecha A. Continued medical education credit hours: Are they being awarded too liberally? *Journal of Pharmacology & Pharmacotherapeutics*. 2013;4(2):164-165.

Indian Medical Council Guidelines for CME <http://www.mciindia.org/AboutMCI/CMEProgrammes/GuidelinesforCMEScheme.aspx>

Miller, Lewis A. et al. CME credit systems in three developing countries: China, India and Indonesia. *Journal of European CME*, [S.l.], v. 4, apr. 2015. ISSN 2161-4083. Available at: <<http://www.jecme.eu/index.php/jecme/article/view/27411>>. Date accessed: 17 Jan. 2017. doi:<http://dx.doi.org/10.3402/jecme.v4.27411>.

Now, earn CME credit hours online in India. Deepu Sebin in News <http://www.dailyrounds.org/blog/now-earn-cme-credit-hours-online-in-india/>

Guide lines for conducting and approving continuing medical education in modern medicine in the state of Kerala. <http://www.medicalcouncil.kerala.gov.in/pdf/cmeguidelines.pdf>

Delhi Medical Council website for online CME <http://learning.bmj.com/learning/info/CME-CPD-DMC.html>

## **Recognition of Prior Learning: Current Status, Issues and Challenges**

***Asha Patil***

Lifelong learning (LLL) has emerged as a significant strand of policy around the globe. The concept of LLL is wide, which includes integration of all types of learning i.e., informal, non-formal and formal. It emphasises upon integration of learning and living. It promotes education on a holistic basis. In today's globalized world, it is necessary for all individuals to acquire and adapt competencies (Knowledge, skills and attitudes) through all forms of learning. This will help them to cope with the various challenges created by science, technology and otherwise.

Learning can happen anywhere and anytime. However, very little of this non-formal and informal learning gets recognized, assessed and certified. Society and the global market still emphasise and recognize formal education. Around 93% of workers in India are working in informal sector. Most of these workers possess some type/s of skills and knowledge, which is not recognized by the formal sector. This hinders the economic growth and development of both- the individual and the nation. One of the challenges is how to recognise the learning that occurs outside the formal education system. Countries like Australia, Canada, South Africa and many others have developed their own system of Recognition of Prior Learning (RPL), whereas in India, very few efforts have been taken in this area.

At the Sixth International Conference on Adult Education (CONFINTEA VI) in Brazil (2009), the demand for Recognition, Validation and Accreditation (RVA) of all forms of learning with a focus on non-formal and informal learning outcomes was expressed through the Belem Framework of Action. India was also a part of it (UNESCO, UIL, 2012, Jin, 2015)

The XII Five Year plan mentions that by 2020 India will skill 500 million people. Of these, many belong to socially, economically or otherwise disadvantaged groups for whom embarking on any form of education or training may be a daunting step (Sims Chris, Shamash Joe and Freccero Piera, 2012).

India is one of the most populous countries, where most of her workforce is concentrated in agriculture sector, which is seasonal. There is tremendous scope for RPL. Till now, India does not have any exclusive and separate system for RPL. While designing strategies for RPL, one has to address following questions:

- How to expand the range of educational offerings beyond formal educational institutions?
- How to connect these non-formal offerings along with the recognition of previously acquired competencies to enhance further learning? This will help the learners to accumulate credits, which will smoothen their entry into the labour market.
- How to motivate workers/adults (paid, unpaid and voluntary) for RPL?
- How to meet the diverse learning needs?
- How to establish linkages between the formal curricula, non-formal and informal learning?
- How to determine the approaches for assessment, validation and certification?
- How to ensure the quality of assessment and avail funding?

Recognition of Prior Learning in India is crucial for the development of equitable society. If implemented systematically, this will also help to realize the market demands. RPL will improve the quality of life and consequently establish a just society.

In recent years, many countries such as Philippines, Thailand, Australia, Canada, and South Africa have started implementing RVA. Their experiences show that RVA helps in reducing poverty, creates jobs and employment opportunities, which has resulted in social inclusion

### **Concept of Recognition of Prior Learning**

Adults have a treasure trove of variety of knowledge, which they have accumulated through their life and work experiences. RPL process will help them to demonstrate this informal learning, acquired outside the formal education settings and get recognition for it. RPL mainly focuses on knowledge, abilities and skills. Adults can use RPL assessments not only to get entry in formal education stream but also to get good jobs. There is not a universally accepted standard definition of RPL. However, in short, RPL can be called a method of assessment through which learner/adults can gain recognition for knowledge, understanding, skills and competencies that they already possess. RPL provides motivation for further study. It also gives 'second chance' to adults as the learning processes are more flexible and can be tailored to suit their needs.

RPL has two aspects of assessment –knowledge based (what and why), and competence based (how). Knowledge assessment is relatively easy to manage objectively. Competence assessment requires external verification. This requires quality assurance to ensure standardization of internal assessment. For this, one needs to establish external verification centres in various parts of country. This could be done at district and block levels, with well equipped infrastructure and trained staff.

---

## Need for Recognition of Prior Learning in India

In India, majority of the workforce working in informal sector has not received any formal training. Many of them are school drop outs at various stages and are without any formal qualifications. Can we call them 'unskilled'? The answer is 'No' in many cases. They may lack qualifications (NSDC, 2015), but not skills. As they do not have certificates so despite being fully skilled, they are employed at low wages. Most often they are exploited by employers. Their productivity is ignored in national GDP.

One of the major reasons for poor skilled workforce in India is a dearth of formal vocational educational framework and lack of industry-ready skills. There are a large number of people, who are illiterate and/or semi-literate, but have craftsmanship skills. For example weavers of Varanasi (Uttar Pradesh) or Kancheepuram (Tamil Nadu), gold and jewellery workers of Jaipur (Rajasthan) etc. They do not have formal certificates of training, but have been working for a long time. They need to be certified for their expertise. RPL will help individuals, who have gained knowledge informally- such as through life, work and voluntary activities, without any formal training. RPL will bring them formally to the skilling list (Sasi, 2015). In other words, RPL will give recognition to knowledge and skills gained through:

- outside formal learning situation
- informal learning and training in the workplace, the community and/or voluntary sector
- continuing professional development activities
- independent learning. (Ministry of Finance, GOI, 2013)

Thus, RPL will give recognition to experiential learning, self-directed learning and other forms of informal learning.

Formal education system is rigid. It does not have facilities to assess and recognize skills acquired outside its system. Millions of people have inherited skills from their parents (ancestors) or acquired while working. It is high time that these skills should be recognized. Society and industry must accept diverse forms of learning. This will help to utilize the existing human resources at its maximum. RPL will help the employers to understand these skilled employees and absorb them in their endeavours. If required they should train them further accordingly. This will also help to connect informal economy with formal economy. It will enhance employability and labour mobility. RPL is a way to overcome skills shortages in micro-enterprises, thus providing the supply as per demand. Thus, RPL will focus on skilful people, who are excluded from mainstream. This will ensure equity and inclusiveness. In addition to promote further learning, RVA will enable learners to become an active member of labour market. If implemented properly, RPL will help to create qualified, certified, multi-skilled workforce. This would attract investors to the micro-enterprise sector (Singh, 2013). This will ultimately lead towards the creation of a learning society.



## Implementation

Millions of workers live in rural parts of the country. Hence, it is necessary to open RPL centres at village levels. These centres can be opened at local level institutions such as Panchayat Raj Institutions (local self Government), schools and/or college premises, campuses of major firms/universities/social organizations/NGOs, etc. These institutions must be well equipped with information on RPL. They should guide and counsel learners (especially from unorganized sector, who are illiterate, semi-literate or school dropouts) on RPL and its importance. Venue of these centres should be easily accessible to learners, irrespective of the geographic conditions. This will motivate people to join RPL centres.

Quality assurance is an important aspect of RPL. One needs to develop various criteria and strategies for assessing prior learning, which is the biggest challenge. While developing strategies for assessment, one can develop summative assessment tools as well as formative assessment tools. Summative assessment tools will exclusively focus on learning outcomes, which will be useful for validation and recognition. Formative assessment will include documentation of learning process at various stages and give feedback.

Assessment can be a costly phenomenon. Employers and workers should be involved in setting standards and the rules of evidence. There is also a need to train people, who will be involved in assessing learners. They should have thorough knowledge of competence based assessment.

## Essential Elements of Recognition of Prior Learning Process

Technology is changing very fast, so are the needs of society. One needs to learn many things to make comfortable living in this globalized competitive world. LLL provides this opportunity to all learners. However, to implement RPL, one needs to focus on following elements:

- **Learner centric-** Learners will come from different backgrounds, working in a variety of environments. Their evidences will differ. Hence, the RPL assessment process should be learner centric. It should focus on learner' needs. The centres, where RPL is going to be conducted, should be accessible to learners. The process should help them to demonstrate their prior learning and experiences. The process should be open to accept a variety of evidences to reflect the diversity of experiences to demonstrate. Active participation of learner in assessment process should be ensured.
- **Clear instructions-** RPL should provide clear cut guidelines about terms and conditions to join this system.
- **Transparency-** Learners will have various learning evidences depending on the type of skill. At the initial stage itself, learners should be informed clearly about how they will be evaluated. Assessment procedure should be

transparent, rigorous and should ensure quality. It should also provide a scope for learner to make an appeal or ask questions for clarification, if not satisfied with the assessment.

- **Learning evidences-** At the initial stage, learners should be informed about various methods in which they can present their evidences of learning. If required, they should be helped to demonstrate their skills / learning through the best possible method. The evidences may include certificates/ recommendation letters from earlier employer/s, references, a sample of a product which they have prepared (e.g. a chair prepared by a carpenter), copies/photographs/videos of work done by learners, skills logbook, port folios, demonstrations, oral evidence from a co-worker, simulation and on the spot test, interview, etc.
- **Flexibility-** RPL centres should be established at grassroots level, taking into consideration the local conditions/settings. It should remain open as per the convenient timings of learners.

One has to keep in mind that the certificates/credits given through RPL system / should carry the same value as that of the certificates given by formal system. Hence, while assessing the evidences of skills at the time of the learners' entry in RPL; one needs to be more cautious and transparent. This will help to maintain the quality of skills.

To avoid any controversies, one can organise an introductory session for learners at each RPL centre. Learners, who want to get certificates for their skills, can attend this session. The session should be interactive. It should give information on the whole process of RPL-including various types of evidences learners can submit, process of assessment, duration, etc. After this, a consultative meeting, with those learners who want to enrol, should be organized. These steps will help the learners to clarify doubts, if any.

### **Advantages**

Recognition of Prior Learning will boost the self-esteem of learners. It will also help to reduce duplication of learning, as learners will be assessed on their current skills and knowledge and be certified. This will reduce the cost of training. It will be useful for learners to pursue further learning, if they wish. It will help learners to identify areas of competence and areas required for further study/learning.

### **Some experiments in India**

Around 16 central ministries offer various skills development programmes. The duration varies from 3 months to two years. Private sectors such as- Infosys have their own in-house training programmes for their new recruits. TATA groups have their own system to train the newly appointed people as per their requirements. These

facilities are available for those, who have studied through formal education system. There are no such facilities available for workers in informal sector.

In September 2012, Ministry of Human Resource Development, Government of India has initiated the process of RPL. As a part of this, National Vocational Education and Qualification Framework (NVEQF) have been prepared. Through this, India seeks to provide quality-assured learning pathways with standards comparable to any international qualification framework. This framework forms the basis of India's approach to lifelong learning and continuous up-grading of skills and knowledge. It also proposed to develop vocational counselling and career guidance to cater to present and future needs, information on employment trends and training opportunities be continually made available to motivate workers and enable them to acquire and continually upgrade their skills and knowledge (Singh, 2013). The NVEQF supports the attainment of qualifications through diverse routes. RPL Manual prepared by National Institute of Open Schooling (NIOS) provides a framework to assess the competencies and skills acquired via informal learning. It awards the certificates as per the level of competency attained. NVEQF also defines mapping between the levels acquired via RPL and through formal education. This additionally provides the student an option to switch between the two forms of education (ILO Country Office for India, 2014). National Skills Qualifications Framework (NSQF) was designed to enable the learner to acquire skills required by the National Occupational Standards (NOS) to be able to perform a particular job and organised them as a series of qualifications across 10 levels-from level 1 to 10. But, till date hardly any industry or assessment body has adopted the framework. The Modular Employable Skills (MES) scheme, under the Ministry of Labour and Employment, has a component of RPL, wherein direct testing and assessment of skills may be done. Ministry of Tourism also runs the skills Testing and Certification Programme. However, efforts for RPL are limited (Ministry of Finance, Dept. of Economic Affairs, 2013).

Ministry of Labour & Employment and Ministry of Skill Development have jointly started a scheme of RPL for construction workers to certify the skills acquired by workers through traditional, non-formal learning channels. It was started on an experimental basis in five states namely Haryana, Telangana, Odisha, Chhattisgarh and Delhi.

The scheme has involved industry to prepare a checklist of competencies for various trades to standardise skills levels. It has empanelled independent trainers for the skills assessment and training. Construction sites, which have more than 200 construction workers, are selected for imparting training. This scheme has a target to certify around 10 lakhs workers under RPL (Sesi, 2015).

**Initiatives by LabourNet-** it is a Bangaluru based social enterprise. It is an initiative of an NGO- MAYA (Movement for Alternatives and Youth Awareness). It aims to provide a one-stop platform for unorganized sector workers to obtain services, which are currently available and accessible by formal sector workers. It has introduced Indian Journal of **Adult Education** April-June 2017

RPL for workers in construction sector at a local level to improve their livelihood. An iterative process was therefore used to develop assessments. For assessment of workers' skills, it involves a team comprising industry experts, vocational experts, instructional design experts, content writers and assessment experts. They are contracted by LabourNet as and when necessary. This team prepares a question bank. Questions are organized in 'easy to difficult' order. After undergoing this test, learners are categorised as unskilled, semi skilled and skilled. Assessment is conducted on-site. Delivery of tests is outsourced to a survey team.

### **National Institute of Open Schooling (NIOS)**

National Institute of Open Schooling has developed an assessment system and has researched to evolve a process of certification to offer recognition of prior learning to disadvantaged individuals who prematurely opted out of the formal education system because of any socio-economic reason. The process attempts to facilitate integration of formal and informal acquisition of skills and offers a career progression and skill up gradation path to such workforce (ILO Country Office for India, 2014).

Saakshar Bharat programme is launched by MHRD, GOI, in 2009 with a focus on female literacy. National Institute of Open Schooling (NIOS) conducts assessment and certification of the competency levels of neo-literates under the Saakshar Bharat Programme. It also provides opportunities beyond basic literacy to neo-literates. It has developed resource material including skill programmes for the A, B, C level, which is equivalent to Class 3<sup>rd</sup>, Class 5<sup>th</sup>, and Class 8<sup>th</sup> levels of formal schooling respectively.

**Initiatives by Manipl City and Guilds-** It is an India-UK joint venture. They conduct RPL for construction workers.

### **Roles of Universities**

Recognition of Prior Learning has not taken a shape in India. Under extension as a third dimension, universities can involve themselves in RPL assessment. Followings are a few roles, where universities can involve themselves. This is not an exhaustive list, one can add to it:

- Starting RPL centre in its conducted and affiliated colleges, including one on its own campus
- Guiding and assisting learners in preparation of portfolios, especially for those learners, who have low literacy levels
- Mentoring learners to complete the RPL process
- Proactive role in networking with industries
- Providing vertical entries to learners, who have RPL certificates
- Organizing trainings to faculties involved in the assessment of learners

- Sharing infrastructure and academic support for successful implementation of RPL
- Monitoring of RPL centres
- Organizing awareness campaigns on RPL and spreading information to employers and job seekers
- Organizing job fairs at various industry campuses

## Challenges

India is a multicultural, multilingual country with lots of diversity. Having one inclusive policy for assessment of prior learning is a major challenge. In the absence of a national qualifications framework, it is a challenge to implement RPL. Innovative approaches need to be developed. As stated earlier, one needs to have a framework against which individuals' skills can be assessed. The process has begun. It is a challenge for India to upskill millions of people already working in informal sector.

The lack of a qualifications framework or well-established regulatory environment; the low proportion of potential beneficiaries, who can be accessed through formal workplaces; and the low demand for vocational education (let alone RPL) are all factors that make the introduction of RPL as usually understood a difficult undertaking in this country (ILO country Office for India, 2014).

However, followings are major challenges in implementation of RPL:

- National coverage, to ensure service quality and credibility
- Establishing a large number of centres for assessment at village levels
- Reaching to the marginalized people, with minimum costs for learners
- Providing information on the whole process of RPL in simple, understandable local language. Translating technical terms, especially names of equipment, in local language is another challenge for assessors.
- Providing good/adequate infrastructure with trained and qualified staff at all RPL centres to assess and validate competences of learners. It should be affordable, easily accessible, reliable and efficient.
- Guiding learners to prepare evidences of their learning
- Convincing learners about benefits of RPL
- Overcome fear that qualifications/ credits/ certificates acquired through RPL are inferior in quality
- Providing skills trainings as per demands of learners, who are willing to upgrade their skills (keeping in mind the demands of local markets)
- Developing rigorous, transparent process for assessment of skills to ensure quality
- Learners may not be interested in rigorous assessment
- Motivation/time constraint from learner's point of view. Most of the learners from informal sector are working. Coming to RPL centres for assessment of skills will require time. By taking out time from their daily wages activities

(loosing wages), how can one motivate learners to join the assessment tests? Learners may have other family obligations.

- Adult learners may not be in a position to submit supporting documents, which will confirm their skills acquired.
- Separate budget provision for establishment of full- fledged RPL centres at village levels
- Networking (cordial relationship) between employers/industries/enterprisers, RPL implementation agencies and learners. 'Learning while earning' policy should be encouraged.
- Minimal bureaucracy
- Creating demand for RPL by stakeholders
- Acceptance of RPL certificates by current rigid formal education system and biased industry. They may discriminate school-based learning as superior to other forms of learning.
- Creating awareness and establishing trust amongst industry to accept the learning outcomes gained in non-traditional settings. Changing current mindset that devalues learning outside the formal system of education
- Preparation of a separate inclusive policy on RVA, considering the diverse culture, multilingual states
- Non-interruptive fund flow for smooth functioning of RPL centres

## Conclusion

Lifelong Learning is imperative to promote and develop a learning society. It helps people to cope with the changing conditions. Recognition of non-formal and informal learning is a milestone of LLL strategy. India should take initiative to implement the policy for validation of non-formal and informal learning. RPL will ensure a more equitable distribution of job opportunities. It will enable millions of people to gain livelihood, which will result in an inclusive and sustained growth. It will address the skills gaps in today's market. This will also give a positive boost to labour market, with skilled workforce entering into it.

---

**References**

- Jin, Yang. (2015). *Recognition, Validation & Accreditation of Non-formal and Informal Learning in UNESCO Member States*. UNESCO Institute for LLL, Germany
- International Labour Organization Country Office for India. (2014). *Recognition of Prior Learning: Background and Proposal for a Pilot in India* DEFT Advisory and Research Private Limited. International Labour Organization
- Ministry of Finance, Dept. of Economic Affairs, Extraordinary, Part 1, Section 2. (2013). Retrieved on 15.1.17 from [www.nsdcindia.org/csec/wp-content/uploads/2016/01/NSQF-NOTIFICATION.pdf](http://www.nsdcindia.org/csec/wp-content/uploads/2016/01/NSQF-NOTIFICATION.pdf).
- MHRD. (2012). National Vocational Education Qualifications Framework (NVEQF). New Delhi  
[http://www.aicte-india.org/downloads/NVEQF\\_Notification\\_MHRD\\_GOI.pdf](http://www.aicte-india.org/downloads/NVEQF_Notification_MHRD_GOI.pdf).
- National Institute of Open Schooling. (2013). *Framework for the Recognition of Prior Learning*. New Delhi, National Institute of Open Schooling
- Prior Learning Assessment: Inside Out. Vol. 2, No. 2(2014). Wisconsin, USA
- Prior Learning Assessment: Inside Out. Back to Work: PLA/PLAR and Workplace Learning. Vol. 2, No. 2(2014). New York, USA
- Sasi, Anil. (2015). *Recognition of Prior Learning (RPL): A formal badge for non-formal skill*. Indian Express. New Delhi. retrieved on 25.12.2016 <http://indianexpress.com/article/india/india-others/formal-badge-for-non-formal-skill/>
- Sims Chris, Shamash Joe and Freccero Piera. (2012). *Credit where Credit's Due: Experiences with the Recognition of Prior Learning and insights for India*. Bangalore. India. City & Guilds Manipal Global.
- Singh, Ram Lakhan. (2013). India: The NVQF and skills recognition. Singh Madhu and Duvekot Ruud (ed.) *Linking Recognition Practices and National Qualification Frameworks*. UNESCO Institute for Lifelong Learning. Germany: Hamburg
- UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning. (2012). UNESCO Institute for LLL, Germany: Hamburg

## Understanding Socio-Economic Conditions of Rickshaw Pullers of Delhi after Introduction of e-Rickshaws

*Deepak Goswami  
Vandana Sisodia*

The origin of word 'rickshaw' is derived from the Japanese word '*jirikisha*', which means "human-powered vehicle" (Wikipedia). The rickshaw is one of the oldest modes of transportation and was first introduced in late 19<sup>th</sup> century. The cycle rickshaws are considered as the prominent mode of transportation for short distances in transport sector because it is eco-friendly and can easily go to places where other modes of transport cannot go. It is used all across the world, but more common in the Asian countries, especially in India and Bangladesh.

Cycle Rickshaw pulling is one of the important occupations of the unorganized sector, where approximately ten millions of poor migrants not only serve the transportation needs of the society but also try to meet out their own economic and employment needs (Kishwar, 2009). The rickshaw pullers have to earn their living by transporting people and goods from one destination to another by peddling for miles day and night, often carrying heavier loads. They are doing all these things just to earn bread for their family. Despite seeing the economic importance of cycle rickshaw to the low-income families and eco-friendly benefits of this occupation, the public attitude towards the cycle rickshaws in India, by and large, are negative. In all urban areas of the country, many people coming here for the sake of employment starts rickshaw pulling as a profession because in this they get instant money for their work, which is not enough for them as they have to save money for their family too (Begam & Binayak, 2004). In all urban areas of the country, the socio-economic conditions of rickshaw pullers are miserable. They are many times subjected to social ignorance, apathy and injustice. All these people are being treated as outcaste and unwanted burden on the society. The existing social assistance programmes have not reached to these people due to which they are still remaining as vulnerable population.

Like any other old cities, Delhi also has a large number of cycle rickshaws but their movement is restricted to only old city where they cruise through crowded places and narrow lanes. Most of the cycle rickshaw pullers are migrants from different places of India speaking different languages, many times in their own dialects. These rickshaws have no permission to enter into New Delhi. In the meantime, during Commonwealth Games in the year 2010 e-rickshaws were introduced to phase out the physically taxing cycle rickshaws as e-rickshaws are battery operated. Unfortunately, e-rickshaws have become an added transportation system with its



own brand with the result the cycle rickshaws continue to operate competing the new brand e-rickshaws. The end result is there is an intense struggle for the cycle rickshaw pullers in the competitive job market in which they continue for want of alternative job and alternative skill.

Hence, we have taken a topic to study the socio-economic conditions of the cycle rickshaw pullers after the introduction of e-rickshaws and restricted the same to the rickshaw pullers in and around the areas of University of Delhi only.

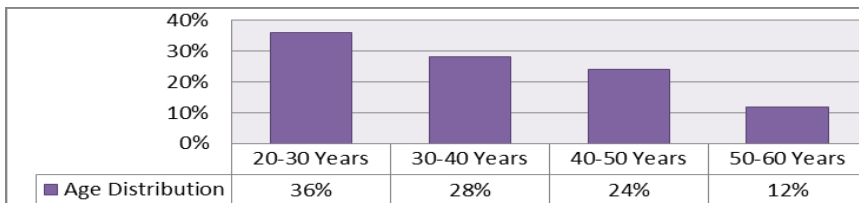
The objectives of this study are - to analyze the socio-economic status of rickshaw pullers, to find out their special skills and willingness to learn, to focus the implications of rickshaw pulling on their health and to analysis the effect of e-rickshaws on their work and income.

The methodology adopted by us is both observation and collection of data by using interview schedule. The number of respondents was fixed as 100. The collection of data through interview was done from the rickshaw pullers in their own places where they normally wait for the passengers. The waiting places are self-demarcated one by the group of rickshaw pullers themselves and normally they do not trespass into another area as it will create rivalry and fighting. The study was divided into two parts to cover definite aspects relating to their life, i.e. their socio-economic status and the effect of e-rickshaw on the earnings.

### **Findings of the Study**

Rickshaw pulling is a laborious task which, demands tough labour and good physical health. It can generally be delivered by young people with sound health conditions. Therefore, Age plays a pivotal and crucial role in rickshaw pulling, which is clearly seen in **Graph-1** given below.

**Graph – 1: Age distribution of cycle rickshaw pullers**

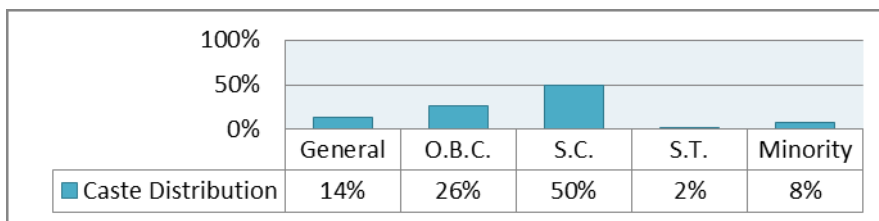


Around 36% of the rickshaw pullers belong to the age group 20-30 years. This is the age they have good health and intension to work and earn money. This is also the age for getting married and begetting children. The family responsibilities make them to earn whatever the job they get and whatever is the little skill they have they can use it. Around 28% of the rickshaw pullers found to be in the age group 30-40

years. Though the percentage is less than the one in the age group 20-30 years, it is still an appreciable percentage. This age group continues to be productive and reproductive with more or less the same health to that of the persons in the age group 20-30 years. However, the percentage declined further to 24% in the age group 40-50 years which clearly shows aging. Finally, 50-60 years group is only 12%, may be due to old age and less of strength to carry out the strenuous job of pulling the rickshaws with load. It was found from the interview that many of the elderly rickshaw pullers prefer to return to their hometown and those who decided to stay and continue rickshaw pulling face problem to find passengers, as many prefer to hire young rickshaw pullers over the aged ones as they think that the young can take them to their destinations faster.

The Indian society is stratified in the name of caste. Traditionally, a few castes could not come-up in the ladder even though opportunities are provided. Such people are left behind in the development with the result inclusive growth is a distant dream for Indian economy. People belong to low castes are not only socially backward but also economically. The hard and strenuous work classified as low is always attended to by low cast people. Cycle rickshaw pulling is one in that list which has been proved in our study also. Indian society also has religion as another aspect of division. In a predominantly Hindu nation, other religions also thrive which include Christianity, Islam, Jainism, Buddhism, Judaism. While the followers of other religions have become educationally and economically forward, the advancement made by them has not been reflected in the followers of Islam. Hence, more number of programmes of the government focuses for the improvement of Muslim minority, but still a long way to go. Hence, in our study we have collected data not only regarding the persons belong to SC, ST, OBC and General but also the Muslim minority who are engaged in rickshaw pulling. The data given in **Graph-2** shows the percentage of persons from different castes and minority engaged in this hard task.

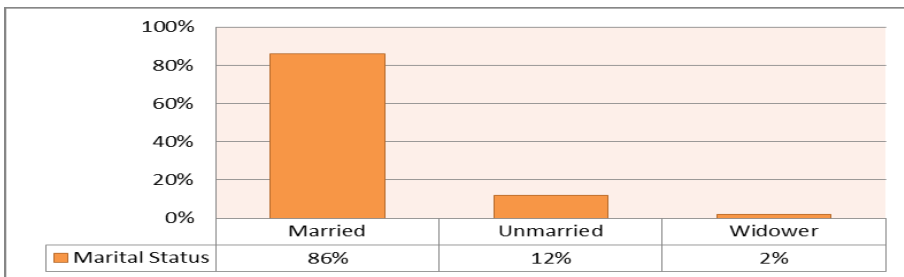
**Graph – 2: Caste distribution of rickshaw pullers**



It is very clear from the graph that maximum number of the rickshaw pullers (50%) belong to Schedule Castes which is followed by Other Backward Casts (26%). However, the Scheduled Tribes are only 2% leaving 14% for General Category in which all other casts come in. Around 8% of the rickshaw pullers are Muslims. Overall the data also reveals that poverty never asks for caste as both General and OBCs combined together is 40%.

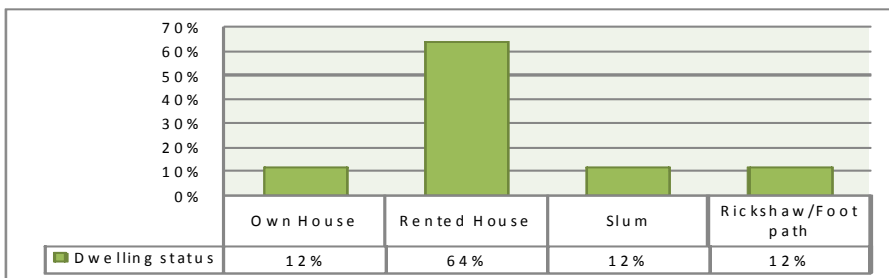
The **Graph-3** shows marital status of rickshaw pullers in Delhi University area. There is about 86% of the rickshaw pullers are married, 12% unmarried and 2% are widowers. The high percentage of married rickshaw pullers is because most of them are migrated from rural areas where early marriage is still predominant. Many of the unmarried rickshaw pullers are very young and they told that they plan to marry shortly. A few also told that their income is meager which is not sufficient to sustain their individual life and hence, not thinking of marriage which will be an additional burden in life.

**Graph – 3: Marital status of rickshaw pullers**

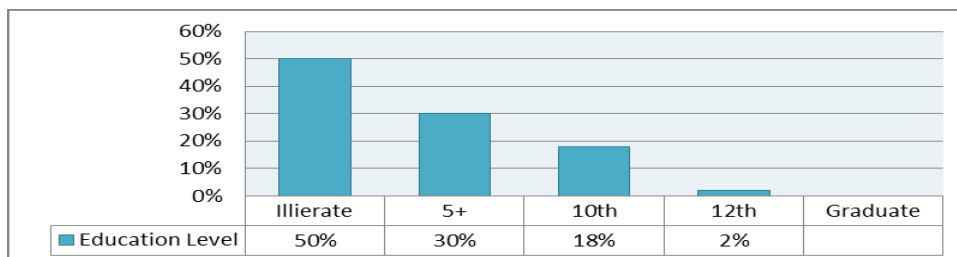


The **Graph – 4** shows the dwelling status of rickshaw pullers. As many of them are seasonal migrants they prefer to live in rented rooms sharing with other rickshaw pullers. Hence, it is as high as 64%. Around 12% have their own houses in the city, may be due to their parents permanently migrated to Delhi long before. Majority of such rickshaw pullers are second generation in the city. The data also reveals that 12% live in slum areas where the monthly rent is comparably low than other places. Another 12% neither have rented houses, nor own, nor in slums but sleep in their rickshaws and in the footpaths.

**Graph – 4: Dwelling status of rickshaw pullers**

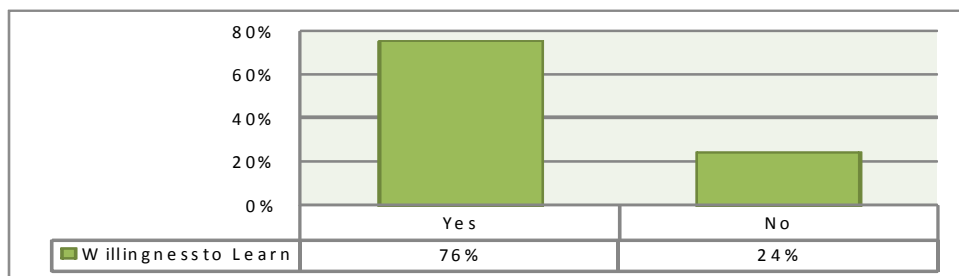


The level of education indicates the degree of social development. The data given in **graph - 5** shows the education level of rickshaw pullers.

**Graph - 5: Educational Status of Rickshaw Pullers**

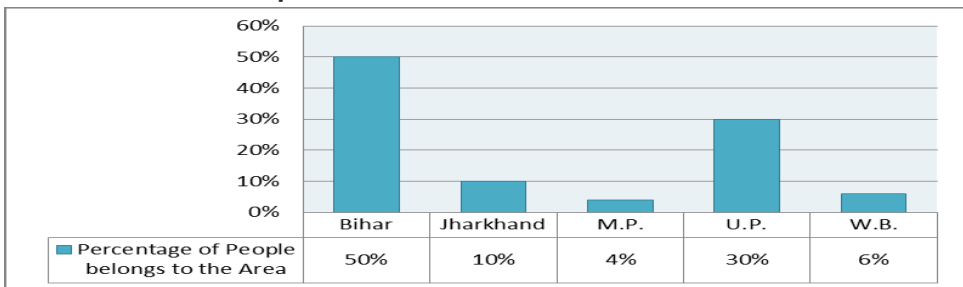
Majority of cycle rickshaw pullers (50%) are illiterate and (30%) of them are semi-literate or partially literate (primary or upper primary). The data also reveals that only (18%) of them are metric (10<sup>th</sup>), and (2%) of them are intermediate (12<sup>th</sup>). The illiterates and partially literate (primary) rickshaw pullers combine (80%) of all cycle rickshaw pullers, which clears the picture that rickshaw pullers are extremely backward not only socially and economically but also educationally. It may be due to their lower income, poverty, due to non-accessibility of the educational institutions, and prevailing thinking about education. Therefore, due to lack of education they are unable to opt other alternatives to earn basic livelihood. On the other hand, they could easily absorb under the profession of rickshaw pulling, which is easily accessible and here one can get instant money for their work.

The **graph - 6** shows the willingness of rickshaw pullers to learn or acquire new skills for upgrading their socioeconomic status. As given in the above **graph - 5**, the high percentage of illiteracy and partially literacy is the main cause of rickshaw pulling in migrated population. While interacting with rickshaw pullers during data collection, it is found that the majority (76%) of the rickshaw pullers are ready to acquire new skills to upgrade their socioeconomic condition, if government will provide it in their leisure time and assure employability to them. Those who denied (24%) learning/acquire new skills are mainly elderly rickshaw pullers and their main excuse was "their age", they said in this age what we will do by acquiring new skills or learn (i.e. they are old to learn) but some of them are ready to learn if that knowledge guarantee them a placement.

**Graph - 6: Willingness of Rickshaw Pullers to Acquire New Skills**

The rickshaw pullers are mainly migrated people from rural areas of the country, they migrated to urban areas of the country for the better opportunity of work. So that they can feed their family and fulfil their basic needs. The main causes of migration are poverty and less work opportunity (as shown in graph (8)). The following **graph - 7** shows the native place of rickshaw pullers. The majority of the rickshaw pullers (50%) are belongs to Bihar followed by Uttar Pradesh (30%) and (10%) Jharkhand. Around 6% belongs to West Bengal, and 4% belongs to Madhya Pradesh. The combine population (80%) of rickshaw pullers is migrated from Bihar and Uttar Pradesh only, which is due to the large population, less resources, and low level of education and employability in both of the states.

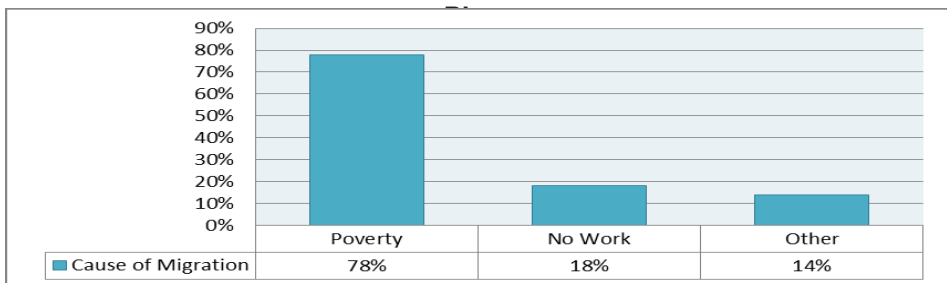
**Graph - 7: Native Place of Rickshaw Pullers**



There may be many causes of migration but the two main causes of migration are poverty (78%) and no work (18%) opportunities in native place. The **graph - 8** shows the causes of migration of rickshaw pullers, which leads them to migrate to the urban areas. The poverty leads many people to leave their home and force them to migrate to cities, where they indulge in this profession because of its easy accessibility and instant payment; here they live in a very miserable condition to save money for their family. If state governments will provide them some earning opportunities near their home then it will help in migration reduction. Some (14%) of them have other reason to leave their home like family dispute, fight, love, etc.

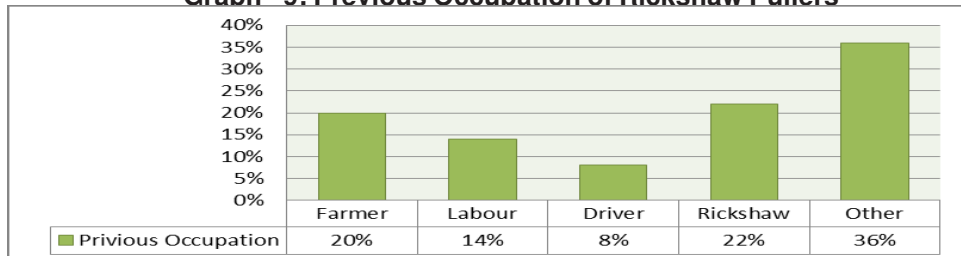
The natural disasters (like drought, flood, earth quack, etc.) are also being the cause of migration.

**Graph - 8: Cause of Migration of Rickshaw Pullers from their Native**



The previous occupation of rickshaw pullers is one of the important indicators for analysis of socio-economic conditions of them. The **graph - 9** shows the percentage distribution of previous work of rickshaw pullers.

**Graph - 9: Previous Occupation of Rickshaw Pullers**

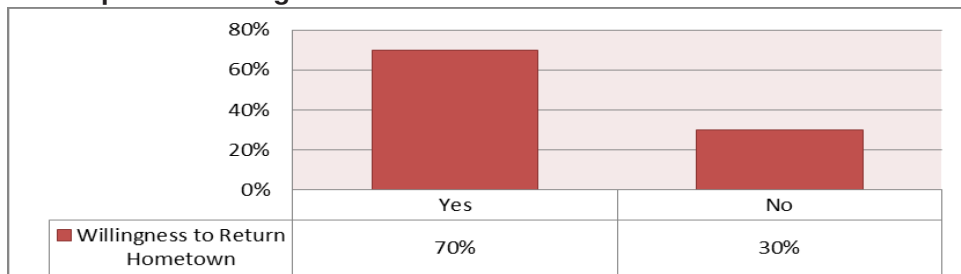


The majority of cycle rickshaw pullers (combines more than 70%) are seasonal labor, they prefer rickshaw pulling as their second option because the easy accessibility and the occupation requires no special skills as well as the instant money option attract many seasonal labors to this occupation. Around 22% of cycle rickshaw pullers were previously indulges in rickshaw pulling only followed by farming (20%), construction labor (14%) and driving (8%). Many (36%) of them were indulge in other labor work like, cooking, ice cream making, watchman, carpenter, etc.

No one wants to leave their home, if he/she gets enough opportunities of employability/work near their hometown. Many people migrated to urban areas in search of better opportunities of earning, which help them to fight with their poverty. The **graph - 10** shows the willingness of rickshaw pullers to return their hometown. Majorities (70%) of cycle rickshaw pullers show their willingness to return their native place, if they have good work opportunity there and around 30% of them denied to return their native place (many of them are permanently migrated to city by selling everything in their native place).

If the state governments and the center Government will provide better work opportunity to the person living in rural areas who mainly depends on agriculture, then they can reduce up to 60% of migration. MNREGA is one of the best examples in this case (if implemented better).

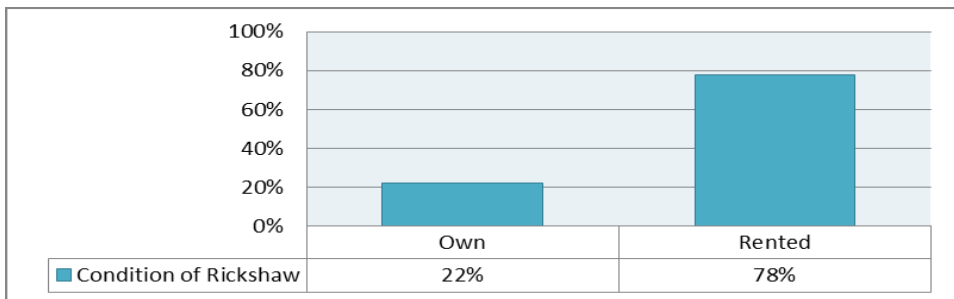
**Graph - 10: Willingness of Rickshaw Pullers to Return their Hometown**



Many of the rickshaw pullers are migrants and seasonal labor, so they are not in a position to own a cycle rickshaw. Hence, they took one on rent from a contractor, who owns surplus rickshaws. The main benefit of renting rather than owning a cycle rickshaw is that migrant rickshaw pullers can return to their work or villages during the peak farming period without worrying about the security of their asset. Seasonal and temporary migration is thus more in line with the rickshaw rental market. The **graph - 11** shows the ownership of rickshaw, it is clearly seen in the graph that around 78% rickshaws are rented and only 22% rickshaw pullers owns rickshaw. The other causes of not owning rickshaw are law and loan problem.

Per day rent of the rickshaw is up to 50-60 rupees, which is depends on the contractor (Thekedar).

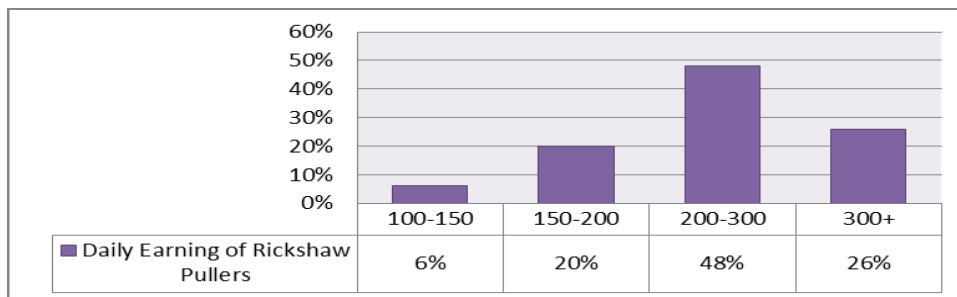
**Graph - 11: Ownership status of Rickshaw**



The following **graph - 12** shows the daily earning by the rickshaw pullers in rupees. In the graph, it is clearly that majority (48%) of rickshaw pullers in Delhi University area earns up to 300 rupees per day, some (26%) of them earns more than 300 rupees per day; around 20% of them earns up to 200 rupees per day. Only 6% of them earns up to 150 rupees per day (mainly elderly rickshaw pullers). Majority (74%) of rickshaw pullers earns up to 300 or more rupees per day in Delhi University area which is more than other rickshaw pullers, who are plying rickshaw in other part of the city.

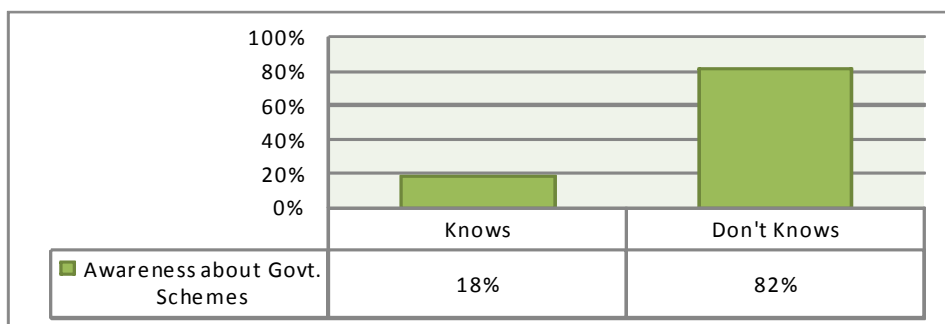
Many of the rickshaw pullers said that the 300 rupees are not enough for them as their expenditure per day is up to more than 150 (which includes rent of the rickshaw, food, and other daily needs) as mostly of them are living in a rented room so at the end of the month they also have to pay the rent of the room. Hence, after reducing all these expenditure, it is hard for them to save money for their family. The rickshaw pullers, who are permanently migrated to city, faced more problem as the expenses in the city are very high as compared to village.

During holidays (when colleges are closed), the one day earning of many of the rickshaw pullers reduced to 100-150 rupees.

**Graph - 12: Everyday Earning of Rickshaw Pullers in Rupees**

The awareness about the governmental policies among rickshaw pullers is very low, due to which, they are unable to take benefit of many welfare scheme and curse government for their condition. The main causes behind their non-awareness about governmental schemes are their illiteracy and the government machinery (which is responsible to implement the scheme properly and spread awareness about scheme to the masses). The data of **graph - 13** shows the awareness of rickshaw pullers about governmental schemes. Majority (82%) of the rickshaw pullers are unaware about any governmental policy. Only 18% of them are aware about governmental schemes, while asking them to name some schemes then they seems confused and some them replied few names i.e. Jan Dhan Yojana, Adhaar Card, BPL card, etc.

The lack of awareness about governmental schemes among rickshaw pullers is one the main cause of their vulnerability and marginality.

**Graph - 13: Awareness of Rickshaw Pullers about Governmental Schemes**

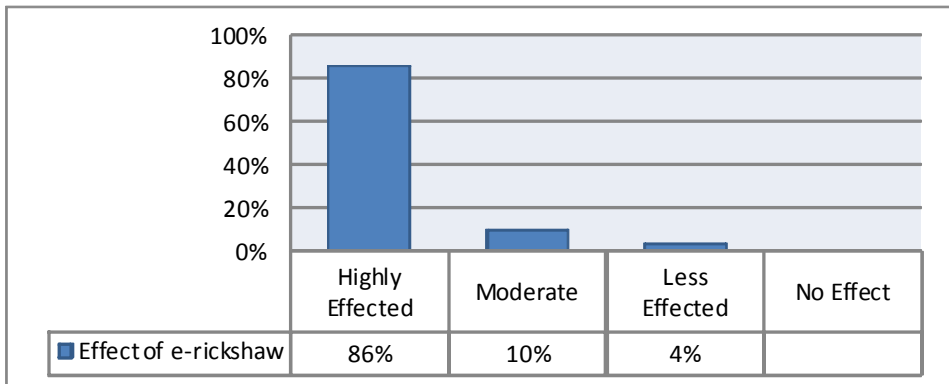
The main aim behind introducing the e-rickshaw was to replace them with existing cycle rickshaw but the government did not implement their scheme properly i.e. instead providing e-rickshaws to cycle rickshaw pullers they open the e-rickshaws for everyone. Therefore, the marginalized rickshaw pullers were not able to own their e-rickshaw (as they had no money to buy a cycle rickshaw then how they could able



to buy an e-rickshaw). After arrival of the e-rickshaw the cycle rickshaw pullers become more vulnerable in term of earning money. The e-rickshaw pullers become a tough competition for cycle rickshaw pullers as the e-rickshaw runs on electricity and faster than cycle rickshaw, and also charges less than cycle rickshaw pullers due to which the earning of rickshaw pullers reduced up to 50-75%.

The data of **graph - 14** shows, the effect of e-rickshaw on cycle rickshaw pullers; it is clearly seen in the graph that majority (86%) of rickshaw pullers are highly effected by the e-rickshaw (i.e. the e-rickshaw highly affect their earning), some (10%) of them thinks that the e-rickshaw somehow effect their earning, and around 4% of them said that there is very less effect of e-rickshaw on their earning.

**Graph - 14: Level of Effect of the e-rickshaw on Cycle Rickshaw Pullers**



Health always shows the socioeconomic status of a person and also informed about quality of life. The health problems and bad habits of rickshaw pullers are the main cause which affects their socioeconomic condition. Rickshaw pulling is an arduous job, therefore, this tough and tiring profession demands good and sound health. It has been reported during interaction with rickshaw pullers that they are suffering from many diseases due to malnutrition, unhygienic living standards, tough nature of work and pollution problems etc. but fortunately no one of them having any serious health problem, while asking them about health problem many of them replied that if they have any major health problem then they are not able to this arduous work. The main common health problem in the rickshaw pullers are cough, body pain, fever, different chronic dieses (T.B., Asthama, etc.) For which, they took medicines from the medicals stores (many of them) without consulting and medical physician or doctors. The most of the rickshaw pullers are plying rickshaw for whole day and doing hard physical work without having a proper diet due to which they feel weakness and body pain.

It is found that the majorities of rickshaw pullers take tobacco (chewing or smoking) and often drinks. They are defending their bad habits by saying that they are taking

this things because they wants to get rid of their tiredness of peddling and arduous nature of work. Some of the rickshaw pullers are gamblers and few of them are addicted to Ganja (opium). These bad habits makes their socio-economic status more worsen, it also deteriorate the overall life (social & Family). However, some of them have no bad habits, as they said that they here to earn money to feed their family and these bad habits may spoil their life.

## Conclusion

The study found that the condition of rickshaw pullers in Delhi University area is no better than the rest of them in other parts of the city. The major causes which compelled them to engage themselves in rickshaw pulling are poverty, unemployment, large family size, family disintegration, illiteracy, desire of work, debt, small size of land holdings, natural disaster etc. The Instant income, quick engagement, and no requirement of any especial skill in this work are also the cause to pull a number of populations to join this occupation. A majority of rickshaw pullers were rural-immigrants, who arrived to the city for better work opportunities by leaving their previous occupations (many of them are seasonal labor, who return to their previous job i.e. in peak farming season many of them return to their home for farming). The lack of proper parking place and irresponsible behavior of rickshaw pullers many times creates traffic problems during rush hours. Prevailing health problems were cough, body pain, fever, different chronic diseases among the rickshaw pullers. They use medical stores or poor, sub-standard private clinics for health care at free hours to get cheaper medicines for diagnosis. As, they earn very low income, their average daily income ranges from rupees 200 to 250 (better than other place but still very low). The study also underlines the need for a comprehensive policy of welfare of these marginalized millions as they provide easy and cheap transport option to the people besides contributing towards environmental conservations and protection.

The e-rickshaw pullers become a tough competition for cycle rickshaw pullers as e-rickshaw runs on electricity and faster than cycle rickshaw, and charges less than cycle rickshaw pullers due to which the earning of rickshaw pullers reduced up to 50-75%.

## References

Ali, Mushir (2013), Socio-economic analysis of rickshaw pullers in urban centers: A case study of Uttar Pradesh, India, ISSN: 2278-6236.

Aligarh Dainik Jagran, "Rickshaw", June 12, 2009.

Begum, S. and Binayak, S. (2004), Sustainable Livelihoods, Health Shocks and Urban Chronic Poverty: Rickshaw Pullers as a Case Study, Bangladesh Institute of Development Studies, CPRC Working Paper, Vol. 46, pp.1-26.

- Khan, J. H. (2010), "*Socio-Economic and Structural Analysis of Internal Migration: A Micro Level Study*", Serials Publications, New Delhi, p. 98-112.
- Kishwar, M. P. (2001), "Wheels of Misfortune, the License-quota-raid Raj and Rickshaw Pullers", November. Available at: <http://www.indiatogether.Org/manushi/rickshaw> (accessed 28October 2009).
- Kishwar, M. P. (2006), "Cycle Rickshaw: A Post Modern Vehicle-Challenging Government's Warfare against Citizen Friendly, Eco-Friendly Rickshaws", *Manushi*, Vol.157, pp. 20-33.
- Kishwar, M. P. (2009), "*Urban Informal Sector: The Need for a Bottom-up Agenda of EconomicReforms-Case Studies of Cycle Rickshaws and Street Vendors in Delhi*", In India: Urban Poverty Report, New Delhi: Oxford University Press, pp. 309-326.
- National Commission for Enterprises in the Unorganized Sector (2013)
- Peng, S. (1935), "Sanhai No Jinrikisha Mondai (The Rickshaw Problem in Shanghai)", *Shina Kenkyu*, Vol. 37, pp.197-226.
- Poirier, Y. (2009), "*Rickshaw Bank in India: An Initiative for Alternative Employment*", February, Available at [http://base.d-p-h.info/en/fiches/dph/fiche-dph\\_7718.html](http://base.d-p-h.info/en/fiches/dph/fiche-dph_7718.html).
- Prof. Pratibha J. Mishra and Suman Lakra (2014), Livelihood issues of unorganized laborers: With special reference to the rickshaw pullers in Bilaspur city, *International Journal of Development Research*, Vol. 4, Issue, 6, pp. 1228-1233, June, 2014.
- Rajvanshi, A. K. (2002), "Electric and Improved Cycle Rickshaws as a Sustainable Transport System for India", *Current Science*, Vol. 83, No. 6, pp. 1-6.
- Replogle, M. (1991), "Non-Motorized Vehicles in Asia: Lessons for Sustainable Transport Planning and Policy", Technical Report No.162, World Bank, Washington D.C.
- Saito, T. (1979), "Jinrikisha (The Rickshaw)", Sangyo Gijutsu Senta, Tokyo, Shenbao, Shanghai.
- Singh , Shashank (2014), A Study of the Battery Operated e-rickshaws in the State of Delhi, Centre for Civil Society, New Delhi.
- Takashi Kurosaki, Yasuyuki Sawada, Asit Banerji, and S.N. Mishra (2007), Rural-Urban Migration and Urban Poverty: Socio-Economic Profiles of Rickshaw Pullers and Owner-Contractors in North-East Delhi, New Delhi.
- The New Encyclopedia Britannica (1993), Vol. 10, p. 58.
- <http://www.manushi.in/articles.php?articleId=1610&ptype=campaigns>

## Role of International Organizations in Lifelong Learning

*Sudip Bhattacharya  
Prasenjit Deb*

Lifelong learning is offered as a means for enabling individuals, organizations and nations to meet the challenges of an increasingly competitive world. It suggests an extension of opportunity, involving all adults, whatever their interests or experiences. Malcom (1998) realized that there is also, however, a strong sense of expectation, even compulsion, with emphasis given to vocational forms of study and participation.<sup>1</sup> In recent years, lifelong learning has become one of the most outstanding education policy targets. According to Jakobi (2009), international organizations have promoted the idea of lifelong learning and disseminated the need for it to countries all over the world. As a consequence of their activity, lifelong learning has become a central element of modern education policy.<sup>2</sup> Lifelong learning has become the accepted currency of official contemporary dialogue on education to an extent that risks reducing it to rain slogan unless it is continuity subject to detail scrutiny. The concept of lifelong learning was developed during 1960s at the time of rapid growth in educational investments to serve precisely as a counterweight to the common equation of learning in general, and institutionalize formal school and University education, on the other. International Organizations are the main cause towards the diffusion of lifelong learning across the globe. International Organizations, in principle, have the five instruments at hand to influence national policy development such as, disseminating ideas, setting standards, providing financial means, coordinating policy efforts, and offering technical assistance.

International organizations were the principal supporter of lifelong learning when the concept was first developed in the early 1970s. Although different organizations used different labels, such as, Lifelong Learning, Recurrent Education, Permanent Education—they all emphasized that learning is a lifelong process and that all education should be organized around that principle. In the 1990s the idea re emerged, again conceptualized and propagated by International Organizations, this time however with a strong human capital rationale. Unlike the first generation idea, this new concept was advocated both by governments of the Western Industrialized Countries and Industry. Schuetze (2006) studied the role of International Organizations in the conceptualization and implementation of lifelong learning. They believed that International Organizations do not operate on their own but that their debates and agendas are influenced by National Governments who use them for pushing and legitimatizing their own political agendas.<sup>3</sup> Healy (2002), for instance, identifies to further distinctive characteristic of the lifelong learning agenda. In addition to learning being 'lifelong', it should be - life-wide because it does not stop at the door of a school or college and life-connected because it is fundamentally a social activity rooted in human commodity and interaction.<sup>4</sup>

## **Objectives of the Study**

In this connection, we have conducted a study with regard to international organizations working/promoting lifelong learning across the world with three objectives. The objectives of the study are given below:

1. to study different International Organizations working in the field of lifelong learning,
2. to assess the role of different International Organizations in promoting the lifelong learning across the Globe, and
3. to study the impact of the International Organizations in succeeding the lifelong learning to eradicate the basic problems of the developing countries with special reference to India.

## **Methodology**

The entire analysis is based on the secondary data available in the books of different writers, periodicals, the reports of different International Organizations, as well as their websites. This article explores the scope and limitations of lifelong learning as an object of policy. In the first, the evolution of the social democratic perspective is briefly illustrated. According to this perspective, it was suggested that an attempt to render lifelong learning as an object of policy entailed a reductionist concept of learning so that it stood for little more than the expansion of education and training provision. Analytic distinctions between education and learning, function and provision, policy and strategy, and markets and quasi-markets are employed to explore various policy models. It is suggested that this perspective on lifelong learning needs to be understood in relation to policies for welfare reform and the crisis of the welfare state. In effect, it amounts to the integration of education policy into wider policies for welfare reform.<sup>5</sup>

## **Discussion**

Lifelong learning has recently re-emerged as one of the “hottest” topics in public discussion about the organization of education and training for adults in the 21<sup>st</sup> century. The commonly agreeable topic of “lifelong learning” has demanded an analysis of the dynamics of “late modernity.” This article also examines current theories of late modern societies in terms of their implications for understanding the pre-eminence of lifelong learning. It argues that late modernity is the period of social development in which lifelong learning becomes the necessary condition of survival. Societies, organizations and individuals have to learn in order to survive in the lifelong learning society. In particular, the focus is upon the implications of new theoretical perspectives for the formulation of key research questions about adult and continuing education in the “lifelong learning society.” It also looks the issues concerning the societal organization of social allocation and the distribution of opportunities to participate in

lifelong learning. This is followed by an argument of the emergence of learning organization as specific arenas for the location of lifelong learning in late modern societies.<sup>6</sup> International organizations have played a fundamental role in the lifelong learning. With the notable exception of the Nordic Countries, the promotion of lifelong learning from the end of the 1960s over the next decade was most closely associated with the International Organizations.<sup>7</sup> Now the question is why lifelong learning should have been such a territory of the International Organizations? The brief overview of the International Organizations responsible for promoting the lifelong learning is as below.

Establishment of International Institutions has become a central feature of modern international politics. Participation in International Organizations, which itself is often used as an indicator of integration into the Wider World System, may lead to the active incorporation of nation states with worldwide connotations. There are four principal International Organizations, constituting national state members, which have the capability to influence globalization and regionalism profoundly. They are World Trade Organization (WTO), International Monetary Fund (IMF), World Bank (WB) and United Nations (UN)<sup>8</sup> and they have emerged as a product of “multilateralism” in the outcome of the World War II. Multilateralism “refers to forms of collective action among states on the international level”. Now we would like to give a brief description about the World Bank (WB), Organization for Economic Cooperation and Development (OECD), United Nation Educational, Scientific and Cultural Organization (UNESCO), and European Union (EU) to highlight how they overlap and differ in their work in the field of lifelong education.

## **World Bank**

The World Bank, often referred to as “The Bank,” was established in 1944 during the re-constructionist period of post-World War II with the mandate to support the post-war construction of Europe. Stemming from the International Reconstruct Development Bank, in the late 1950s, the Bank’s objective changed from reconstructing war-torn Europe to focusing on the priorities of newly emerging developing countries. According to World Bank, its mission is “to fight poverty with passion and professionalism for lasting results and to help people help themselves and their environment by providing resources, sharing knowledge, building capacity and forging partnerships in the public and private sectors” (World Bank 2011a). The Bank supports equitable and sustainable long-term development by providing various types of loans to middle-income and credit-worthy countries (through the International Bank for Reconstruction and Development [IBRD]) and offering assistance on concessional terms to the World’s Poorest Countries through the International Development Association [IDA]; (World Bank 2010b). The Bank is considered the world’s largest funder of education and the largest international development research institute, particularly in the global South. The Bank is committed to embedding discourses of marketization, privatization, flexibilization, and deregulation. However,

the term “neoliberal” is not one that many Bank staff would apply to their work, nor do the Bank’s policies replicate the hyper aggression of 1980s’ “Washington Consensus” neoliberalism.

### **Organization for Economic Cooperation and Development**

The Organization for Economic Cooperation and Development originated in September 1961 derived from the Organization for European Economic Cooperation (OEEC). The OEEC was created in late 1940s to supervise the European Recovery Programme (i.e., Marshall Aid Plan) instituted by the United States to economically revive Western Europe after World War II. In the mid to late 1950s, as the recovery reached its peak, the OEEC’s mandate came to an end. As a result, the Organization for Economic Cooperation and Development was born whose geographical coverage extended beyond Europe and included the developed world’s 30 major national economies. Its mission was committed to promoting democracy and the market economy. The current mandate of Organization for Economic Cooperation and Development is to support economic growth, promote employment, and assist countries in their drive to economic development, and advance world trade and democracy. The Organization for Economic Cooperation and Development’s policy influence derives from its knowledge production capacities and the subsequent perception of the “quality of its information and analysis”. It regularly publishes influential cross-national, comparative statistics, and indicators. Unlike the World Bank, the Organization for Economic Cooperation and Development has a broader political influence because it has a much more inclusive social agenda by balancing economic and social policy objectives. To this end, the Organization for Economic Cooperation and Development sustains a social agenda without excluding the orthodox economic policy agenda and vice-versa.

### **United Nation Educational, Scientific and Cultural Organization**

The United Nation Educational, Scientific and Cultural Organization began in 1946 and is derived from the International Institute of Intellectual Cooperation (IICI) and the International Bureau of Education. This organization grew out of the mid 1940s’ war-torn social conditions in Europe. In 1945, a United Nations Conference was convened for the establishment of an educational and cultural organization. In this conference, the representatives of 44 countries gathered and decided to create an organization that would embody a genuine culture of peace (UNESCO2010a). According to United Nation Educational, Scientific and Cultural Organization’s (2010b) Website, its current mandate is to “contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.” It is one of the International Organizations with a mandate in Lifelong Learning. It plays an important standard-setting role through its regional conventions on recognition of qualifications, which are legally binding instruments that have been ratified by 100 member nation-states

(UNESCO2004). Unlike the World Bank and Organization for Economic Cooperation and Development, the United Nation Educational, Scientific and Cultural Organization has a more inclusive social agenda of Lifelong Learning by emphasizing human rights, cultural diversity and implementing the scheme of Technical and Vocational Education & Training (TVET). However, the organization still supports a lifelong learning regulatory agenda by focusing on cross-border quality assurance that normalizes global and national markets.

## European Union

Historically, the idea of a European Nations' Union grew out of a desire to maintain peace after World War II. This political plan was focused on economic ties. In the following decades, as more countries joined and economic union became insufficient, a new union was assembled to embrace wider political, economic, and social policies. This broader social perspective changed the title of the union from the European Economic Community (EEC) to the European Union after the Maastricht Treaty in 1992. Now, again in 2016, the United Kingdom wants to quit from the European Union and hence, the European Union may again be restructured. The European Union reflects an economic agreement facilitating free trade and a social and political union among member countries. The Maastricht Treaty recognized the European Union's role in promoting education and cooperation among European Countries.<sup>9</sup>

International Organizations have promoted the ideas that the lifelong learning is the important tool for national and individual progress. They have underlined its role in ensuring economic development at the advent of the knowledge society, for industrialized countries as well as developing nations or countries in transition. They have also emphasized the need for lifelong learning in the context of individual employability and self development. Examples of International Organizations that disseminated the idea of lifelong learning are UNESCO and its "Commission for Education in the 21<sup>st</sup> Century", the OECD meeting on "Lifelong Learning for All", the "European Year of Lifelong Learning", and the World Bank Conference on Lifelong Learning. Standard setting activities have been undertaken by UN Organizations such as UNESCO or ILO and their respective recommendations in the context of Adult Education as well as benchmarks created within the framework of OMC education. Financial means, as a third instrument for lifelong learning promotion have been invested by the World Bank and the EU.<sup>10</sup>

The effects of International Organizations in various continents are given below:

## Europe

When lifelong learning emerged as a key theme of educational policy in 1990s, International Organization (UNESCO, OECD, EU etc.) played a decisive role. In 1970s, the UNESCO had stimulated about 'Lifelong Education' (1972), the OECD about 'Recurrent Education' (1973). In contrast, the EU had no such pedigree.



Although, the Council of Europe had advocated 'Permanent Education' as early as 1966, the EU itself had been silent. Since then, lifelong learning has developed from a policy concept popular among International Organizations into a central feature in educational, welfare and labour market policies, and a key element in private and third sector activity-across the 'developed' World. This is concerned with the development and nature of the EU's thinking on lifelong learning, with the part this plays in shaping public policy within member states, and with how the EU interacts with other 'actors' in relation to lifelong learning.<sup>11</sup>

## Asia

Many International Organizations have certain education components in their programmes. International organizations are active in Asia in similar ways for the rest of the world, such as agenda setting, innovating and disseminating fresh ideas through the coordination and distribution of statistics and policy papers and effective solutions to national problem, and creating professional transnational networks in the field of educational policy through the organization of conferences. As one of the oldest and most wide-ranging organizations, United Nations (UNESCO) has been actively influencing educational policy making in Asia. By developing and proposing conventions, resolutions and recommendations in the field of education, by promoting lifelong learning, and by establishing worldwide applicable quality assurance system, it shapes policy concepts in its Asian member-states. It established the Asian regional office for primary and compulsory education, which later became the Asia and Pacific Regional Bureau for Education at both Bangkok and New Delhi, to interpret global priorities and goals in a regional context. Another UNESCO regional inter-country cooperative programme, the Asia-Pacific Programme of Educational Innovation (APEID) aimed to strengthen its member-states' capabilities at national and local levels for creation and the use of educational innovation in achieving national goals.

There are a number of other International Organizations that are influential in Asia. The Organization for Economic Cooperation and Development (OECD), for example, publishes annually 'Education at a Glance', which covers Asian Countries. Multilateral collaboration with international organizations is an important part of Asian countries' foreign policy in education. Within the past three decades, Asian Countries have worked with UNESCO, the World Bank, the European Union, the OECD and the WHO. From 1980's, most of the Asian countries began to work with the United Nations Development Programme (UNDP) in education. The UNDP provided with much needed technology and financial assistance, which allow inviting foreign experts and to organize overseas trips for both scholars and officials.<sup>12</sup>

## India

The present Indian education system gets acceleration from the National Policy on Education in India, 1986 (modified as Programme of Action in 1992) considers lifelong education as the cherished target of the educational practice which assumes

universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers and professionals to continue the education of their preference at the pace suited to them. It detects that the serious development concern is the continuous up gradation of skills so as to create manpower resources of the kind and the number requisite by the society. It recommends that the future drive will be in the direction of Open and Distance Learning. These policies were interpreted into practice, and a number of lifelong learning programmes were planned by governmental and non-governmental organizations and universities. The Mumbai and Hyderabad Statements on lifelong learning in 1998 and 2002 which highlighted lifelong learning as a "guiding principle" and an "overarching vision" that seems to have publicized the concept. The Hyderabad Statement on lifelong learning clarified the role of lifelong learning in creation of a learning society and learning community. It emphasized empowering people, expanding their capabilities and choices in life and enabling individuals and societies to deal with the new challenges of the 21<sup>st</sup> century. However, no concerted effort has been taken since independence to combat the situation like universalisation of lifelong learning. Though Indonesia and China got their independence almost in the same time as India, still they went far ahead due their strong political determination than India. The review of the existing programmes of lifelong learning in India shows that the basic aim of creating a literate environment and learning society has not been fulfilled mainly due to the limitations of the programmes and scarcity of funds. There is lack of innovations, documentations and disseminations of the programmes. This may be because of the inadequate and poor quality of professional training of programme managers. Besides, there is considerable duplication of programmes offered by different agencies leading to wastage of limited resources. In view of the reduction of funding support to Adult Education by 18% during the year 2007, it is of utmost significance that different providers of lifelong learning programmes make collaborative efforts to economize and also develop proper mechanisms of certifications based on commonly worked out evaluation criteria.<sup>13</sup>

## Conclusion

The study revealed that the role of International Organizations on the developed countries is more effective. The reasons are obvious. The population is less, literacy rate is high, and the fund mobilization towards functionally literate programmes, in real situation, is high. In the Country, like India where the population is nearly 1.3 billion and the rate of literacy is still less than 80 per cent. No concerted continuous efforts have been taken since independence from the part of Union and provisional Governments for the enhancement of functional literacy rates. Out of 1.3 billion, only 23.8 million people were engaged in different Government or Government sponsored organizations and it is presumed that only 0.4 billion people were engaged in different unorganized sectors. The unemployment figure is varied from 0.60 to 0.70 billion. The rate of growth of unemployed people every year is constantly increasing. If such growth rate will continue then the situation of the country will come under severe depression. The role of International Organizations, hence, would be more prominent and Lifelong Learning is only way to reduce the unemployment rate of the country.

## References

Malcom, Tight(1998). Lifelong Learning: Opportunity or Compulsion? Journal British Journal of Educational Studies, Volume 46, Issue 3.

A. Jakobi(2009). International Organizations and Lifelong Learning, Palgrave Macmillan, U.K.

Hans G. Schuetze(2006). International concepts and agendas of Lifelong Learning, Compare: A Journal of Comparative and International Education, 36(3).

Healy,T. (2002) Social Capital and Lifelong learning – issues of public policies, lifelong learning in Europe VII,1,4-9.

Colin Griffin (1999). Lifelong learning and welfare reform, International Journal of Lifelong Education, Volume 18(6).

Barry J. Hake (1999). Lifelong Learning in Late Modernity: The Challenges to Society, Organizations, and Individuals, Adult Education Quarterly

Michael Williams and Graham Humphrys, Citizenship Education and Lifelong learning, Nova Science publishers, New York, 2003.

Riyad A. Shahjahan. The Roles of International Organizations (IOs) in Globalizing Higher Education Policy.

John Holford & Vida A. Mohorèè Špolar. Neoliberal and inclusive themes in European lifelong learning policy, available at [core.ac.uk/download/pdf/9403776.pdf](http://core.ac.uk/download/pdf/9403776.pdf) retrieved on 09.10.2016.

Roberta Malee Bassett and Alma Maldonado-Maldonado (Edited)(2009). International Organizations and H.E. Policy Thinking Globally, Acting Locally? Rowledge, New York.

SHAH, S.Y(2007). The Policy and Programmes of Lifelong Learning in India: A Brief Overview, Asian Society of Lifelong Learning held in Seoul, November14-16, available at <http://asemllhub.org/policy-briefs/lifelong-learning-in-india-a-policy-perspective> retrieved on 09.10.2016.

Milana, Marcella. & Nesvit, Tom. (2015) (Edited). Global Perspective on Adult Education and Learning Policy, Pal Grave, Macmillan, U.K.

<http://indianexpress.com/article/india/india-others/indias-population-as-of-today-1274239769-and-growing/> retrieved on 09.10.2016.

<http://en.unesco.org/sdgs> retrieved on 09.10.2016.

*Census Report ,India.*2011. available at [www.censusindia.gov.in](http://www.censusindia.gov.in) retrieved on 09.10.2016.

Government of India, 1992. Programme of Action. New Delhi: Ministry of Human Resource Development.

[www.pmkvyofficial.org/](http://www.pmkvyofficial.org/) retrieved 11.09.2016.

**(Footnotes)**

<sup>1</sup> Malcom, Tight(1998). Lifelong Learning: Opportunity or Compulsion? Journal British Journal of Educational Studies, Volume 46, Issue 3.

<sup>2</sup> A. Jakobi(2009). International Organizations and Lifelong Learning, Palgrave Macmillan UK

<sup>3</sup> Hans G. Schuetze(2006). International concepts and agendas of Lifelong Learning, Compare: A Journal of Comparative and International Education, 36(3),pp. 289-306.

<sup>4</sup> Healy,T. (2002) Social Capital and Lifelong learning – issues of public policies, lifelong learning in Europe VII,1,4-9.

<sup>5</sup> Colin Griffin (1999). Lifelong learning and welfare reform, International Journal of Lifelong Education, Volume 18(6), pp. 431-452.

<sup>6</sup> Barry J. Hake (1999). Lifelong Learning in Late Modernity: The Challenges to Society, Organizations, and Individuals, Adult Education Quarterly

<sup>7</sup> Michael Williams and Graham Humphrys, Citizenship Education and Lifelong learning, Nova Science publishers, New York, 2003.

<sup>8</sup> Roberta Malee Bassett and Alma Maldonado-Maldonado (2009)(Edited).International Organizations and H.E. Policy Thinking Globally, Acting Locally? Rowledge, New York, p. 174.

<sup>9</sup> Riyad A. Shahjahan. The Roles of International Organizations (IOs) in Globalizing Higher Education Policy,

<sup>10</sup> A. Jakobi(2009). International Organizations and Lifelong Learning, Palgrave Macmillan UK, pp. 149-150.

<sup>11</sup> John Holford & Vida A. Mohorèiè Špolar. Neoliberal and inclusive themes in European lifelong learning policy

<sup>12</sup> Roberta Malee Bassett and Alma Maldonado-Maldonado (Edited).International Organizations and H.E. Policy Thinking Globally, Acting Locally? Rowledge, New York, 2009, p. 176.

<sup>13</sup> SHAH, S.Y. The Policy and Programmes of Lifelong Learning In India: A Brief Overview, Asian Society of Lifelong Learning held in Seoul, November14-16 ,2007.

## **Indian Higher Education Lagging behind in Quality– Issues and Reasons**

***Asma  
Farooq Ahmad***

Indian higher education institutions Taxila, Vikramshila and Nalanda occupied a place of prominence in ancient times with the result students not only from within the country but also from foreign countries like Korea, China, Nepal, Burma (now Myanmar) Ceylon (now Sri Lanka) came to these institutions to pursue higher learning. Even today India is a country which has the largest number of higher education institutions in the world. The number of universities are 712 out of which 42 are Central Universities, 310 are State Universities, one Central Open University, 13 State Open Universities, 143 State owned Private Universities, 127 Deemed Universities, 68 Institutions of National Importance and 5 Institutions under State Legislature Act (AISHE 2013-14). By now the number would have increased further. The national level body which reasonably governs the higher education in India is University Grants Commission (UGC). It has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities - that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. The mandate of UGC includes promoting and coordinating university education, determining and maintaining standards of teaching, examination and research in universities, framing regulations on minimum standards of education, monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges, serving as a vital link between the Union and state governments and Institutions of higher learning and advising the Central and State governments on the measures necessary for improvement of university education. According to India's department of science and technology DST the India's global share of scientific publications is about 3.5% and is ranked at the 9<sup>th</sup> position in the world (Asma et al 2015).

The student enrolment in Indian higher education in different disciplines are – 40.69% in Arts/ Humanities/Social Science, 16.34% in Engineering and Technology, 14.53% in Commerce, 12.60% in Science, 4.11% in IT and Computer, 2.87% Medical Science, 2.19% in Management, 0.95% in Law, 3.10% in Education, 0.46% in Oriental learning, 0.55% in Agriculture and 1.60% in others. (AISHE Portal). The GER in our country is at 18% which is below than the global average of 27%. When we compare India with China and Brazil in terms of GER in higher education, China has 26% and Brazil 36%. (Understand India: the future of higher Education and opportunities for International cooperation February 2014).

## Quality of Education

The quality of higher education in India does not compete with the global level. No Indian higher education institution is listed in the top 200 universities reported in 2013 by the Times Higher Education Supplement. The concern expressed by the Hon'ble President of India, Shri Pranab Mukherjee at Indore on 28<sup>th</sup> January 2014 is noteworthy as he regretted that many higher education institutions in the country lacked the quality to produce graduates for global markets. Due to this reason many Indian students prefer to go foreign higher educational institutions for further studies. A study shows that Indian students going abroad spend nearly US\$ 6-7 billion each year which is not only by the higher classes but also middle class too. The reason told for spending life time savings for educating their children abroad was for sound and quality education. Again on 26<sup>th</sup> February 2014 the Governor of Odisha also in his address at KIIT University, Bhubaneswar on the occasion of All India Vice Chancellors Conference expressed concern over the poor quality of higher education in India and said the Indian universities to take a place of pride it may be a long way to go.

India is one of the countries in Asian region with vast landscape and population. It is rich in culture, rapid industrialization, biggest market for the world countries, many innovations, good scientific knowledge and above all fast growing economy and stable political system to govern. However, it also faces a myriad of problems like poverty, environmental degradation, unemployment, terrorism, uncontrolled population, corruption etc. Hence, we selected the present topic for the reasons that quality education is the remedy for all the challenges and fastens to find out new ideas and innovations and helps a lot for the development of societies. For this we have conducted a study based on the data available from the secondary sources like monographs, books, journals, research papers, government reports, internet sources and websites, The outcome of which is enumerated here.

There are two types of impediments in front of Indian higher education. One is the General in nature and another one is particular.

- ◀ Paucity of quality education.
- ◀ Prudent infrastructure of higher education.
- ◀ Intervenes of politics in the higher education Institution in the name of regulation.
- ◀ Absence of good teachers at higher education level.
- ◀ Indigent quality of research.

The above mentioned impediments are general in nature therefore we did not concentrate on these common impediments in the present paper. Hence the authors want to show their gravity on particular impediments as these are highlighted :

- 
- ◀ Impediments faced by marginalised groups in Indian higher education.
  - ◀ Attrition in the status of Universities.
  - ◀ Women and higher education.
  - ◀ Veracity of seminars in our higher education.

### **Impediments faced by Marginalised groups in Indian higher education**

The representation of these Indian marginalised groups in the higher education is not so impressive. The total number of students in higher education belongs to the marginalised are: 4% were scheduled tribes, 13.5 % Scheduled castes and 35% other backward classes (The Hindu Jan.26-2016). Among these groups only the elite class are taking the benefit of Govt. policies and rest are still away from the rope of educational development. There are three reasons which according my opinion are responsible for exclusion of these groups from higher education are as prudent economic conditions of these groups, dearth of proper communication between govt and these groups and the discrimination on the name of cast, religion in the educational Institutions. However the Indian govt at different times have taken copious efforts for the amelioration of these groups in multiple ways but after all the outcome are not fruitful because the benefit of the policy did not reach the right door. There are also special constitutional provisions enshrined in our constitution against the discrimination on the bases of gender, religion and caste but still these groups are discriminated which fetter them in accessing the higher education in the country. I think this is the main challenge for inclusive concept of higher education in our country as we have wear the kurta of equality on the hearts that are full with the blood of caste and hate. Unless we did not change this heart into the heart of love for the community till all type of Govt. efforts are in vain. In 2013 Samson Ovicegan in a study on the experience of Dalits in an elite Indian university reported that this university is yet another arena in which the practice of caste division continues exist. Many times the students belonging to these marginalised groups students end their lives by themselves and the research indicates that experience of discrimination, exclusion and mortifying are the predominant reasons of suicide among the students of Dalit community. To cite the example of another marginalised community Muslims whose population share is near about 14% in our total population? The condition of Indian Muslims is worse off than Scheduled castes and Scheduled tribes. Only 4.4% are enrolled in the higher education Institutions in the country (all India survey of higher education 2014-2015). Muslims are still out of schools (Kundu committe report 2013). It is apparent from the report that when the Muslims are even out of the schools so how they will reach in higher education of the country. The community also feels that Muslims are discriminated on the multiple forms. So, it is the reason the Kundu committee 2013 recommends the formulation and enactment of comprehensive anti-discrimination legislation for the betterment of the community.

Therefore, it huge challenge in front of higher education that how maintain inclusive and auspicious environment for these marginalised groups in the higher education Institutions of the country. The second impediment is how to increase the enrolment

ratio of these marginalised groups in the higher education Institutions as most of them are still out of education.

### **Attrition in the status of Universities**

‘Education is like a catalyst which alters the pace of social, economical and intellectual development in the society. But in the current period the catalyst is in the disaster due to the storm of globalisation. The repercussion of this the catalyst has been coated by the paint of materialism and careerism. Therefore the catalyst begets the materialistic minds rather than intellectuals in the society.’

Due to the clench of privatisation the basic meaning of higher education is changing very fast in our country. The prime roles of the higher educational Institutions are to produce the fruits in the form of intellectuals who will help in developing the society and the Nation. In ancient times these higher education Institutions were treated as the temples of intellectuality and human development. The highest higher education Institution in our country is University. In Urdu University is called as (Danesh gaa) means place of intellectuals. Nehru the first Prime Minister of India in his address to Allahabad University defined the aim of University ‘a University stands for Humanism, for tolerance for reason, for the adventure of ideas and for the research for truth’. The university education commission 1949 has also highlighted the aim of University in its first chapter of the report. The report defined that the Universities are the homes of intellectual adventures and organs of civilization where the intellectual pioneers of civilization are to be found and trained. These universities are the sanctuaries of the inner life of the Nation. In the contemporary period the status of universities in our country are declined rapidly due to the disaster of materialism and hedonistic consumer passion among the denizens of the Nation. Now these higher learning Institutions have become factories where the students are to be trained for the labour market.

Vocational educational courses are also important for the development of the Nation but we have to maintain the balance between the vocational courses and intellectual objective of higher education. Now a day in our country more focus are given to the vocational educational courses and the intellectual aim of higher education has been put aside by our policy makers. I think the direction in which our higher education is moving in the present time will not be the fruitful for the interest of our Nation in the cultural perspective. In this networking society every student is in the race to get a degree to fulfil his consumer needs for this many students’ uses the wrong routes also and in this way erosion of quality education takes place in our country. In addition to this it begets myriad of depravity ways in our society. To take the advantage of this depravity many elites of the country are deceiving people in the name of job oriented courses. They have opened the market of spurious higher education Institutions in the name of vocational courses which is the enigma and the repercussion of this it decimates the label of governance of the higher education in the country.



This is the mighty hindrance in front of our higher education that how to maintain a balance between intellectual component and the vocational component of higher education in this hi-tech materialistic networking society. In addition to this in my opinion there is one more challenge to our higher education that is how to preserve the temples of intellectuality of the country from the inundating negative forces of globalisation.

### Women and Higher Education

The representation of women in the higher education has gradually increased due to the National and International efforts. The female population of our country according to the census of 2011 is 58.65 cores. The literacy rate among the females is 64.6% while as the same among males is 80.9% (2011 census). The gross enrolment ratio of females in our higher education is 19.8% at the same time the gross enrolment among the males is 22.3% (2012-13 AISHE Portal). Therefore it is manifest from the AISHE portal data that the females are lagging as compared to males in the higher education. The enrolments of males and females in different programmes of higher education are as in shown in below (in %):

S. No.	Name of programme	Male	Female
1	BA	28.22	37.84
2	B.Com	11.51	11.30
3	BSc	10.41	12.09
4	B.Tech	9.10	4.46
5	BE	8.07	4.06
6	B.Ed	1.34	2.84
7	LLB	0.86	0.48
8	MA	3.45	5.42
9	MSc	1.59	2.31
10	MBA	2.25	1.44
11	M.Com	0.77	1.16
12	MCA	0.92	0.75
13	MBBS	0.46	0.52
14	M.Tech	0.61	0.52
15	ME	0.25	0.22
16	Others	20.20	14.72

Hence it is patent from the above table that that enrolment of girls in higher education is mainly confined to the academic courses.

The number of girls per hundred boys enrolled in different stages of education as it is 94 at primary, 95 at upper primary, 89 at secondary, 87 at senior secondary and 81 in higher education (AISHE Portal 2012-13). The data reveals that the enrolment

numbers of girls are decreased at the level of higher education as it is 87 at senior secondary and 81 at higher education. If we compare the data of pass outs in higher education among males and females the females are behind the males. The total pass outs in higher education is 7940680 out of which males are 4010112 and females 3930568 (AISHE Portal 2012-13).

In my Opinion to tickle the enrolment issue of women in higher education Govt. should open the women Universities and more women colleges in every state of country where only women can study. There should be complete female staff in these higher learning Institutions. There are lot of denizens of the country who curtails daughters from higher education because of male dominating environment in the universities. A significant number of females of the country are not comfortable with the patriarchy environments of university departments and most of them left the education. Even some religious communities in our country are not allowing their female flock to study in Co-education Institutions of higher learning.

### **Veracity of Seminars in our Higher Education**

Seminars are very important component of the research. A group of research students, academicians and the subject experts assemble in any place to exchange the results of their research work through reports and discussions on a specific theme selected by the organisers of the seminar. The main aim of these seminars in social science is to find the solution to problems germinated in the society. In the present time the quality of these seminars has been degraded. They have become just a place of gathering. The way these seminars are organised it will lead noxious repercussions on the research. We have participated myriad number of seminars in the social science funded by either ICSSR or UGC. Therefore we have made some observations during these events. The first thing that we have observed as these seminars have become a way of earning money for organisers through registration fee. The second thing which we have often noticed in these seminars very less time is provided to the paper presenters. The third thing which we have seen is that the selling of certificates to those who even did not attend the seminar. In addition to this during the paper presentation tenuous persons are listening to the presenter.

**References**

Asma & A. Farooq (2015). Problems of Higher education in the Hilly areas of Kumaun region: an analytical study, quest international multidisciplinary research journal vol –IV issue –XI Dec. Page 96-100.

Discussion with University Students.

Educational statistics at a glance by the Ministry of Human resource Development Bureau of Planning, Monitoring and Statistics New Delhi 2014.

Governor's speech at Bhubaneswar, All India vice Chancellor's Conference at KITT University. 26 Feb. 2014.

Jyoti Jindal. (2013) Value based education need of the day, International Journal of management and technology (2) 9.

K. Viyyanna Rao. (2011) Challenges of Higher Education in India, University News (49) 18.

Lack of Quality higher education compels Indian Students to study abroad 10 March 2015 at Daiji world.com. [www.Daijiworld.com](http://www.Daijiworld.com) / news /news – disp. Access the page 29 / 6 / 2015.

Library Visit.

President's lecture during press Conference at Indore 28 June 2014.

R. P. Singh.2010 Moral Dilemmas in the era of Globalization, University News, vol.48 No 39.

Shakeel Ahmad 2010 An Assessment of the Growth and Grants of Higher education in India, University News vol. 48 No 12.

The Hindu 10<sup>th</sup> August 2013.

The Hindu 8<sup>th</sup> July 2014.

Understanding India: The Future of Higher Education and Opportunities for International cooperation report 2014.

V. H Mulimani (2010). Higher Education in India at crosses Roads. University News. vol. 48 No. 09.

World University Rankings 2013 -14 Times Higher Education, [www.Times higher education .co.uk](http://www.Times higher education .co.uk) world.

[Www. India Education Review / Higher Education-India-Glance-](http://www.India Education Review / Higher Education-India-Glance-)

# **Availability, Utilization and Awareness regarding Assistive Technology used for Children with Learning Difficulties in Inclusive Classrooms by Government School Teachers of UT Chandigarh**

**Anuradha Sharma**  
**Navreet Kaur**

Inclusive education is a novel approach to educate the Children with Special Needs with normal children in regular schools. This Inclusive Education Programme tries to fulfill the needs of special children who were earlier marginalized by the society. In Inclusive Education Programme all learners – with or without disabilities being able to learn jointly through access to common educational provisions from pre-school to higher school level. This programme is based on the principle that all children regardless of ability or disability have a basic right to be educated alongside their peers in their neighborhood schools. It has been found from the different studies that if Assistive Technology is used in inclusive model by both general education teachers and special education teachers, it will create wonders in teaching learning process.

Assistive technology can be defined as any item, piece of equipment or system that help people to bypass, work around or compensate for learning difficulties. Assistive technology includes “hi-tech” items, such as reading machines that read books loud through a computerized voice to help persons with reading difficulties; speech recognition systems also belong to the hi-tech group, these systems allow the user to write stories by talking to a computer, rather than having to write the words out by hand. “Low-tech” devices include more common, inexpensive tools, for example, tape recorders enable individuals with memory or listening difficulties to permanently capture spoken information. Other assistive technologies like Spell Checkers, Proof Reading, Speech Synthesizers, Speech Recognition, Outlining, Rebus, Template Method, Brainstorming/Mind Mapping, scaffolding, Familiar Family Words, Word Prediction, Alternative Keyboards, Optical Character Recognition (OCR), Speech synthesis/Screen review, Variable Speech Control (VSC), Talking Calculators, Electronic Math Worksheets, Word Prediction Programmes, Abbreviation , Expanders, Audio books and publications, Graphic Organizers, Outlining, Personal FM listening systems, Portable Word Processors, Calculators etc.

Both types of assistive devices i.e. “Low-tech” devices and “Hi-tech” items make life easier for persons with learning differences by allowing them to gather information and express their own ideas by using the method that works best for them.

Assistive technology is a support to the special need children especially children having learning difficulties. This assistive technology used for teaching learning process

is not only helpful to children with learning difficulties but also it will give more support to regular school children in understanding the psychosocial learning concept. These devices have the potential to enhance school outcomes, to help students with disabilities to prepare for life after school. This teaching learning assistive technology could add some enjoyment in academics and might be more practical among students with learning difficulty in some cases. Assistive technology, however, should be a part of an overall program to help individuals with learning differences.

In this study researchers try to explore Accessibility, Utilization, Importance and Awareness regarding Assistive Technology used for Children with Special Needs in Inclusive Classrooms by Government School Teachers of UT Chandigarh.

### **Delimitation of the Study**

- This study is focused on only teachers teaching in the inclusive schools.
- Items in the questionnaire are related to Assistive Technology used in teaching learning process, keeping in mind students with learning difficulties.

### **Objectives of the Study**

- To determine the awareness level of Government school teachers towards special need children.
- To study the availability of Assistive Technology in the schools as per government school teachers.
- To find the utilization of different assistive devices used by Government schools teachers for children with learning difficulties.
- To know the problems faced by teachers while using of Assistive and Adaptive devices.

### **Significance of the Study**

According to right to education act every child has a right to education so we should ensure that every school going child of particular age must receive education in a respective manner. In this study children with learning difficulties means children have learning problem i.e. problem in reading, writing and calculation in school. These children do not have outward signs of disability and so these children admitted in the regular schools as there is no sign of disability found in the initial years of their education. So for this purpose educator should have a great role to identify, understand and deal with these children to make their learning easy and accessible. Therefore it is important for the educators to accommodate these children according to their specific learning difficulty by making them use of assistive technology and strategies in the classroom. These devices do not cure or remediate for a specific learning difficulty but these devices compensate them and help the children with learning difficulty to cope up with the other children in the regular classroom.

Thus this research work explores the opinion of government school teachers towards the availability, utilization and importance of assistive strategies in inclusive classroom in regular schools.

## Method and Procedure

**Design:** The present research study was an evaluative and descriptive type of study which describes the awareness level, availability, utilization and importance of assistive technology by the government school teachers of UT Chandigarh.

**Sample:** The sample was collected from 20 government school teachers of UT Chandigarh from each school four teachers were selected randomly i.e. a total sample of 60 teachers were taken

**Research Tools:** Self prepared questionnaire was used for data collection, keeping in mind the size of the sample. The present study was conducted with the help of locally prepared and pretested questionnaire to elicit opinions of the teachers.

**Data Collection:** To avoid the danger of obtaining distorted data, the investigator preferred to contact the respondents personally. Moreover, the respondents needed to be told about the content and purpose of the questionnaire and each question was explained to them. The questionnaire was filled by the investigator herself after getting the reply from them orally.

**Data Processing:** In the present research work, the nature of data was such that each item had to be analyzed and discussed separately. Some of the items were of 'Yes' & 'No' type whereas some were of multiple choice and subjective.

## Analysis and Interpretation of Data

This part analyzes and interprets the data based on the opinion of teachers of government schools of UT Chandigarh. The responses given by the respondents were tabulated and discussed. 60 teachers were taken for the study and the responses had been tabulated in terms of frequency and percentage and were given in a tabular form.

**Table - 1 Distribution of Teachers by Age, Gender and Experience**

Items		Frequency	Percentage	Mean	Standard Deviation
Age	> 30	31	51.7%	31.22	3.08
	31 - 35	21	35.0%		
	< 35	8	13.3%		
Gender	Male	34	56.7%		
	Female	26	43.3%		
Teaching Experience	> 3	26	43.3%	4.60	2.49
	4 - 6	20	33.3%		
	< 6	14	23.3%		
Average number of students in a class				35.87	3.69

Table-1 deals with the distribution of teachers on the basis of their Age, Gender and Teaching Experiences. Out of 60 teachers, maximum i.e. 31 (51.7%) were fall in the age group less than 30 years and 21 (35%) were in the age group 31-35 years and only 8 (13.3%) were in the age group more than 35 years. Further it was revealed from the study that 34 (56.7 %) were male and 26 (43.3%) were female teachers.

Further Table-1 shows the teaching experience, to that 26 (43.3%) respondents had less than three years' experience; 20 (33.3%) had 4 to 6 years' of experience whereas only 14 (23.3%) teachers had more than 6 years' teaching experience. So it can be concluded from the above analysis that maximum teachers taken for sample were young and had less than 6 years' of teaching experience.

**Table-2 Distribution of Students in each Class**

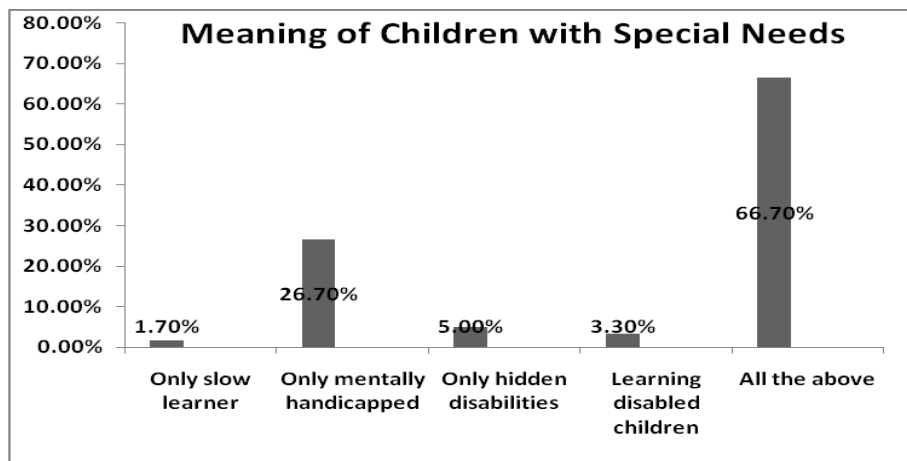
No of Children with Learning Disability in each class		Frequency	Percentage
Learning Disabled student	3-4	18	30.0%
	5-6	38	63.4
	7-8	4	6.7
	Total	60	100.0%
Average total number of Students in each class		35.87	3.69 Mean

Table-2 deals with the question related with number of children with learning difficulty in each class, to which almost two third i.e. 38 (63.4%) teachers reported that they had 5 to 6 children, followed by 18 (30%) who revealed that 3 to 4 children and very few (6.7%) teachers responded that 7 to 8 children had learning difficulty in each class. Thus it is concluded from the above analysis that maximum students with learning difficulty in each class were five to six children. Table-2 also shows about teachers opinion regarding number of general students in each class, to which teachers revealed that average number of students in each class were about 36 students.

**Table-3 Awareness of Teachers towards Different term used in inclusive schools**

What do you understand by term Children with Special Needs	Responses	Percentage
Any type of disability	40	66.7%
Only mentally handicapped	16	26.7%
Any type of hidden disability	5	8.0%
Only slow learner	1	1.7%
Total	60	100.0%
Meaning of the term Learning Disability	Responses	Percentage
Slow learner	29	49.2%
Don't Know	19	32.2%
Hidden disability	11	18.6%
Mentally challenged	1	1.7%
Total	60	100.0%

Table-3 shows the awareness towards different terms used in inclusive schools. In response to question 'What do you understand by the term children with special needs'? 40(66.7%) teachers revealed that children having 'any type of disability', 16(26.7%) said that 'mentally challenged children', 5(8%) teachers said 'children with hidden disability' and very few i.e. 1(1.7%) respondent said 'slow learners were termed as children with special needs. Thus it is concluded from the above analysis that teachers were not aware of different types of terms used in inclusive schools.



When asked from the teachers the meaning of Learning Disability. In response to this 29(49.2%) teachers said that 'slow learners are called children with learning disability'; 11(18.6%) said that 'learning disability is a hidden disability'; 1(1.7%) respondent reported that these children were 'mentally challenged' whereas 19(32.2%) respondents revealed that they didn't know the meaning of learning disability.

Thus it is concluded that majority of teachers were not aware with the terms like Children with Special Needs and Children with Learning Disability.

**Table-4 Problems faced by Teachers in Inclusive Education Setting with Children with Special Needs**

Main problems of students with learning disabilities	No of responses	Percentage
Poor Results	53	88.3%
Hyperactivity	52	86.7%
Lack of Interest	50	83.3%
Poor Time Management	48	80.0%
Academically Backward	45	75.0%
Lack of Concentration	42	70.0%
Poor Self Esteem	38	63.3%
Confused personality	31	51.7%
Mood Swings	23	38.3%
Isolation	20	33.3%
<b>Total</b>	<b>60</b>	<b>100.0%</b>



When asked the question regarding problems faced by teachers with children with special needs in inclusive classroom (Table-4). The respondents came out with the following problems, in order of seriousness: 53(88.3%) respondents said that these students had poor results; 52(86.7%) respondents said that they were hyperactive; 50(83.3%) teachers reported that they had lack of interest in studies; 48(80%) said students with special needs had poor time management; 45(75%) said these students were academically back word; 42(70) teachers said that these students had lack of concentration ; 38(63.3%) said that they had poor self-esteem; 31(51.7%) respondents alleged that these students had confused personality; 23(38.3%) respondents reported that these children's mood swings whereas 20(33.3%) respondents revealed they liked to live-in isolation.

Above analysis revealed that poor result, hyperactivity, lack of interest, poor time management and lack of concentration seems to be the main problems encountered by the teachers while dealing with students with special needs in the inclusive setup.

**Table-5 Distribution of Respondents on the basis of Availability, Utilization and Importance of Assistive Technology in the Inclusive Class Room Settings**

Sl.No.	Items	Responses		Responses	
		Yes		No	
		Frequency	Percentage	Frequency	Percentage
	<b>Availability of Facilities</b>				
1.	All the facilities are provided for special need children in our school	60	100	0	0
2.	Special Educators are easily available in the Schools	36	60	24	40
3.	Availability of Assistive Technology for teaching learning process for children with learning disability are in our schools	3	5	57	95
4.	Extra time is given to teachers for using Assistive Technology in the class	35	58.3	25	41.7

5.	Extra time is given for preparation of Assistive Technologies/strategies by the administration in the school	60	100	0	0
	<b>Utilization</b>				
6.	Teachers have sufficient knowledge and skills regarding the use of Assistive Technology	60	100	0	0
7.	Assistive technology is used for children with special needs in the school	57	95	3	5
8.	Available Assistive technologies are used for children with learning disabilities in teaching learning process.	45	75	15	25
9.	Assistive Techniques is used for Learning Disabled Children in their examination.	16	27	44	73
10.	Students using Assistive Technology in the class are accepted among their peers	60	100	0	0
	<b>Importance</b>				
11.	Assistive and adaptive technology support the learning disabled students for better learning	60	100	0	0
12.	Assistive technology is important for teaching learning disabled students	60	100	0	0
13.	With the help of Assistive Technology students with learning disabilities can work independently	60	100	0	0
14.	Assistive technology helps students accomplish their task in the class	60	100.	0	0
15.	Assistive Technology Devices are effective in the learning process	60	100	0	

Table-5 depicts the question concerning the availability of facilities for children with special needs in the school. All the teachers revealed that all the needed facilities were provided in our schools for children with special needs; little more than half i.e.36(60%) teachers revealed that special educators were available in the schools whereas very few i.e. only 3(5 %)respondent reported that assistive technology devices for teaching learning process was available for the children with learning difficulties. 35(58.3%) teachers said that extra time was given to teachers for using assistive technology in the class whereas all i.e.60 (100%) teachers said that extra time was given for planning and using of assistive technology /strategies by the administration in the school.

When asked about the utilization of assistive technology by the teachers (shown in Table-5) to which all teachers i.e. 60(100%) revealed that they had sufficient

knowledge regarding the assistive technology; 57(95 %) reported that assistive technology was used for children with special needs;45(75%) teachers revealed that they used the assistive technology in teaching learning process for students with learning disability whereas only 16(27%) respondents said that they used for the examinations purposes also, further it was reported by the all 60(100%) respondents that students using assistive technology in the class were accepted by their peers. Further it was also revealed in Table-5 about the opinion of teachers towards the importance of assistive technology. It was reported by all the respondents that Assistive Technology support the children with the learning difficulties in better learning, independent working, in accomplishing their task in the class and helped in learning process. Thus it is concluded from the study that all teachers understand that assistive technology is a great support to the special need children in their teaching learning process once their school received the assistive technology appliances.

## Conclusion

The present study was undertaken with an objective to find the awareness level, availability, utilization and importance of assistive technology used for children with special needs having learning difficulties by government school teachers of UT Chandigarh. Findings indicate that there is lack of availability and use of assistive technology among government school teachers. Due to lack of awareness regarding different types of the assistive technology for children with special needs in teaching learning process the importance of assistive technology is missing among the respondents of government schools .So for this purpose there is urgent need to orient school teachers and to introduce more and different types of assistive strategies and technology in schools. Assistive Technology can play an important and significant role in teaching learning process to overcome the academic difficulties and also develop academic skills in students with learning difficulty as well.

## References

- Cook, A. & Hussey, S. (2008)*Assistive technologies: Principles and practice*. St. Louis: Mosby- Elsevier, 3rd ed.
- Cunnigham, P. &Allington, R (1999)*Classrooms that work: They can all read and write*. New York: An imprint of Addison Wesley Longman.
- Galvin, J., & Scherer, M. J., (1996)*Evaluating, selecting and using appropriate assistive technology*. Gaithersburg, MD: Aspen Publishers.
- Glennen, S. & Church, G. (1992)*The handbook of assistive technology*. San Diego: Singular Publishing Group.
- Jane K. Seale (2015) *E-Learning and Disability in Higher Education: Accessibility Research and Practice*.

## **Empowering Mentally Differently Abled Persons: From Human Rights Perspective**

*Dazy Zarabi  
Shalini Sharma*

Human rights are the rights conferred upon every human being regardless of who they are and where they are and where they live. The concept of human right is based on the principle of equality, non-arbitrariness, justice and human dignity. Legally, human rights are defined in domestic laws of the states and international laws and covenants. But there is still a great deal of controversy regarding how the human rights are to be defined and upheld. Within a state 'human rights' refers to safeguard for the individual against arbitrary use of power by the government or by any private entity regarding the well being of individuals, the freedom and autonomy of individuals and the representation of human interest in government. All these rights include the right to life and personal liberty, freedom of expression, freedom of movement, freedom of religion and right to adequate standard of living, right to self determination, right to education, right to medical care, right to information, right against inhuman treatment and torture etc.<sup>1</sup>

According to the census of 2011, there are 26 million persons with disabilities in India<sup>2</sup> which includes persons with visual, hearing, speech, loco motor and mental disabilities. The Percentage of disabled persons in India has increased both in rural and urban areas during the last decade and the Proportion of disabled population is higher in rural areas. The earlier emphasis on medical rehabilitation has now been replaced by an emphasis on social rehabilitation. The term "Disabled" also meant to include "Mentally Disabled persons".

There has been an increasing recognition of abilities of persons with disabilities and emphasis on mainstreaming them in the society based on their capabilities. In India persons with disabilities are amongst the most marginalized sections of society irrespective of caste, creed and community. They are often excluded from the main stream of the society and denied their human rights. Discrimination against persons with disabilities takes various forms, ranging from individual discrimination such as the denial of education, opportunities to more subtle forms of discrimination, such as segregation and isolation because of the imposition of physical and social barriers. Effects of disability-based discrimination have been particularly severe in fields such as education, employment, housing, transport, cultural life and access to public places and services. In this paper Disability concerns have come to sharp focus over the last two decades with the implementation of several historic and comprehensive legislations for persons with disabilities.

---

**Human Rights of Mentally Challenged Persons**

---

The Indian experience in institutionalized mental health as well as institutionalization of patients has not been civilized. The National Human Rights Commission had issued a condemnation to the state of affairs of mental hospitals. According to the statistics 25 million people in India need psychiatric care and the commission has also realized that misguided private counseling and lack of richer case law has largely compounded to the victims agony and sadness. According to the World Health Organization's report<sup>3</sup>, that around 450 million people worldwide are affected by mental, neurological or behavioral problems and mental health policies, disability legislations, community care facilities and treatments for people with mental illness and disabilities are not given the priority as they deserve. The condition of inmates is pathetic as they are deserted both by their families as well as by the society.

Still in the 21<sup>st</sup> century, all abnormal behavior is believed to be the act of Devil, i.e. against god, sinful or result of indulging into immoral acts. Mentally ill were considered as evil and described as witches. Gradually, over the passing of time mental-illness was considered as deviant behavior and became socially unaccepted; many times they were put behind the bars along with other criminals. In modern period there is a shift from devil to ill, mentally ill people are kept in a place called asylum, however now these asylums has become the place the of human exploitation especially for women.

The aim of establishing the asylums was to segregate those who were considered dangerous to the society by the reason of their illness." Asylums" were the place where people who were insane were kept for the safe custody and not for proper treatment. As the time passed patients were incarcerated in these asylums for indefinite period, with a little chance of recovery and release<sup>4</sup>. Consequently, by the end of the century, overcrowding and its impact on the living conditions of the patients made these asylums a veritable inferno.

The role of specialists in the treatment of the mental patients is poor. The Act also obsessed with a persistent concern for the protection of the public from those who were considered dangerous to the society. There was a growing demand and aspirations from the peoples to get better facilities and less rigid procedures for admission, treatment and discharge of the patients. There increased a huge human cry to provide legal safeguards against wrongful detention and proposed rigorous criteria for certification of the mentally-ill. It was recommended that, as far as possible, mentally ill persons should be treated at par with any other sick persons and environment should be natural and familiar, as a result, Mental Health Act of 1987 came into force<sup>5</sup>.

In a nutshell, the progressive features of 1987 Act are- incorporation of modern concepts of mental illness and treatment. They are:

1. Positive role of medical officers, health care workers and other staff.
2. Simplification of rules for admission and discharge.
3. Protection of Human rights of patients.
4. Providing supervision to the standard of care in psychiatric Hospital.
5. Provisions for penalties in case of breach.
6. Focus on "CARE" and not on 'The custody alone'.

The Mental Health Act of 1987 (MHA) came into force officially In April 1993. Actually its implementation has been delayed and appears to be imperfect in many parts of the country. One of the major reasons for this sad state of affairs is the inadequate appreciation of the principles and provisions of the Act by all concerned with its implementation. The state mental health authorities and the community mental health programs as mandated by the national mental health policy have proved to be non-existing in most of the states. The private mental asylums mushroomed in the various parts of the country thus serve as a dumping place for these abandoned persons. The matters relating to the licensing, minimum standard of care, adequate infrastructure and so as prescribed by the MHA goes completely unchecked as most of these asylums are run in the name of the religion.

During the last decade, Mental Health Act has been subject to incisive scrutiny in many regional and national seminars, it is pointed out that, "The focus is more on the treatment of illness, not on prevention and promotion efforts". Social attitude and stigma attached to the illness also taken into consideration.

A report of the National Human Rights Commission<sup>6</sup> on the Mental Health Institutions revealed that they are two types of Hospitals:-

1. First type - They do not deserve to be called mental health hospitals or centers. They are the dumping grounds for families to abandon their mentally ill family member for either economic reasons or lack of understanding and awareness of mental illness. Despite all advances in treatment, the mentally ill in these hospitals are forced to live a life of incarceration.
2. Second type - Are those that provide basic living amenities. Their role is predominantly custodial and they provide adequate food and shelter. Medical treatment is used to keep patients manageable and very little effort is made to preserve or enhance their living skills. These Hospitals in whole are violating the rights of mentally ill persons to the appropriate treatment<sup>7</sup> and rehabilitation<sup>8</sup> and a right to community and family<sup>9</sup>.

The National Human Rights Commission has been successful in bringing into light the institutional abuses and violation of rights of people with mental disability in state as well as private run hospitals. Unhygienic-conditions and unscientific way of treatment to the disabled and forced hysterectomies of girls with disability led to many PILs. It was also demanded that state should implement MHA<sup>10</sup> and should

make the slumbering authorities answerable. The various High courts and Supreme Court ruling on institutional care should be implemented and errant institutions to make accountable. Ultimately justice should be served to the hapless victims who are owing to the disability. The changes should be brought at all levels, family, community, policy and law.

### **Status of Mentally Challenged from International Perspective**

At the international level the principles for the protection of persons with mental illness and for the improvement of Mental Health Care is adopted by the UN General Assembly<sup>11</sup>. The Universal Declaration of Human Rights has also given a great emphasis for the protection of rights of physical and Mental Health of the people<sup>12</sup> and has directed all its member countries to take the matter in respective countries. In the year 1971, UN General Assembly, made the declaration on the rights of mentally disabled persons and held that "Mentally retarded persons shall have the maximum degree of feasibility and the same rights as other human beings. It is learned that December 3rd was declared as International Day of Disabled Persons, as proclaimed by UN General Assembly.

Besides this, general assembly of the United Nations adopted declaration on the rights of the mentally retarded person in 1971 and declaration on the rights of the disabled person in 1975, which are as follows:

### **Declaration on the Right of Mentally Retarded Persons (1971)**

After recalling the principle of the universal declaration of human rights, the general assembly on December 20, 1971 proclaimed the declaration on the rights of mentally retarded persons and called for national & international action to ensure that it will be used as a common basis and frame of reference for the protection of these rights. The declaration reaffirmed that the mentally retarded persons should have the rights as other human beings and wherever possible should live with his or her family. Rights provided to such persons included a right to proper medical care and physical therapy and education, training, rehabilitation and guidance; a right to economic security and a decent standard of living; a right to a qualified guardian to protect his personal well-being and interest and a right to protection from exploitation, abuse and degrading treatment. If prosecuted for any offence, he shall have a right to due process of law with full recognition being given to his degree of mental responsibility. The General Assembly on December 17, 1991 laid down the principles for the protection of person with mental illness and the mental illness and the improvement of mental health care the principles laid down shall be applied without discrimination of any kind, such as, on ground of disability, race, color, sex, language, political or other opinion, national ethnic or social origin, legal or social status, age, property or birth. The principles included the fundamental freedoms basic rights and a wide range of issues and stated, among other, things, that:

- Physical restraint or involuntary seclusion of a patient shall not be employed except when it be the only means available to prevent immediate harm to the patient or to other;
- sterilization shall never be a treatment for mental illness;
- psychosurgery and other intrusive and irreversible treatment shall not be carried out involuntarily;
- Every effort shall be way to avoid involuntary hospitalization.

The UN General Assembly has set the detailed standard for the protection of person with mental disabilities and it also emphasized that all persons have the right to make themselves available to the best treatment, health care and such person shall be treated with humanity and respect. The Universal Declaration of Human Rights has also directed that individual with mental disabilities have the Right to be protected from economic, sexual and other forms of exploitation and abuses which also includes degrading treatment. For the first time civil and political rights of these peoples is also recognized by the UN General Assembly. The Universal Declaration of Human Rights (UDHR) formed by the UN is struggling for the human rights at international level.

Following the guidelines as laid down by the UDHR, National Human Rights Commission has conducted serial inspections of various mental hospitals and institutions, where the mental disabled are placed. Seminars and workshops conducted at National levels came out with the causes for the disabilities, according to them, Structural Adjustment programmers, and increasing conflicts with neighboring countries and ongoing sectarian violence on caste, ethnicity and communal classes within the country have put the population of the country at the high risk of mental illness. Experiences from both industrialized and developing countries have revealed that the prevalence of common mental disorder is high among the urban low-income countries and women among them are more vulnerable.

### **Mentally Disabled Women and Human Rights**

Approximately 300 million women across the world have mental and physical disabilities<sup>13</sup>. Women constitute 75% of the disabled people in low and middle-income countries and comprise 10% worldwide. Due to the gender bias in the allocation of the scarce resources and in access to services, women are more likely than men to become disabled during their life time. Mentally ill girls and women are less likely to receive medical attention than boys and men, particularly in developing countries, where medical care is considerably distant from home.

It is seen that disabled girls and women face the spectrum of human rights abuses than non-disabled women's face, it is said that, their social isolation and dependence magnifies these abuses and their consequences. Women fare less in the field of education, profession, financial and social success than non-disabled women and disabled male counter parts. In countries, law alertly discriminate against



disabled women and men, including by barring them from marrying, if they have any form of disability<sup>14</sup>. Further their sexual and reproductive rights are grossly abused.

Women with disability are forced to sterilization and abortion many times. They experience discriminatory attitude about their parenting abilities and denial of information about reproductive health and contraceptives. It could be very shocking to know that in Africa, there is a myth that having sex with virgin can cure a person of HIV/ AIDS. Women and girls with disabilities are targeted for rape, because they presumed to be asexual and thus they are virgins.

Although the abuses against women and girls are rampant, they are largely ignored. Justice system fails to accommodate disabilities for women to prove abuses of their human rights. Many civil societal groups and NGOs have mushroomed and have recognized the lack of insight and priority among policy makers and legislators to mental health concerns. They have taken- up the battle, generally, though in an unguided manner. Help lines, friendly and non-professional counseling is given to patients in need of professional health support. The government of India has come out with many programmes to rehabilitate abandoned disabled woman and girls by encouraging their adoption in families, support to house them and impart them training for gainful employment skills.

### **An Overview of Constitutional and Legal Framework for Differently-Abled In India**

Our Constitution ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities. In the recent years, there have been vast and positive changes in the perception of the society towards persons with disabilities. It has been realized that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to rehabilitation measures. The preamble, the directive principles of state policy and the fundamental rights enshrined in the constitution, envisaged a very positive role for the state towards its disadvantaged citizens.

Under right to equality the constitution of India guarantees to all citizens' equality before law and equal protection of law<sup>15</sup> and it prohibits discrimination on grounds of religion, race, caste, sex, and place of birth of any of them<sup>16</sup>. Article 41 declares that, the state shall within the limits of its economic capacity and development make effective provision for securing the right to work, to education and to public assistance in case of unemployment, old age, sickness and disablement. Article 46 lays down an obligation on the state 'to promote with special care the educational and economic interests of the weaker sections of the sections of the people, and protect them from social injustice and all forms of exploitation.

## Right to Health

Is it the obligation of the state to safeguard the complete mental, physical and social well being of the people? What is the role of the private sector in rendering health service? Can the people demand the protection of health as an essential principle of human right with or without resources? In order to make 'the right to health' enforceable, it is included in many international treaties and conventions, National Constitution<sup>17</sup> including the Constitution of India. The obligation of the member state is to secure and protect the right to health of the individuals, although international treaties and conventions concerned to make the right to health meaningful, it has been criticized that the WHO is not achievable and severely limit its practical impact. This criticism does not hold good, because under various constitutions of the states shall endeavour to protect the health irrespective of whether it possesses adequate resources for the purpose. If the state fails to comply with this constitutional mandate, it would amount to infringement of the right to health of the individuals.

In 1995, WHO published a document entitled "promotion of the rights of patients in Europe; proceedings of a WHO consultation"<sup>18</sup> which is significant modern piece of work on the health service provider and human rights of patients. It reflects from the above discussion that due attention is given to the patients' rights by the statutes, constitutions, international declaration and instruments of the human rights. There is a paternalistic approach to the patient's rights in the light of development of human rights dimension. Human rights recognize patient's autonomy in choosing institutions, diagnosis and treatment, ethical and theological consideration besides recognizing the obligation of health service providers to respect the patient's autonomy.

The Government of India has enacted legislation for persons with disabilities viz:

- Persons with Disability (Equal opportunities, protection of rights and Full participation) Act, 1995, which provides for education, employment, creation of barrier free environment, social security etc.
- Rehabilitation Council of India Act, 1992 which deals with the development of manpower for providing rehabilitation services.
- National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act 1999 has provisions for legal guardianship of the four categories and creation of enabling environment for as much independent living as possible.
- The Disabilities Bill 2014 for the promotion and protection of basic human rights of the disabled persons and to provide them equality in all spheres viz, social, economic, legal, cultural as well as political.

Even though the constitution of India guarantees the right to life with human dignity and equality to all its citizens; but it seems only a fantasy for these disabled people. The focus of the human rights agenda for the people with disabilities is not

so much to establish that disabled people have much human rights-Naturally, they do-but to enable them to access and take the advantage of those rights have been made impossible. Too often disabled people are excluded from mainstream of the society and denied equality, because of deep-rooted attitude of society.

## **Conclusion**

Human Rights instrument around the world both at national and regional levels have made it very much clear that mental disability is definitely a human rights issue. Though the law at times does not discriminate but mentally disabled faces high rates of violation both at the hands of family members and as well as by societal members. Policy makers, insurance companies, health and labour policies and public at large-all discriminate between physical and mental problems. As a result, imperfections, lacunae, absurdities and discrimination galore have been detected in it. Experts clamor for the modification of the existing legislations and policies and to make sure that, these policies and laws are strictly enforced. Efforts to provide accurate support and right to mental health care cannot solely be left to anyone group alone, whether it is civil society or governmental. There is a need of both private as well as governmental initiative to input professional in the field of mental health programme. Collaboration between two and more expertise-oriented approach towards mental health has to be realized and this becomes a must in a society like where stigma and discrimination remains a barrier to mental health expertise teaching to those who are suffering from mental disorders.

Mental health policies, legislations, community care facilities and treatment for people with mental illness are not given the priority as they deserve.

There is also lack of awareness about disability rights across the country though; NGOs have done all efforts to promote awareness by translating the Act in simplified form in the local language so that people understand easily. There is also a need to ensure that the quality of life of people with disabilities is improved for which concentrated efforts are required to promote awareness in this direction.

It can be said that it is the high time to give a fair trial to the Mental Health Act of 1987, which has been enacted with the aim of creating conditions for the treatment of mental disorders by adopting modern methods and concepts in a milieu where human rights of the differently-abled individuals could be protected and promoted.

## **References**

Universal Declaration of Human Rights (UDHR) Adopted by the United Nations Assembly in 1948.

The Government of India Report, Ministry of Social Justice and Empowerment, June 2006.

---

A Study made and reported on 25th June, 2005.

The National Human Rights Commission Report Machal—Laung's case, where this Person was thought and kept in Mental Asylum for 54 years-[www.timesindia.com](http://www.timesindia.com).

The Act was enacted on May 22nd 1987.

The NHRC Report of 1999.

The Supreme Court of India in Paramanada Kataria case upheld that every person has the Right to Medical Treatment at all given circumstances, AIR 1989 SC 424.

The Supreme Court of India in Olga Tellis case upheld the Right to Livelihood and Rehabilitation of every citizen and right to live with Dignity, AIR 1986 SC 180.

See Dr. Pandey, the Constitution of India, Article 21, page 235, 44th edition-2007, and also see Article 23 of the UDHR (1948).

The Act came into effect in April 1993; this Act also replaced The Indian Lunacy Act of 1912, which had earlier replaced the Indian Lunatic Asylum Act of 1858.

The UN General Assembly and WHO jointly recognized the Principle of Patient's Rights for the Promotion of Human Rights in the Healthcare. The UN General Assembly Adopted the principle on December 17th 1991.

The Government of India in Order to implement the directions of UDHR established National Human Rights Commission in the year 1994.

[www.hrw.org/women/disabled/html](http://www.hrw.org/women/disabled/html). The Report prepared by the NHRC in the year 1999. In some European Countries, it is almost Impossible for the Disabled Women's to have the Custody of their Children and totally ban on the Disabled Woman to Adopt Childrens.

[www.org/women/disabled/html/](http://www.org/women/disabled/html/). Further, it is also Reported that Court will also not entertain the Allegation of Sexual Violence against these womens, because of supposed difficulties in finding the perpetrator.

See Article-14 of the Constitution of India.

See Article-15 and 16 of the Constitution of India.

See Universal Declaration of Human Rights 1948, and Article-25, International Covenant on Economic, Social, and Cultural Rights 1966, Article-12 Convention on the Right of the Child 1989, Convention on Human Rights on Bio-Medicine 1977.

See Article-70-D of Hungarian Constitution, Article-68 of the Polish Constitution, Article 27 of the South African Constitution, Article-32 of the Italian Constitution.

## **Missionary Approach: Towards Implementation of Life Skills**

*Manjeet Paintal*

The missionary zeal is ancient and has been appreciated for the unconditional service rendered whenever communities needed help. They may be small in number but their spirit is abundant. Missionary always work with zeal may it be during war, health, education, illiteracy, poverty, rehabilitation or disaster. Missionaries exist almost in all religions and ethnic groups, the Christian Missionaries being the most recognized. According to Sharma (1988) The only problem with missionaries was that they wanted total surrender from the worldly affairs. Similar accounts of missionaries exist in homes where inmates with disabilities are nurtured, cared and rehabilitated. Abundant patience and profound devotion is what makes these homes heavenly.

### **Overview of the Missionary background**

It is perceived in writings of the book 'Christians and Missionaries in India' edited by Robert Eric Frykenberg that Christianity in India is a concept which is perhaps Western, European, or very "Colonial". All though Christianity has been a non-Western religion and there are more Christians in "non-west" (Africa and Asia) than in the west. The word Christian pertains to faith and its relationship with the person at center of his belief. It can be assumed that a Christian is subordinate – to Jesus the Messiah (Christ) and to his commands. It is continuous, ongoing, and still unfinished work by God within the heart and mind of every person midst the culture of all human beings. This is an ongoing process for persons who have turned around or have been converted by an agency of God's spirit. They have been obliged to carry the message forward to the ones who have yet not received it. It embodies the great mandate of a Christian to commitment and obligation. Sharma (1988) explicates Mission and Missionaries by defining as Missions are "organized groups engaged in religious proselytism as a vocation". Missionaries "...are by derivation of the word men that are sent (lat mission) word apostles has the same meaning (Greek Apostolic)". Thus, the word refers to individuals sent out by the mission to other lands.

### **Spread of Mission**

The spread of organized mission faith was initiated in Christianity and effort to spread in the world has been foreseen. Christianity spread from Western Asia to China between the 1st to the 14th century AD, and further to Eastern Asia from the

16th century with the European Age of Discovery. Missions have done exemplary work in health and welfare. Sharma (1988) the act of 1813, which permitted missionary work in India, made provisions. Thus, in bringing remarkable social changes in the country by directly working with the backward classes. They acted as striking stimulants for the urge to change from within. The Arya Samaj and the Ramakrishna Mission movement cannot be ignored in their contributions towards social change in society. Though, Christianity and Islam have been only two religious missionaries with universal outlook. Koji (1988) reveals that Macaulay undoubtedly played major role in spreading Christianity in India. Equally true that the social, economical and political changes which occurred in the second half of nineteenth century were more wide spread and deeper than those previously experienced. All castes and communities participated in the movements and every movement demanded right to education something, which had been impossible in the past. Historian Webster (2012) maps Christianity in Indian social history way back to Kerala and Tamil Nadu in fourth century devoted to Thomas the original disciple of Jesus. After 1510 under the Portuguese crown, patronage, Roman Christianity spread from Goa along the Southern and the Western coasts ever inland in the south and to Mughal courts in north. The first Protestants mission was in Danish colony at Tranquebar in Tamil Nadu in 1706. The second at Serampore Danish Colony in West Bengal in 1800. Once the British East India Company allowed missions into their territories in 1813-1833 Christianity spread in India from Calcutta, Bombay, and Madras. Today 24 million Christians live in southern states of Kerala, Tamil Nadu, Andhra Pradesh, Karnataka and Goa but largest are in North-Eastern states of Mizoram, Nagaland and Meghalaya, 87 percent, 82.6 percent and 70.3 percent respectively of the population. Christianity in India helps to shape, reshape and heal the real inherited identities of Christians in India. Shourie (1994) applauds Indian philosophers Swami Vivekananda and Gandhi Ji for practicing sustainable missionaries' reforms. The mission Encyclopedia mentions International missionaries' conferences, which are regularly held to coordinate and share the missionaries' message and activities around the world. The faith in missionary is mostly personal and can lead to amplified arena of life skill at any stage or age in life. The link between the faith and skills can bring further transformation in many lives. Adaptation of veracious life skills can attain transformations. Using them at the right time and place by practicing missionary approach.

### **Adaptation of Life Skills**

Life skills are seen closely as adaptivity of emotional skills, social skills and the physiological as well as psychological changes an individual undergoes throughout his/her life. The self-management measures one takes to adjust to the surroundings are life skills. We mostly see disabled persons throughout the world living in communities where daily life is often a losing struggle to meet individual physical needs. When an average, able-bodied person can barely satisfy ones own need for food and shelter, love and care, life is much harder for disabled persons. Although

WHO emphasizes on the ten core life skills self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationships, coping with stress and coping with emotion, it's difficult to say that these skills can be mastered or perfected. On the face of it we can definitely assume that all skills cannot be adapted in case of individuals with physical and psychological problems at birth or developed later in life. The challenges may vary according to the levels of difficulties. Though these persons can be assisted and supported to overcome their individual problems the adverse effects usually remain. Life skills of those assisting them or caring for them could play effectively in restoring their self-confidence. There are homes and one such home has been of Mother Teresa in Kolkata, West Bengal a home where all round care is given. People from all over the world volunteer to work and feel it's a blessing to work in homes. e.g. Sam Ballou Volunteer says that "I Thirst" These two words said by our Lord Jesus as he hung upon the cross defines my experience serving the poorest of the poor along side with the Missionaries of Charity. It is this infinite thirst that we seek to quench in every small act of love we give to the poor.

I am grateful to God for this time that I have been blessed with, here in Kolkata. In every difficult moment, God's grace is always there to help get through the trial, no matter what situation we may find ourselves in. God's Love and Mercy is very much alive and at work here. In each of the Sisters, Brothers and Fathers smile, the love of Jesus is radiated throughout the world.

### **Management and Rehabilitation**

Any community development programmes whether rural or urban exhibits negligible attention to setting up of rehabilitation homes and those that are set up usually have unfriendly infrastructure. For millions of families in severe poverty, the birth of a disabled child or an illness or accident resulting in serious impairment places, them in a worse position than the others in their community. Not only does the additional expense add to their agony, there is no likelihood that this new child will bring any upswing in the family's fortunes. Therefore, even the best planned and executed rehabilitation program will do little more than restore them to a position between hunger and malnutrition with chronic illness, unhappiness and debt. Participation in a rehabilitation program will have only one certain effect: the rest of the village or neighborhood will know for sure that this family has a disabled member, something which they may have been at pains to conceal. Having this in mind that Missionaries are in a way messenger of God to help poor and the disabled.

Mission and adaptation of life skills is what is required to do the unfinished job of God sent challenged persons. Sometimes missionary homes are the only hope and when they are in groups it adds to the responsibilities of the management of the Institute. The limited resources and specialization at their end are a constraint to carry on the processes of rehabilitation and inclusive education up to the given standards.

## Implementation

The Regional Resource Centre (RRC) at Panjab University established as one of the State Resource Centres to give impetus to Literacy programmes in the country under the aegis of National Literacy Mission, Ministry of Human Resource Development. (RRC later converted into a teaching department of community Education and Disability Studies by the Panjab University) RRC was involved in imparting training to the literacy volunteers and to the key functionaries in the area and had close association with the missionary organizations established in the region. It was felt and expressed by the management of the organizations that there was need for developing a capacity building programme with operational life skills for key Missionary functionaries in order to bring about awareness of the management issues of the wards and residents with disabilities. Though ideally missionaries like to function and operate in independently and are hesitant to openly share the problems faced in their respective hostels, in this case their faith in the organization allowed a collaborative approach. A training programme was planned on an experimental basis and designed keeping in mind the need of the community. It covered the representatives of the selected organizations in the neighborhood. Senior and experienced experts were involved in the exercise and responses were taken in a confidential manner.

### Special Objectives of the In-house Training

1. To orient the functionaries to take up special need based programmes for the inhabitants of the hostels.
2. To equip the functionaries with the process of rehabilitation.
3. To build capacity among wardens on life skills and communication.
4. To acquaint them with the possible ways of inclusive education.
5. To familiarize them with the complex problems faced by adolescents.
6. To stimulate in them creative techniques for indoor teaching.
7. To help build sharing, cooperation among inhabitants and value coexistence.
8. To initiate process of convergence of resources for development.

### Design

An Interstate Training programme for key missionary functionaries was organized by the Regional Resource Centre cum Department of Community Education, Panjab University for the missionary representatives from Amritsar, Jammu, Ludhiana, Ferozpur, Jalandhar, Ambala, Panipat. Participants also included those who had worked in missionary homes in Andhra Pradesh, Calcutta, Delhi, Punjab, Bihar and U.P. A qualitative approach to data collection was applied since it gives voice and evidence by narration of facts by individuals, to be applied later on by other groups. The thrust of the study was to analyze the gathered information and break it into valid and reliable that could be followed in future. The study attempted to examine the ways in which to deal with the existing psychosocial manifestations as well as the shortcomings and drawbacks in communities. The responses revealed that valuable



services could be provided to the inmates and organizations to bring together a healthy society. The benefit of having missionaries engaged in social service in society should be widely spread. This was the ultimate hallmark attempt of the study.

## **Sample**

All the participants were females, belonging to various setups including a missionary home located in Chandigarh. The average age of the participants was around 44 years and the average qualification was matriculation. All participants have been looking after the inmates who are challenged physically, mentally, emotionally and economically. The three-day orientation by experts covered topics of population education, communicable diseases, community development, environment protection, provisions for the education at different levels, resource support available, management of inmates, sharing of experiences, how to bring inmates to the mainstream. The training also covered ways of integration of approaches to meet specific requirements. An unstructured questionnaire was developed to collect facts regarding knowledge, area of working, previous experience, understanding of problems faced by the inmates and the organizations. Information was collected to study the impression of the training randomly. Inferences have been drawn from open and random responses.

## **Observations, Interpretations and conclusions**

The participants have basic qualifications but no specific training for the task that they were assigned. The philosophy being that the missionary spirit covered the gaps, which sometimes overlooks specific needs in training. The participants have referred to the importance of training, given the challenges faced by the inhabitants. The different kinds of disabilities related to physical, emotional, social and economic areas are not measurable but are to be understood and felt. Psychological, physiological and philosophical factors play dominant role in solving these related problems. The respondents stated that insecurities, rejections in society, hurts, and social abuse and self-torture are some of the causes of distress. They are not aware of their actions and sometimes take extreme steps to harm themselves. They have to be protected, watched and sympathized with to avoid critical situations. The multiple reasons and complex nature of problems raises difficult situations for the attendants. There emerged a definite need for the staff to be better equipped to manage the day-to-day problems. Cases like homo-sexuality, and the licentious behavior of inhabitants as early as puberty need different kind of channelization of energies. The clinical help and treatment have to be monitored daily. The care through clinical interventions helps them in physical therapy, counseling and love cures their emotional needs. Self penance and fits of ire by inmates are a common sight in homes. Life skills play a paramount role in the whole situation; the life skill culture is to be cultivated and implemented in all situations. The all-round conduct matters in construction of the required discipline. It is evident that the mission staff has to be selected, sensitized and trained accordingly. The handling of this elusive and ignored sect of society

plays a major role in bringing them to the mainstream of health, education and employment. The organizations/homes involved in these activities of resettlement, rehabilitation, and inclusive education play a vital role with their sympathetic, dedicated philosophy and ideology of mission. Further these should be left not only for missionaries to perform, but ordinary members of the community could also look forward to participating in this endeavor of selfless service. The commissions for protection of child rights and ministry of social justice could also be involved by way of providing training and support. No doubt, the missionaries would continue to work with compassion and dedication. They should be provided with financial aid and other support irrespective of the culture they belong to.

The figures show that very little is being done to synergies the need of disabled to enable them to be independent and merge in the mainstream of life, may be progressive training to rehabilitate the challenged is possible at the National and State level.

The recent updates of cooperation like the Christian Missionary Alliance 2016 and the American Association could work as dynamic platforms to train functionaries in a missionary way to empower the respective organizations.

## References

Koji Kawashima; "Missionaries and a Hindu State". Travancore, 1858-1936 Published by Oxford University Press-1998.

Editors Brown. M Judith and Frykenberg Robert Eric; "Christians, Culture Interactions, and India's Religious Traditions". Published by Wm. B.Eerdmans Publishing Co. U.K.

Editors Brown. M Judith and Frykenberg Robert Eric ; "Christians and Missionaries in India". Published by Wm. B.Eerdmans Publishing Co. U.K.

Sharma Raj Bahadur ; "Christian Mission in North India".1813-1913, Published by Mittal Publications 1988.

Dena Ial; "Christian Missions and Colonialism". Venrame Institute Shillong 1988.

Shourie Arun; "Missionaries in India". Published by ASA publications New Delhi 1994

Webster John; "Historiography of Christianity in India". Published by Oxford University Press 2012.

Rodriguez Junius; "The Historical Encyclopedia of world Slavery". Vol 1, Google Books, 1997

## BOOKREVIEW

'Rethinking Education: Towards a Global Common Good' Paris: UNESCO (2015). pp 84.

**Reviewed by** Arne Stenzel, Julius Maximilians University, Wurzburg

The recent UNESCO publication on *Rethinking Education: Towards a global common good* is about the new roles, functions, institutions, applications and normative perceptions of education, learning and knowledge in an accelerated globalizing world. It states that since the Delors report progress has been made especially towards basic education, there are still lots of problems in the world not only in developing countries but also in fully industrialized countries. Besides, new problems and challenges have occurred or that old ones have intensified.

This publication responds to several conflicts and tensions created by globalization and its increasing complexities regarding different aspects and the effects on education and pedagogy. These conflicts range from climate changes to socio-economic developments as well as to the narrowing gap of the private and the public sectors of education. One of the main thesis of this publication states that in future there will be more international institutions controlling and providing quality education. These institutions will acquire central tasks like monitoring, raising awareness; publish data as well as providing a set of normative and professional or practical guidelines and templates. Maybe even more important might be the coordination of these tasks on an international level as it involves states and other stakeholders like non-profit organizations, civil societies and private corporations. It is argued by the authors that a variety of stakeholders will inevitably have different normative and practical approaches, goals, and strategies to implement their concept of education, learning and knowledge. These different approaches must be held together by humanistic and universal values which can be compared to the function of the human rights.

It is vital to the report that the four main pillars of education of the Delors report are still an important topic in today's world but that some implications of them must be reconsidered because new challenges and threats came up in the 21<sup>st</sup> Century through various global developments. Especially the still remaining poverty, high rates of low-employment, cultural hate and discrimination, terrorism and the furthering gap between rich and poor people are main concerns that we must deal with. These problems cannot be fought on local level or by single states. But also, the trends of digitalization, neurosciences and improved access to information and knowledge required to reconsider for example the pillar of 'Learning to know' since transferable, soft and non-cognitive skills gain more relevance. Howsoever these threats are interpreted and estimated, the authors examine that organized education is necessary to fight them and improve the conditions people are living in. Following this premise, it gets

clear that the forms and contents of an updated education cannot be implemented well without taking a stance and without being geared to these current processes.

The authors try to elaborate that education must be marked as global common good in contrast to a national public good. They underline that learning which they define as 'the process of acquiring such knowledge. It is both a *process* and the *result* of that process; a means, as well as an end; an individual practice as well as a collective endeavor' (p. 16) will change rapidly because of different developments regarding the increasingly linked and networked world, digital and technological developments and inventions and a changing concept of local and global connectedness. Especially the new focus of social learning has to be remarked. The authors explain that different dimensions like cultural, political, economic, social and civil topics should not be singled out. Instead all these dimensions have to be considered and not for example only the economic dimension which often seems to be the most relevant dimension for arguments and requests when it comes to the debate of education and learning.

As well, knowledge and education will change. Knowledge is defined 'as the way in which individuals and societies apply meaning to experience. It can therefore be seen broadly as the information, understanding, skills, values and attitudes acquired through learning. As such, knowledge is linked inextricably to the cultural, social, environmental and institutional contexts in which it is created and reproduced.' (p.16). Knowledge is not reduced to exploitable and usable abilities. The authors try to make clear that their main focus is also the wellbeing of the person as much as the persons' abilities to be able to participate in several processes that are going on in the world. The persons should not only be able to adapt to the world he or she should also be able to implement his own potential, creativity and ideas onto the world as each single individual must be valued.

Finally education is defined as 'learning that is deliberate, intentional, purposeful and organized. Formal and non-formal educational opportunities suppose a certain degree of institutionalization.' (p.17). One of the questions with regard to the fact that a big part of learning that each individual processes does not take place in corresponding institutions and extra learning environments. The authors argue that non-formal and even informal processes of learning should be more considered by organizations.

Defining education, learning and knowledge as a global common good offers a lot of options for future handling of these topics on both national and international level. The effects of this new perspective concerns basic education as much as secondary, tertiary and post-secondary education. Especially basic education has to remain mostly controlled by the states and nations whereas other and more advanced forms of education will be more and more controlled by private stakeholders and international organizations and networks. But both kinds of education must be monitored and

researched on international level and international organizations should implement a few general normative guidelines according to humanistic and universal values.

It is important that the role of the actual teachers' and pedagogues' changes in direction to a more fluent role that is not strictly restricted to transfer knowledge unilaterally. The teachers have to be facilitators of learning because one of the main changes in an interconnected and digitalized world is that people have access to information and knowledge through the internet anyways. Therefore teachers have to be more creative and use new forms of technology so that they can make use of the wide range of possibilities to execute their task more effectively. The teacher is not someone who stands above the child. Instead, the authors suggest approaches formulated by Paulo Freire.

The authors favor a holistic and humanistic approach although they mention that especially the term 'humanism' has different connotations which make it hard to find a single concept that comprises all implications associated with that term. Furthermore, this approach is difficult to practice as it implicates the attempt to allow cultural diversity and as many perspectives as possible to form the discourse thus it makes it very difficult to find agreements and consensus that will implicate the interests and worldviews of each participant. Despite this difficulty, it is remarked by the authors that this is also an opportunity to learn from each other as for example some rural perspectives on nature might be helpful to create a healthy attitude towards our nature which then could help to reduce ecological damages and prevent catastrophic climate changes.

In my opinion the authors name many important topics and processes of the modern world which are very convincingly referred to educational regards. Also, they don't limit themselves to narrow and simple descriptions in favor of a specific way of treating these challenges. Instead they offer a variety of ideas and proposals to deal with certain processes and they also mark the critical aspects of single developments. It is obvious that it is not easy for them to form an opinion for example regarding the increasing privatization of education as they mention positive and negative consequences. They always try to contextualize their demands and arguments.

However, it seems like the UNESCO and equivalent organizations will have a pioneering task when it comes to the normative core values of education. For me it's very important that no single stakeholder may have the power to enforce its demands onto other organizations that do not agree with them, especially if the national sovereignty is at risk. The privatization of education might lead to even further discrepancy of rich people who can afford much higher quality of education than poor people who only can join the minimum offers. On the other hand, interpreting education as a global common good seems to be an important step in future scenarios to provide quality education to everyone as this concept compels responsibility and obligations to each stakeholder that offers opportunities for learning and acquiring knowledge. The main problem for all of this seems to be the combination of economic,

## BOOK REVIEW

UNESCO (2016). *3rd Global Report on Adult Learning and Education. The impact of Adult Learning and Education on Health and Well-being; Employment and Labour Market; and Social, Civic and Community Life. Hamburg, EU: UNESCO Institute for Lifelong Learning. 154 pp.*

**Reviewed by:** Nicoletta Tomei, Ph.D. Scholar, Julius Maximilian University Würzburg, EU

The *3rd Global Report on Adult Learning and Education* (GRALE III) is a text that provides analysts, policymakers, stakeholders and researchers from the different UN Member States a valuable tool to advance the new global agenda of Adult Learning and Education. The publication of GRALE III is an international community effort primarily undertaken by UNESCO Institute of Lifelong Learning and UNESCO Institute for Statistics. 139 Member States contributed with their answers to monitor and report on countries' implementation of the Belém Framework for Action adopted by the 6th International Conference on Adult Education (CONFINTEA VI).

Since the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action give to ALE "unprecedented global potential as a tool for progress" (p.133), the report is also a call for discussion which helps ALE community to look head to the Mid-Term Review of CONFINTEA VI in 2017.

The effort of making the case for ALE drives the contents of the book. The text brings together the latest data, policy analysis and case studies to show how ALE can contribute to different important domains and identifies major challenges and major global trends' implications for it.

By claiming that even the "definitions of ALE vary widely, depending on the immediate needs, priorities and contexts" of different countries the authors clearly place data-gathering at the centre of this discussion (p.29). For example, with the significant exception of the area of action of policy, the issue recurs as pivotal through the considerations devoted to the results of the monitoring survey in ALE governance, financing, participation, equity and quality. At the end of the first part, the reader is asked to evaluate the benefits on this respect of the same cross-sectoral approach which is used to assess the impact of ALE beyond education sector (health, employment, community life).

Each chapter of the second part provides arguments for governments, the private sector and individuals to invest in ALE, echoing the leitmotiv of the *First Global Report on Adult Learning and Education*- designed to inform discussions at

CONFINTEA VI in 2009. Adult literacy and gender equality, identified as main challenges, can in fact hardly be achieved if “one on three country spend less than 1% of their education budget on ALE” (p.135). In this respect, there is clearly a strong statement in favour of a greater balance in investments within the education sector itself but also for more balanced investments among different sectors of ALE. Since “learning is increasingly taking place outside the formal sector” (p.135) governments are encouraged to support practices of recognition, validation and accreditation of prior learning. These are in fact recognized not only as an important tool for fostering inclusion and equity by motivating marginalised individuals to participate in ALE, but also as a relevant area for experimenting inter-sectoral coherence in policies, stronger partner’s coordination and new legal and financial arrangements.

The final part of the report, designed to provide some guidelines “to the readers in their effort to promote and improve the state of ALE around the world” (p. 121) focuses on six dominant trends. Even though some of them recall some of the above-mentioned issues, the text introduces also new perspectives on the challenges that ALE has to face in the next decades. Since “between 2015 and 2030, the global number of people aged 65 or over will double to 1 billion” (p.126), the authors underline the importance of assessing learning needs and learning potentials at different ages and stages of life as well as the role that ALE can have in the achievement of Sustainable Development Goals. Issues such as internet accessibility and ICT skills’ acquisition are discussed and linked to the Goal’s 4 substantive targets which aim to ensure and promote lifelong learning opportunities for all. Stressing that the Millennium Development Goals remained silent about the role of ALE, the text refers to the *Recommendation on Adult Learning and Education* (2015) in order to point out that new commitments identify literacy, continuing training and professional development and active citizenship as the three main domains in which advancements can be expected.

While all the chapters are interesting from the perspectives of policymakers, chapter 4, ‘Social, Civic and Community life’ has a special place according to researchers’ perspective. It contributes in fact to highlight the benefits of ALE for a sector that has received relatively little attention compared to those in others sectors. Evidence of the positive impact of ALE on community and society reveals that, even if it cannot be assumed that there is a linear path from better education to better participation in community life, it is possible to see some correlations between education and the ability to positively live in diversity and to mobilize social capital. Skills acquisition, cultural learning and the development of ‘moral emotions’, which are usually considered “almost ubiquitous” (p.110) outcomes of ALE interventions, are in fact claimed as important drivers for social cohesion and community participation. The authors offer, in this respect, a series of considerations that highlight the importance of valuing ALE as a fundamental societal asset. Even if governments tend, usually, to focus on more visible and more easily measurable benefits, research can contribute to enlarge the knowledge base of ALE tackling the mild amount of evidence about intangible

community outcomes. Taking the advantage offered by the 2030 Agenda for Sustainable Development which calls to address environmental protection and fairer redistribution of socio-economic benefits, the text strengthens the ethical dimension of ALE. Research, in this respect, should continue to yield results in promising areas, such as community based learning, under the framework created by global institutions to building a global network of learning cities.

The strength of the 3rd Global Report on Adult Learning and Education is its richness and its comprehensive review of adult learning. It succinctly explores the field integrating theoretical references, evidence from monitoring, research and practice and contemporary trends and challenges. While a comprehensive international work on adult learning and education is rather ambitious, UNESCO Institute of Lifelong Learning and its partners pull it off declaring that “GRALE does not attempt to identify a single model of best practice in ALE” (p.138), but recognizes that each country has its own development trajectory which can be enhanced by the rich collection of information and data that GRALE III presents.

As a Ph.D. student, I found the book to be interesting and useful as a framework for my future research. I deeply appreciated the effort to relate its contents to other important documents in the field of ALE. A cross reading of them has in fact helped me to contextualise changes in ALE through the lens of a conceptual broad approach.

GRALE I, which explores the development of the concept of LLL, identifies in the spread of human capital theories the most important reason for the introduction of Adult learning policies as a means of economic development during the 60’s. This introduction, challenging already existing community-based, political and cultural traditions of adult education in different countries, leads to consider the outcomes of learning primarily in terms of use value and results in a landscape where mixed principles, policies and practices co-exist.

The need of repositioning adult education within lifelong learning, clearly stated by GRALE I, still characterises the final recommendation of GRALE II. The 2013 report stresses in fact that the lack of shared understanding of adult learning has led to great imbalance among policy discourse, with the north countries concentrating on the operationalisation of the discourse of lifelong learning and the south countries, focusing on basic education for all. Alongside this, the lack of clarity has not only resulted in a tendency to continue to prioritise primary education but has also resulted in a division of the adult education in different fields in which actors emphasises different principles, purposes and practices rather than establishing inter-sectoral connections, alliances and partnerships.

In this respect, GRALE III seems finally to reflect a “move towards a more holistic view of education and lifelong learning” (p.22) and a shift from an almost exclusive interest in economic competitiveness focus to a broader human capability horizon



which values ALE as a powerful tool for people emancipation, countries enhancement and world empowerment.

In my opinion, this vision therefore requires not only a shared philosophy of the purposes and benefits of adult learning and education but also a full engagement in international cooperation. Unfortunately, this important area of action remains utterly implicit throughout the text of GRALE III. The authors in fact seem to be more interested in the establishment of structural mechanisms for monitoring ALE in different countries than in fostering an international cooperation which not merely involves the sharing of information on structures, curricula, methods and techniques originated all over the world. The reduced relevance assigned to this aspect surprises even more if the reader considers that the number of UN Member States which participates in crafting the report has continuously decreased since the issue of GRALE I, which stresses it quite clearly (p.121).

To not take this as signal of groundwater and unforeseen changes in the global agenda of ALE, I highly recommend reading GRALE III under the broader framework of UNESCO activities. The 2030 Agenda for Sustainable Development, with its interest in revitalizing the global partnership for sustainable development, makes in fact a strong statement in favour of mutual cooperative assistance in each other's capacity building, and echoes the *Recommendation on Adult Learning and Education* (2015) which encourages South-South, North-South and triangular cooperation in order to make quality adult learning opportunities globally available and to help adults to take full advantages of such opportunities.

---

## Our Contributors

**Dr. Nasreen Rustomfram**, Professor and Chairperson, Centre for Lifelong Learning, Tata Institute of Social Sciences, V.N. Purav Marg, Deonar, Mumbai, Maharashtra - 400 088 [e-mail: [nasreen\\_r@tiss.edu](mailto:nasreen_r@tiss.edu)]

**Prof. (Dr) Sunil Sharma**, Dean, Indian Spinal Injuries Centre, Opp. Vasant Valley School, Sector-C, Vasant Kunj, New Delhi – 110 070

**Smt. Nishat Farooq** (former Director, State Resource Centre, Jamia Millia Islamia, New Delhi) [e-mail: [nishatfarooq@gmail.com](mailto:nishatfarooq@gmail.com)]

**Res:** J – 346, Sarita Vihar, New Delhi – 110 076

**Dr. Asha Patil**, Associate Professor, Department of Continuing & Adult Education, S.N.D.T. Women's University, Churchgate, Mumbai, Maharashtra-400 020  
[e-mail: [drpatilasha@gmail.com](mailto:drpatilasha@gmail.com)]

**Shri Deepak Goswami**, Department of Adult Continuing Education and Extension, Faculty of Social Sciences, University of Delhi, Delhi – 110 006.  
[e-mail: [deepak.goswami8118@gmail.com](mailto:deepak.goswami8118@gmail.com)]

**Dr. Vandana Sisodia**, Assistant Professor, Department of Adult Continuing Education and Extension, Faculty of Social Sciences, University of Delhi, Delhi – 110 006  
[e-mail: [vandana.sisodia@gmail.com](mailto:vandana.sisodia@gmail.com)]

**Shri Sudip Bhattacharya**, Research Scholar, Department of Lifelong Learning and Extension, University of Kalyani, Kalyani, Nadia, West Bengal-741 235  
[e-mail: [sudip060279@gmail.com](mailto:sudip060279@gmail.com)]

**Dr. Prasenjit Deb**, Professor & Head, Department of Lifelong Learning & Extension, University of Kalyani, Kalyani, Nadia, West Bengal-741 235.  
[e-mail: [drprasenjitdeb@gmail.com](mailto:drprasenjitdeb@gmail.com)]

**Ms. Asma**, SRF- Scholar in the Department of Education, Kumaun University, Sleepy Hollow, Nainital, Uttarakhand- 263 001  
[e-mail: [ashu198855@gmail.com](mailto:ashu198855@gmail.com), [aasma0022@gmail.com](mailto:aasma0022@gmail.com)]

**Shri Farooq Ahmad**, Research Scholar In The Department of Political Science, Kumaun University, Sleepy Hollow, Nainital, Uttarakhand 263001  
[e-mail: [farooqmajeed19@gmail.com](mailto:farooqmajeed19@gmail.com)]

---

**Dr. Anuradha Sharma**, Associate Professor, Department of Community Education and Disability Studies, Panjab University, Sector 14, Chandigarh - 160 014  
[e-mail: [anujay\\_28@yahoo.co.in](mailto:anujay_28@yahoo.co.in)]

**Ms. Navreet Kaur**, Student, Department of Community Education and Disability Studies, Panjab University, Sector 14, Chandigarh-160 014.

**Dr. Dazy Zarabi**, Assistant Professor, Department of Community Education and Disability Studies, Panjab University, Sector 14, Chandigarh -160 014  
[e-mail: [dazyzarabi@yahoo.co.in](mailto:dazyzarabi@yahoo.co.in)]

**Dr. Shalini Sharma**, Advocate, 523, Govind Puri, PO Model Town, Yamuna Nagar, Haryana-135 001. [e-mail: [shalinisharmasood@gmail.com](mailto:shalinisharmasood@gmail.com)]

**Prof. Manjeet Paintal**, Department of Community Education and Disability Studies, Panjab University, Chandigarh - 160 014  
[e-mail: [manjeet\\_51@hotmail.com](mailto:manjeet_51@hotmail.com)]

**Arne Stenzel**, Student, Master's Programme in Adult and Lifelong Education, Julius Macmillan University, Wurzburg, Germany

**Ms. Nicoletta Tomei**, Student, Master's Programme in Adult and Lifelong Education, Julius Macmillan University, Wurzburg, Germany

## *IAEA Periodicals*

The Association regularly brings out following periodicals:

### **INDIAN JOURNAL OF ADULT EDUCATION**

*(Editor in Chief: Prof. B.S. Garg; Editor: Dr. Madan Singh)*

This internationally known quarterly is the leading journal on adult education and its allied areas, being brought out regularly since 1939, is running in the 78th year of its publication.

### **PROUDH SHIKSHA**

*(Chief Editor: Prof. B.S. Garg; Editor: Dr. Madan Singh)*

This magazine in Hindi carries articles on empirical studies in the field of adult education, women empowerment, education, health, women problems, etc., and other material on developments in these areas.

### **IAEA NEWSLETTER**

*(Editor in Chief: Prof. B. S. Garg ; Editor: Dr. Madan Singh)*

This monthly newsletter carries information on activities of IAEA and its branches along with news and developments in the field of adult education and its allied areas.

For information on their subscription, availability of back numbers for sale, etc., please write to: General Secretary, IAEA, 17-B, IP Estate, New Delhi - 110 002  
Visit our Websites : [iaea-india.org](http://iaea-india.org), [iiale.org](http://iiale.org);

E-Mail : [iaeadelhi@gmail.com](mailto:iaeadelhi@gmail.com)

---