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Learning Outcomes based Curriculum Framework for Distance Learning Programmes for Achieving Quality Education

Anita Priyadarshini¹

Abstract

The achievement of quality education in India is a major concern for policy planners and practitioners. The need for learning outcomes in all modes of education has been enunciated in the National Education Policy (NEP) 2020. In the case of distance education programmes, UGC (ODL) Regulations 2017 make a strong thrust for achieving learning outcomes in higher education. The UGC Quality Mandate 2020 also includes a Learning Outcomes Based Curriculum Framework (LOCF). This paper reviews the NEP 2020 and UGC regulations 2017 with respect to learning outcomes, alongwith the experiences of Indira Gandhi National Open University (IGNOU). It then proposes a model for designing a Learning Outcomes Based Curriculum Framework (LOCF) for distance learning programmes. The significance of an LOCF aims to lead towards maintenance of standards and equivalence of ODL programmes at both national and global levels for the achievement of quality education through ODL.

Keywords: *Distance learning, learning outcomes, LOCF, quality education*

Introduction

The National Education Policy, 2020 (GoI, 2020) has made a strong thrust for improving the quality of education at all levels in India and aligning learning with national goals and global standards. The Policy recognizes the gap between what is being learnt and what is expected to be learnt i.e., the desired learning outcomes are not being achieved. Therefore the Policy calls for achieving learning outcomes at every stage i.e., from early childhood care and education right up to higher

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education. This need for quality education is emphasized across all modes of education—formal, non-formal, open and distance education.

The learning status in India shows that in 1951, the literacy rate was only 18.33% with women literacy being 8.86%. As per the 2011 Census, the literacy rate rose to 74.04% with women's literacy at 65.5%. The National Education Policy (GoI, 2020) points out that a large percentage of young learners remain who are yet to attain foundation literacy and numeracy along with a wide disparity between school enrolments and achievement rates. At the higher education level, a concentrated effort is required to increase the gross enrolment ratio (GER) with the introduction of multi-disciplinary programmes for holistic development. The cross-cutting focus is on flexibility and innovation with a stress on skill development programmes for better employment opportunities. In addition, the need for maintaining national standards and improving global ranking of higher education institutions (HEIs) is also reflected in the Policy.

One of the strong thrusts advocated in the NEP 2020 is the emphasis on learning outcomes for achieving quality education. This focus of the NEP 2020 on the achievement of learning outcomes traverses the continuum from school to higher education and encompasses all forms and systems of learning-formal, non-formal, open and distance, online, alternate making a univocal argument for high quality education.

Objectives

The objectives of this study are:

- To review the policy position on learning outcomes in National Education Policy (2020), UGC Quality Mandate (2020), UGC (ODL) Regulations (2017);
- To examine the role of learning outcomes in ODL in the context of IGNOU;
- To propose a model for designing a Learning Outcomes based Curriculum Framework (LOCF) for ODL programmes;
- To analyse the implications of the LOCF for enhancing quality education in the ODL system.

Understanding Learning Outcomes

According to Harris and Clayton (2019), there is an emphasis on learning outcomes throughout the world, which has a great impact upon education in terms of influencing the nature of the teaching learning processes, the evaluation of courses

as well as the focus of audit and regulatory bodies. Cedefop (2009) defined learning outcomes as the, “statement of what a learner knows, understands, and is able to do after completion of learning.” According to Spady (1994), outcomes are those “learning results that are clearly demonstrated at or after the end of an instructional experience. Outcomes can take many forms (from simple to complex) depending on the content, competencies, performance contexts, and consequences embodied in their definition.” Further Spady (1994) who is often referred to as the ‘father of Outcome Based Education (OBE)’, defined the concept as “a comprehensive approach to organizing and operating an education system that is focused on and defined by the successful demonstrations of learning sought from each student”. According to different scholars, it is agreed that learning outcomes reflect the expected learning levels that learners need to achieve at a particular level/class. This would ensure that there is a direct link between the learning process and its assessment.

The National Education Policy (2020) and Learning Outcomes

The relevance of learning outcomes has been made across the National Education Policy (2020) as the Policy makes strong recommendations by linking equitable and inclusive education with achievement of learning outcomes by all, especially for the Socio-Economically Disadvantaged Groups (SEDG). The Policy identifies the problems faced by education systems and recognizes currently, the learning outcomes have not been given due weightage. It therefore shifts the goalpost from the ‘input’ to the ‘output’ potential i.e., the desired learning outcomes. It thus calls for major reforms in the existing system, that is curriculum, pedagogy, assessment, support services, infrastructure or regulatory bodies with a view to achieving quality education.

The NEP advocates that learning competencies such as critical thinking, analysis, problem-solving need to be achieved through inquiry, discussion, discovery-based learning and curriculum content needs to be reduced at the school level. The Policy recommends that teachers given more autonomy in choosing pedagogy that would be most effective in their teaching-learning process depending upon the local context to close the gap in the achievement of learning outcomes and move towards competency-based learning. It recommends continuous professional development of teachers for better interactive classroom exchange and promotion of innovative teaching methods.

An important aspect of the NEP is the strong emphasis on maintaining standards and equivalence. Assessment is measured in terms of the achievement of learning

outcomes. This implies that assessment design, tools, methods will have to be more scientific and accurate based upon measurement of learning outcomes. The Policy proposes to set up a National Assessment Center, PARAKH (Performance Assessment Review and Analysis of Knowledge for Holistic Development) (NEP 2020, pp 19). PARAKH will set norms and standards for school education while the National Testing Agency (NTA) will work at the level of higher education.

The National Education Policy 2020 recognizes one of the major problems at higher education level which is, “less emphasis on the development of cognitive skills and learning outcomes.” (NEP 2020 pp. 33). The multidisciplinary and holistic education approach advocates the development of higher level of learning outcomes, in keeping up with 21st century learning. The setting up of the General Education Council (GEC) as a vertical of the Higher Education Commission of India (HECI) is a step towards strengthening the development of learning outcomes at higher education level as this body will frame expected learning outcomes for higher education. The formulation of graduate attributes for each programme will outline the learning outcomes in terms of knowledge, skills, attitudes and values that are expected to be acquired by a graduate upon completion of a programme.

The qualification descriptors would indicate common standards for qualifications and reflect both disciplinary knowledge and understanding as well as generic skills including global competencies. By pitching for such expected outcomes and attributes upon the completion of a type of qualification, the Policy aims to ensure that every programme is of a high academic standard. Further, the recommendation that all qualifications will now be described by National Higher Education Qualification Framework (NHEQF) in terms of learning outcomes shows its significance in the pursuit of quality education advocated by the NEP 2020.

The National Education Policy 2020 thus aims at achieving 21st century capabilities that include intellectual prowess, relevant skills, positive attitude as well as high values as a part of the holistic development of learners.

Learning Outcomes in the UGC Quality Mandate

The need for quality education through achievement of learning outcomes has been emphasized by the University Grants Commission (UGC). This statutory body of the Government of India is responsible for the coordination, determination and maintenance of standards of university education in India. In 2020, the UGC adopted UGC Quality Mandate as a means for addressing the challenges affecting higher education, be it employability of graduates, teaching-learning and research amongst

others. An important initiative under this Quality Mandate was the ‘Learning Outcomes based Curriculum Framework (LOCF) for Undergraduate Education’. This Framework put in place protocols for developing the learning outcome-based approach to curriculum planning and development which was aimed at ensuring that all graduates of a particular programme were able to demonstrate the knowledge and skills expected to be attained after the completion of that qualification. This LOCF outlined the graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes for the undergraduate programme. It was expected that every programme would be revised in the light of this LOCF (UGC, 2020).

As per the UGC document, the objectives of the Learning Outcomes based Curriculum Framework for Undergraduate Programmes are to formulate graduate attributes and to develop qualification descriptors so that the curriculum designers can develop programme learning outcomes and course learning outcomes which can then be accessed through different tests. The LOCF would also help to make the programme robust with periodic review and revision. Another objective is to ensure that these prospective students, parents, employers are able to understand the nature of knowledge, skills, attitudes and values that the student will demonstrate after the completion of the programme. According to the UGC document, the LOCF will help to maintain standards, both nationally and internationally and thereby not just facilitate learner mobility but also make the Indian education system globally competitive. (UGC, 2020 pp 6).

Learning Outcomes and the UGC (Open and Distance Learning) Regulations, 2017

The significance of learning outcomes in higher education through the ODL system was reflected earlier in the UGC notified Regulations on Open and Distance Learning in 2017. India has one of the largest ODL systems in the world, with one National Open University and fourteen State Open Universities. In addition, there are Departments of Distance Education which are functioning under dual mode higher education institutions (HEIs). The University Grants Commission jurisdiction is applicable for all universities in India including those delivering higher education through the open and distance learning mode.

The UGC (Open and Distance Learning) Regulations, 2017 are a landmark for programmes delivered through the ODL mode as they define the minimum standards of instructions for the awarding of degrees at both undergraduate and postgraduate levels. These regulations stress on the need for quality assurance and mandate that

institutions would have to meet certain requirements to achieve necessary standards prior to being considered for accreditation.

The ODL Regulations (2017) cover all aspects of ODL practices-curriculum design, delivery, governance, evaluation, media, staff development etc. For instance, as per the Quality Monitoring Mechanism under these Regulations, all ODL institutions have to ensure that every self-learning material is designed in a manner whereby the intended learning outcomes are clearly identified and the skills and competencies to be achieved are known to the teacher and the learner. In terms of assessment and evaluation, the Regulations require the examination practices to be such that the learners are able to achieve the learning outcomes identified in the curriculum. Similarly, the teaching quality and staff development has to be designed and conducted to reflect the institutional as well as discipline learning outcomes.

The development of supporting audio/video material has to conform to the competencies indicated in the curriculum and the learning materials and support the achievement of learning outcomes. It is significant that as per the UGC ODL Regulations (2017), all new programmes to be developed under the Programme Project Report (PPR) need to indicate the learning outcomes which identify the knowledge, skills and competencies that are to be transferred to the learner and therefore must underline the standards to be achieved once the programme has been completed by a graduate.

LOCF in ODL Programmes in HE – The IGNOU Experience

As the lead national university in the country, the Indira Gandhi National Open University (IGNOU) is mandated “to encourage the open university and distance education systems in the educational pattern of the country and to coordinate and determine the standards in such systems” (IGNOU Act (4)).

In order to take forward the UGC Quality Mandate and apply it to the ODL system, IGNOU, in 2020, constituted a Task Group for Developing Institutional Implementation Plan for the Quality Mandate Initiative on “Learning Outcomes based Curriculum Framework for Undergraduate Education”. The Task Group developed a Report for an Institutional LOCF which adopted strategies of flexibility and innovation in its “(i) programme design and syllabi development by higher education institutions (HEIs); (ii) teaching-learning process; (iii) assessment of student learning levels; and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes” (IGNOU, 2020).

The main objective of the plan for a LOCF is to ensure that the programmes of IGNOU are in alignment with the UGC requirements. According to the Report, IGNOU took up the 18 Bachelor's degree programs, which are being offered under the Choice Based Credit System (CBCS) except for five programs. These included undergraduate programmes for both the BA programme of 132 credits and BA Hons programme of 148 credits. These programmes are in three categories of courses (i) Core courses, (ii) Elective courses, (iii) Ability enhancement courses. At the postgraduate level, IGNOU-STRIDE has also developed the LOCF for the MA in Distance Education (MADE), as well as conducted faculty development programmes for equipping the ODL teachers to initiate LOCF in their own programmes. In keeping with the UGC LOCF, IGNOU has adopted the same graduate attributes for LOCF of all its programmes.

These attributes include (i) discipline knowledge (ii) communication knowledge (iii) skills (iv) critical thinking (v) problem solving (vi) analytical reasoning (vii) research related skills (viii) cooperation (ix) team work (x) scientific reasoning (xi) reflective thinking (xii) information/digital literacy (xiii) self-directed learning (xiv) multicultural competent (xv) moral and ethical awareness/reasoning (xvi) leadership readiness/ qualities (xvii) lifelong learning (IGNOU 2020).

All the new programmes of IGNOU are expected to be developed on the basis of this institutional plan for LOCF and the existing programmes be revised accordingly. In doing so, it will be aimed that the qualification awarded will be in consonance with the knowledge, understanding, skills, attitudes and values which a learner can demonstrate at the end of the programme. According to the IGNOU LOCF document (2020), it is to serve as both “a learning and a training tool for teachers to plan and design their courses in the future” and “to ensure that all undergraduate programmes offered by university are standardized and have learners centered focus”. The relevance of LOCF also lies in the fact, that the curriculum has to be aligned to international standards and global qualification frameworks. The national ranking systems also demand that the programmes are in consonance with laid down standards.

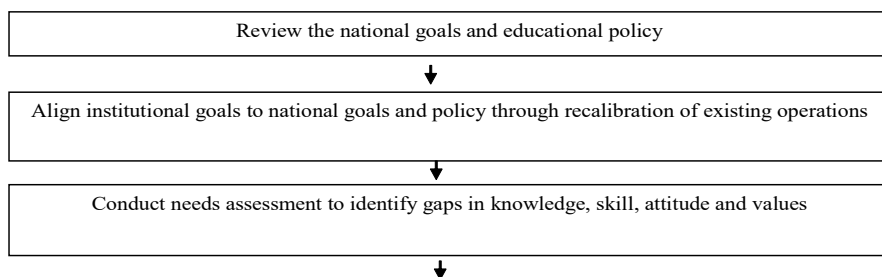
Model for designing a Learning Outcomes based Curriculum Framework (LOCF) for ODL programmes

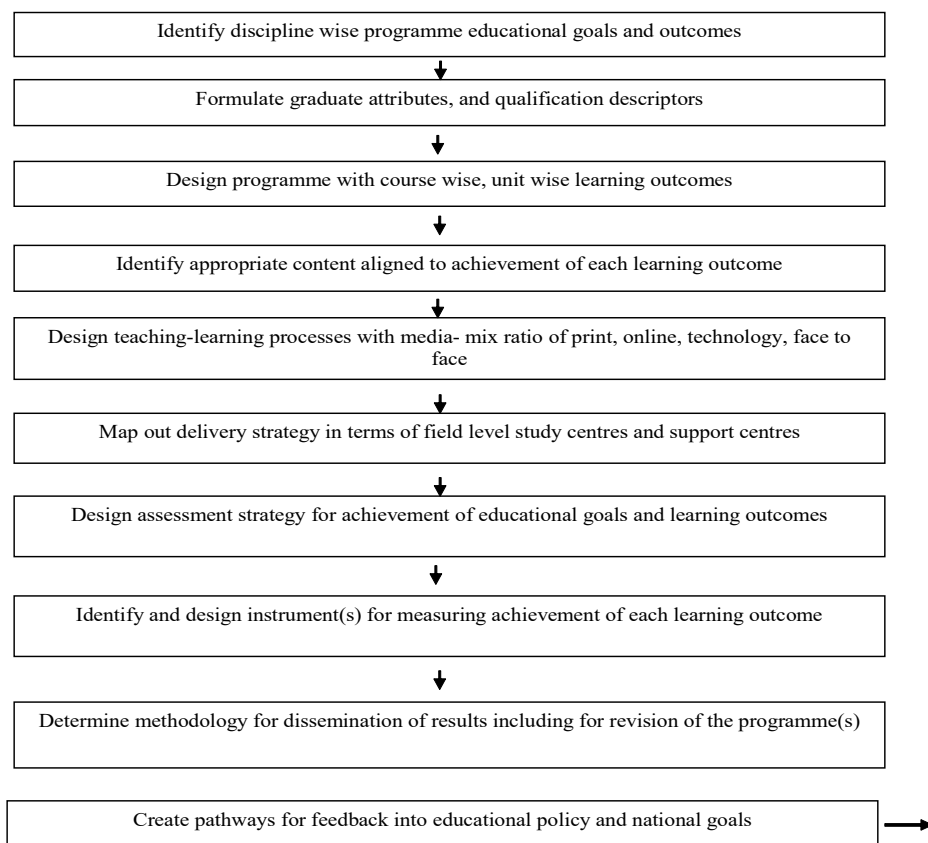
Based upon policy documents and the experiences of the ODL institution, there is a need to develop a strategy that may be followed by other ODL institutions for preparing their own institutional plan and LOCF document. The basic premise is that the LOCF for an ODL system has to reflect the flexibility and innovation,

which are a hallmark of this system. The nature of ODL is such that the demands upon the learner are varied. The unique features of the system are based on the philosophy of ODL which include flexibility with freedom of choice for selecting a programme, course as well as the freedom for choosing the place and pace of learning. This quality also gives the learner the choice to decide his or her assessment period. According to Wedmeyer, the learner in the distance learning system is an ‘independent learner’ (Diehl, 2012). According to Moore (1997), the basis of ODL is ‘learner autonomy’. The course materials in ODL are designed to facilitate learners who are what Knowles (1975) describes as a ‘self-directed learner’. Bloom’s (1971) ‘mastery learning’ model is promoted to ensure that the learner is able to ‘master’ a learning goal and after that proceed ahead to the next goal. This enables a learner to decide their examination schedule. Therefore, in view of the fact that the learner is in charge of her/his learning, the task of facilitating this learning of the distance learner becomes the responsibility of the distance teacher. It is in this context that the role of learning outcomes becomes extremely significant. This implies that the learner must be able to master each competency at a particular level of course curriculum and also be able to self-assess themselves as they travel along their learning journey.

The model of LOCF must also include all existing operations to ensure a synchronization between the aims and objectives of the institution and the national goals and educational policy set in place to achieve these aims. The UGC regulations (ODL) 2017 under Quality Assurance Mechanism state that the governance, leadership, management and other constituents of the distance learning institute must function in such a way to achieve the learning outcomes that have been laid out for the institutions.

In accordance with the NEP 2020, UGC ODL regulations 2017, the model for designing a Learning Outcomes based Curriculum Framework for an ODL programme would then be as follows:





LOCF model for open and distance learning institutions therefore has to be one that is not just housed in curricular aspects and includes all facets of the ODL system. Once all the components are working in tandem i.e., processes of development of materials, delivery and evaluation, they will be able to bridge the existing gaps and lead to a quality outcome.

Implications of the LOCF for ODL institutions in achieving Quality Education

In an ODL system, the changes have to be made at the institutional level, as they may include policy decisions of how much autonomy learners may have about choosing their courses in a CBCS mode or the mode of learning i.e. in terms of media –mix, online or evaluation strategy; weightages of assignments and term end examination. In doing this, the issue of curricular changes and development of course

material is also to be kept in mind. Thus, while the levels of intervention at the level of the teacher may be appropriate, yet this may be insufficient and changes may be required at the level of the departments. Hence all departments and in fact all teaching and non-teaching staff have to be trained to understand their value in the attainment of quality education system.

As per the National Education Policy 2020, there is a strong emphasis on maintaining standards and equivalence to ensure that learning is aligned with global standards and national goals. The development of IGNOU LOCF for distance education programmes and the fact that it is in consonance with the UGC LOCF makes it very clear that equivalence between different systems of education is being accepted, and learning outcomes irrespective of whether they are through regular formal or distance systems, are the key to quality education.

Another important issue is of the ranking of institutions at a national level. The National Assessment and Accreditation Council (NAAC) has developed guidelines for assessment of institutions based upon a set of parameters. The parameters are similar for formal education, which again implies that it is not the mode of education but the outcomes which are significant in assessing quality.

The fundamental change that such learning outcomes would bring about for ODL systems is that the graduate attributes of different courses would be available for every programme. Similarly, the qualification descriptors would ensure that every student, teacher and employer would be able to understand the levels of learning outcomes in terms of knowledge, skills, attitudes and values (K/S/A/V) a particular degree or diploma would demonstrate. Graduates of programmes would then not be judged on the basis of the mode through which they have acquired the degree but instead on their capability to demonstrate acquisition of K/S/A/V acquired by the qualification.

Conclusions

The relevance of the Learning Outcomes based Curriculum Framework (LOCF) lies in design of these outcomes which help distance learners to negotiate through the learning process and build their knowledge, skills, attitudes and values. For policy planners, teachers, evaluators, the LOCF of an ODL programme, in addition to discipline knowledge, provides graduate attributes, and qualification descriptors that establish a totality which makes the programme measurable. Such standardization based upon learning outcomes brings about parity and equivalence between learning through formal and distance learning and enables qualifications

between the two systems to be transferable and seamless. Through the perspective of holistic education the LOCF leads to the evolvement of the 21st century learner and thus, an achievement of quality education.

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A Study on Educated Consumer Behavior and Perception towards Organic Food Products in Delhi

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Vandana Sisodia²

Abstract

In today's world, organic food products have emerged to be extremely important for human beings to lead a healthy life. In this paper, an attempt has been made to find out the consumer attitude towards organic food products. There is little information about public attitude towards organic food. A sample of 100 respondents was randomly selected from Delhi. The selected samples were analyzed using SPSS. As per the findings of the study, the level of behavior and perception about organic food products among the educated consumers were not encouraging and they were not aware about certification and market availability. There is a need to acquire more knowledge about consumers and their perception, attitude and behavior towards organic food products.

Keywords: *organic food, consumer, attitude, behavior*

Introduction

Organic farming was introduced in India quite some time back. The farming community flourished with organic cultivation. India was one of the most prosperous nations on the planet, until its domination by colonial rulers in the latter half of the eighteenth century. In ancient India, the whole agri-business was conducted by utilizing organic strategies, where manure, pesticides, and many other by-products, were obtained from plants and other livestock. Domestic animals gave milk, dairy products increased population of livestock and compost which was utilized as manure.

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During the 1950s and 1960s, the consistently rising population of India and a few characteristic disasters led to a serious food shortage in India. Thus, the government was compelled to import food grains. To ensure sustenance and food security, the administration needed to adopt modern means of agriculture by scientific application of water, fertilizer and other agro-chemicals. The Green Revolution (under the leadership of Prof. M. S. Swaminathan) was transformed into the administration's most ambitious and revolutionary programme during the 1960s. (Dettmann and Dimitri, 2009). That trend continues till date.

The biggest advantage of organic food includes, nutrient dense food. As per a science audit in 2008, natural nourishment has healthier prevalence than its non-natural components. It is stronger and has more energetic body, absence of pesticides, synthetic substances, or extra additive substances which imply a little hazard of malady and disease. They do not exhaust easily and are not gross like low-quality nutrition. It gives a sense of healthier taste. Genuinely it may not taste as great compared to the addictive characteristics of low nutritious food, for example, added sugar.

Current Status of Organic Food Products in India

The Indian economy is one of the fastest growing economies among the developing countries in the world. Agriculture is the major source of livelihood, particularly in the rural areas, where 55% of the country's population live. Agriculture still contributes significantly to export earnings and is an important source of raw materials for many industries. The agriculture in India has made enormous strides during the past 50 years.

India is endowed with various types of naturally available organic forms of nutrients in different parts of the country and it will help organic cultivation of crops substantially (European Academic Research– Vol III, Issue 4/July 2015). The demand for organic food products is growing due to a huge presence of health-conscious consumers. The organic food consumption in India is very low as compared to western markets.

Purpose of Study

The major shift in trend from fast food to organic food and other healthier options is creating a good impact on the Indian food industry. There has been a steady increase in the number of farmers converting their land to organic farms, food processing units manufacturing organic foods brands, generic supermarkets

adding organic food options to their shelves and organic stand-alone shops opening doors (European Academic Research- Vol III, Issue 4/July 2015). Many organic brands have come into existence in the last decade. The majority of country produced organic food is still being exported to the US and European countries. Indians themselves are becoming aware of the benefits of organic food and adopting it albeit, slowly. T

here are a very few studies about organic food products. The rationale for carrying out this study is that interest towards these organic foods are visible only among educated and concerned citizens who are aware of and fully committed to their rights to a good health and clean environment. Organic farming will be a holistic production management system that promotes and enhances agro-ecosystems with health as also biodiversity, biological cycles and biological activities. As a result, there is widespread demand and movement of organic merchandise.

Objective of the Study

With increasing health consciousness, a trending concern for setting up an organic farming system, the objective of the study is to understand consumer's behavior and his/her perception about organic food products.

Research Methodology

The present research work is based on the primary data; secondary data has been used to make the study more comprehensive. In the present study, sampling has been done by purposive random sampling method. A sample of 100 educated persons was selected. The investigation depends on essential information. The essential information was gathered from the chosen buyers on random sample examining techniques on assisted schedule.

A sample of 100 shoppers of organic items in Delhi was chosen among educated consumers who were consuming organic food products in order to understand their behavior level.

Limitations of the Study

1. The reactions given by the respondents have been taken as real and no further confirmation is made.
2. Time is a constraining variable in doing broad-based research work.

Review of Literature

Some of the important studies done in India and abroad about the attitude or behaviour towards organic food products have been analyzed below:

Satyendra Kumar and H.M. Chandrashekar, (2015) reported consumer conduct towards organic nourishment items in Mysore city. The research study stated that organic products markets are not effective but people prefer organic products. In this study, they observed that professional people prefer more organic products. The people in Mysore city purchase organic products because they think, feel and believe that organic products are key to good health. The cost of the organic items being high, the purchase of organic commodities by the consumers has been adversely affected.

Saloni Mehra and P.A Ratna, (2014) have assessed the frame of mind and conduct of customers towards organic nourishment in India. They found that wellbeing, awareness and discernment towards organic nourishment were the most persuasive factors determining the frame of mind of the purchasers towards organic sustenance.

It has been observed that ladies and youth demonstrated an extremely positive attitude towards organic sustenance and they expressed that confirming to organic nourishment is a beneficial choice. In this case, employment plays an important role and influenced the consumer's attitude towards organic food. Thus, the consumers who were health conscious preferred those food items which are healthy and have a good value for money.

Minyang yang, Sara-al-shaaban, Tram b. Nguyen, (2014) reported the consumer attitude and purchase intention towards organic food in Sweden and their target population was the Chinese consumers. The research study stated that people who are concerned about their health are more willing to buy organic products. They focused on health consciousness, consumer knowledge, environmental concern and purchase intention. Swedish consumers feel that buying or investing in organic products is an important, good and wise decision.

They generally hold a good and positive attitude towards organic products; their positive attitude comes from the thinking that organic food is good for their health. In this study, they have a huge impact in terms of consciousness about good health on Chinese consumers which generates a positive attitude towards organic products which in turn influences the purchase intention and decision.

Findings and Discussions

1. Reasons for choosing organic products

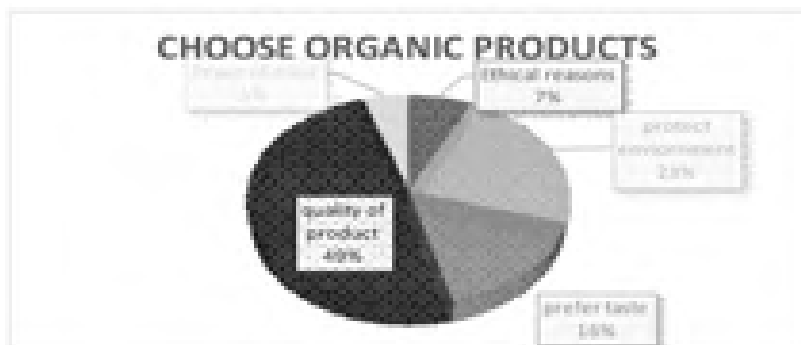


Figure 1. Percentage distribution of reasons for choosing organic products

The above figure shows that 49% of respondents choose organic products because of its quality as they contribute to a healthy lifestyle. 23% of respondents choose organic products as they protect the environment, 16% of respondents prefer the good taste of organic product and this is the reason as to why they choose to buy the organic products, 7% of respondents said that they prefer to choose organic products because while buying them it gives them peace of mind as also a sense of satisfaction to use it. Also, 7% of the respondents prefer to choose organic products due to ethical reasons.

2. Preference of organic products

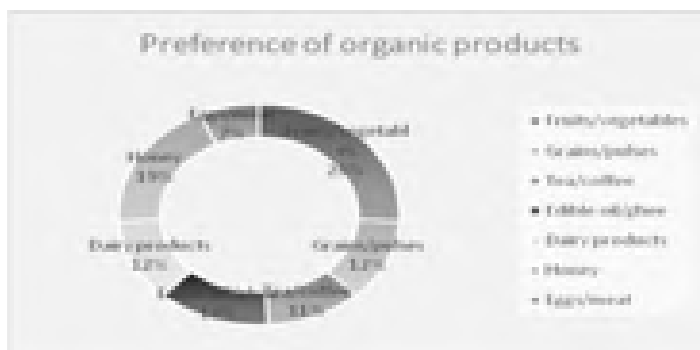


Figure 2. Percentage distribution of preference of choosing organic products

The above figure shows that mostly respondents prefer fruits/vegetables if they buy organic products, 26% of respondents prefer organic fruits/vegetables, 19% of respondents prefer to choose honey as organic product, 13% of respondents prefer to choose edible oil/ghee as organic products while 12% of respondents choose organic grains/ pulses. Similarly, 12% of respondents choose dairy products. Only 7% of respondents prefer organic eggs/meat or other poultry products. 11 % of the respondents prefer to buy organic tea/coffee.

3. Products that we buy usually

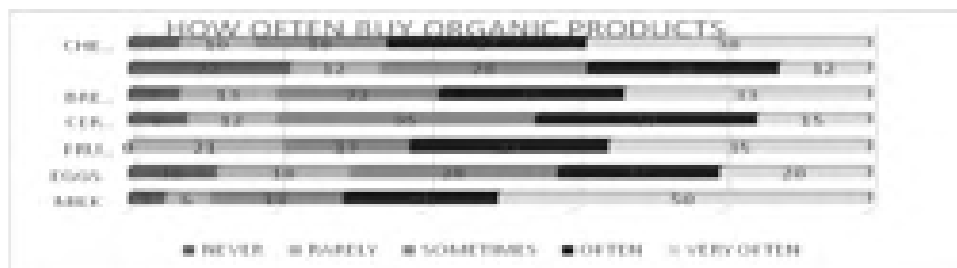


Figure 3. Percentage distribution of products bought usually

The above figure, shows how often they buy the following organic products.

- 50% of the respondents very often buy milk, 21% of respondents often prefer to buy milk, 18% of respondents sometimes prefer to buy milk whereas 6% of people rarely prefer to buy milk and 5% of respondents never prefer to buy milk.
- 20% of the respondents very often buy eggs, 22% of respondents often prefer to buy eggs, 28% of respondents sometimes prefer to buy eggs whereas 18% of people rarely prefer to buy eggs and 12% of respondents never preferred to buy eggs.
- 35% of the respondents very often prefer to buy fruits. 27% of respondents often prefer to buy fruits. 17% of respondents sometimes prefer to buy fruits whereas 21% of people rarely prefer to buy fruits.
- 15% of the respondents very often buy cereals, 30% of respondents often prefer to buy cereals, 35% of respondents sometimes prefer to buy cereals whereas 12% of people rarely prefer to buy cereals and 8% of respondents never preferred to buy cereals.
- 33% of the respondents very often buy bread. 25% of respondents often prefer to buy bread. 22% of respondents sometimes prefer to buy bread whereas 13% of people rarely prefer to buy bread and 7% of respondents never preferred to buy bread.

- 12% of the respondents very often buy meat, 26% of respondents often prefer to buy meat, 28% of respondents sometimes prefer to buy meat, 12% of people rarely prefer to buy meat and 22% of respondents never preferred to buy meat.
- 38% of the respondents very often buy cheese, 27% of respondents often prefer to buy cheese, 18% of respondents sometimes prefer to buy cheese whereas 10% of people rarely prefer to buy cheese and 7% of respondents never preferred to buy cheese.

4. Important information while doing food shopping



Figure 4. Percentage distribution of important information while doing food shopping

The above figure shows how respondents check the information while doing their food shopping.

- 40% of respondents considered brand name to be extremely important while doing their food shopping. 29% of respondents considered it to be very important, 20% of respondents feel that brand name is quite important while doing their food shopping, 8% of respondents think that it is slightly important whereas 3% of respondents considered it is not at all important to look upon the brand name.
- 33% of respondents felt that packaging is extremely important while doing their food shopping, 18% of respondents found it very important, 27% of respondents felt that packaging is quite important to look upon while doing their food shopping, 17% of respondents thought that it is slightly important

whereas 5% of respondents considered it not be important at all to look upon the packaging.

- 62% of respondents preferred that looking at the price is extremely important while doing their food shopping, 38% of respondents considered it as very important. Price plays a very important role in buying the organic products.
- 15% of respondents considered how it is organically produced to be extremely important while doing their organic food shopping, 25% of respondents found it to be very important, 38% of respondents felt that it is quite important to look upon while doing their food shopping while 22% of respondents think that it is slightly less important to look upon how it is organically produced.
- 14% of respondents found advertisements to be extremely important for doing their food shopping, 20% of respondents preferred it as very important, 39% of respondents felt that advertisements are quite important to consider about doing their food shopping, 21% of respondents think that it is slightly less important whereas 6% of respondents considered it is not at all important whether the product has been advertised or not.
- 11% of respondents considered sale items to be extremely important while doing their food shopping, 18% of respondents considered it very important, 28% of respondents feel that sale items are quite important to look upon while doing their food shopping, 39% of respondents think that it is slightly less important whereas 4% of respondents considered it is not at all important to look upon the sale items.

5. Belief in information published about organic advantages



Figure 5. Percentage distribution of showing organic advantages

In the above figure, it has been revealed that respondents believe the information published about organic advantages. So, 38% of respondents said that they believe the information which is published is about organic advantages, 18% of respondents said that they don't believe whatever is published about organic advantages while 44% of the respondents said that they believe some information about what is published about organic advantages.

6. Interested in purchasing non-organic advantages

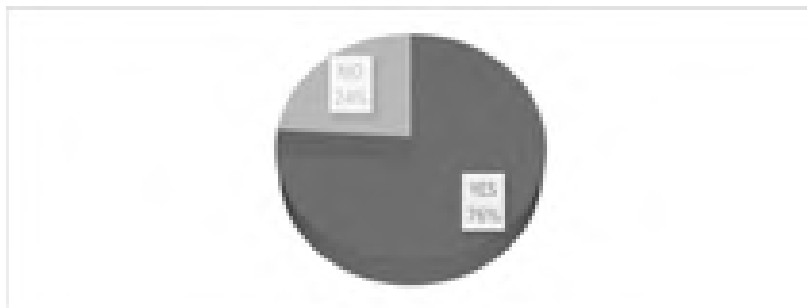


Figure 6. Percentage distribution of showing interest in purchasing non organic products

The above figure shows that 76% of respondents showed interest in purchasing non-organic products as nutritional supplements like vitamins, calcium etc. while 24% of the respondents were not at all interested in buying non-organic products.

7. Agree or disagree with organic products

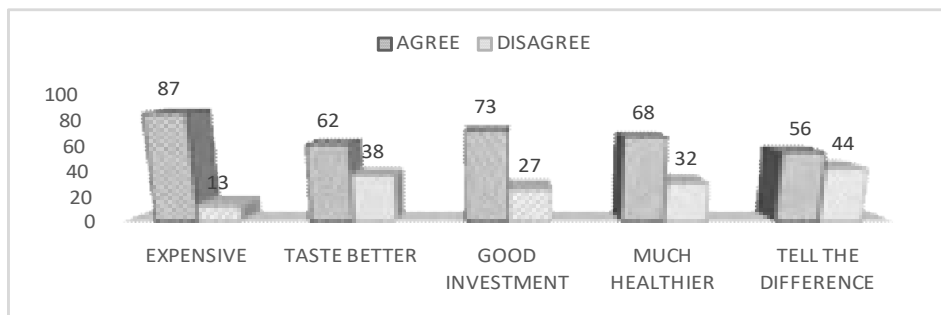


Figure 7. Percentage distribution of respondents who agree or disagree with organic products

The above figure shows whether respondents agree or disagree with the statement.

- 87% of respondents agree with the statement that organic products are expensive whereas 13% of respondents disagree with the statement.
- 62% of respondents agree with the statement that organic food tastes much better than non-organic food whereas 38% of respondents disagree with the statement.
- 73% of respondents agree with the statement that organic food is a good investment whereas 27% of respondents disagree with the statement.
- 68% of respondents agree with the statement that organic foods are much healthier than non-organic food while 32% of respondents do not feel that organic foods are healthier than non-organic food.

- 56% of respondents said that they can tell the difference between organic and non-organic food whereas 44% of respondents said that they cannot tell the difference

8 Reasons for buying organic products.

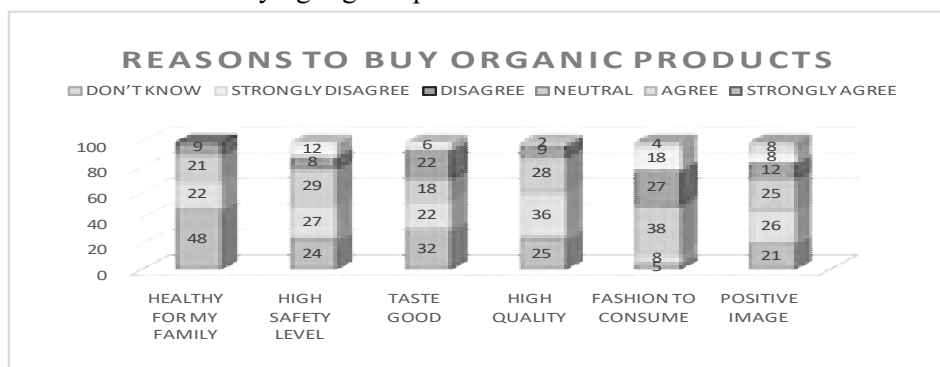


Figure 8. Percentage distribution of showing reasons for buying organic products

In the above figure, it has been shown that respondents buy organic products because:

- 48% of respondents strongly agree that they buy organic products because they are healthy for their family, 22% of respondents agree that they are healthy for their family, 1% of respondents have a neutral point of view regarding the statement while 9% of respondents disagree that they are not healthy for their family.
- 24% of respondents strongly agree that organic products have high safety level of guarantee and control, 27% of respondents agree that they have high safety level of guarantee and control, 29% of respondents have a neutral point of view regarding the statement while 9% of respondents disagree that they do not have high safety level of guarantee and control.
- 32% of respondents strongly agree that organic products taste good, 22% of respondents agree that organic product taste good, 18% of respondents have a neutral point of view that organic products taste good, 22% of respondents disagree with the statement while 6% of respondents strongly disagree that organic products taste good.
- 25% of respondents strongly agree that organic products have high quality, 36% of respondents agree with the statement, 28% of respondents have a neutral point of view while 9% of respondents disagree that organic products

don't have high quality and 2% of respondents strongly disagree that organic product doesn't have high quality.

- 5% of respondents strongly agree that organic products are new trends as it is a fashion to consume, 8% of respondents agree that they are fashionable to consume, 38% of respondents have a neutral point of view, 27% of respondents disagree that they are not a trend to consume organic products, 18% of respondents strongly disagreed with the statement while 4% of respondents said that they don't know about it.
- 21% of respondents strongly agreed that organic products have a positive image, 26% of respondents agreed that they have positive image, 25% of respondents have neutral point of view, 12% of respondents disagree that they have not positive image, 8% of respondents strongly disagree with the statement while 8% of respondents said that they don't know about it.

9. Benefits of using organic products.



Figure 9. percentage distribution of benefits of using organic products

The above figure shows the benefits of using organic food products have. 27% of respondents said that using organic products prevents us from many diseases, 24% of respondents said that organic products ensure health and safety of the future generations to come while 49% of respondents said that organic food products keep them very healthy.

10. Prices of organic products feasible to buy.

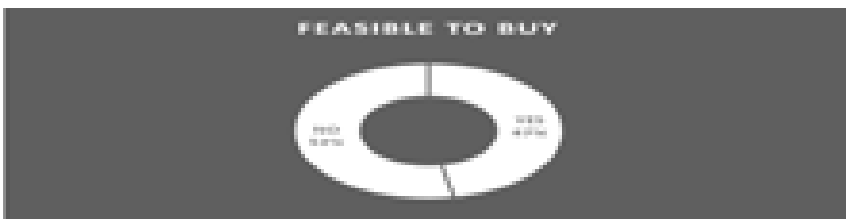


Figure 10. Percentage distribution of showing prices of organic products feasible or not

The above figure shows whether organic products are feasible to buy or not as price plays a very important role while buying organic products. 47% of respondents said that organic products are feasible to buy it whereas 53% of respondents said that organic products are not feasible to buy.

11. Organic products are good thing or bad thing.



Figure 11. Percentage distribution of showing that organic products are good or bad

The above figure, it has been shown that respondents were given relevant information that organic products exclude the use of pesticides, chemical fertilizers and adopt an environmentally and socially responsible approach.

Then they were asked that by reading this statement they should comment if organic products are good or bad. 72% of respondents said that organic products are good, 8% of respondents said that they are bad while 20% of respondents said that it has both positive as well as negative aspects.

12. Organic food products are really pesticides free.



Figure 12. Percentage distribution of showing organic products pesticides free or not

The above figure, shows whether respondents believe that organic food products are really pesticide free or safer. 44% of respondents agreed that organic food products are really pesticides free and safer whereas 56% of respondents said that organic food products are not really pesticides free.

13. Is organic food really healthy or a myth?



Figure 13. Percentage distribution of showing organic products really healthy or not

The above figure shows whether that organic food is really healthier or it is just a myth created by people. 63% of respondents said that organic food products are really healthier for everyone and we should consume them while 37% of respondents said that organic food products are not really healthy it's just a myth created by people.

14. Organic products are beneficial



Figure 14. Percentage distribution of showing organic products are beneficial or not

In the above figure, it has been shown that organic products are beneficial. 46% of respondents said that they strongly agree that organic products are not beneficial, 41% of respondents agree that organic products are beneficial, 5% of respondents said that they have a neutral point of view while 8% of respondents believe that they strongly disagree that organic products are not beneficial.

15. Level of satisfaction while buying or consuming organic products.



Figure 15. Percentage distribution of showing level of satisfaction of organic products

The above figure, shows to what is the level of satisfaction among consumers while buying or consuming the organic product. 50% of respondents said that they have a neutral point of view while either consuming or buying the organic product, 14% of respondents said that they are highly satisfied while consuming or buying the organic food products whereas 24% of respondents said that they are satisfied with consuming or buying the organic product. 12% of the respondents mentioned that they are dissatisfied while consuming the organic products.

16. Future of organic shopping places.



Figure 16. Percentage distribution of showing future organic shopping places

The above figure, shows at which places the consumers in future would like to see more organic food products. So, 49% of respondents said that they would like to see more organic food options at supermarket chains, 24% of respondents mentioned that they want to see organic shops in the coming future, 18% of respondents said that would would like to see specialized organic shops in future whereas 9% of respondents said that they want to see open/ street market for organic food shopping in the coming future.

Conclusion

Organic food consumption is increasing because of concerns over environmental and health issues associated with food production. The increase in consumers' interest in organic food products has been attributed among other issues to the growing demand for food free from pesticides and chemical residues.

Most of the respondents who were under-graduates perceive organic food to be a trend. On the contrary graduates and post-graduates showed willingness to pay a higher price premium for acquiring organic food and did not perceive it as a fashion product. Employment significantly influenced the attitude of consumers towards organic food. Students and self-employed showed a relatively positive attitude towards organic food. Students perceived organic food as better and preferred food items that have a good value for money. Thus, respondents in the younger age group were both health conscious and keen on consuming food which is a good value for money.

Results of the study showed that women and younger consumers showed a positive attitude towards organic food and perceived consumption of organic food to be a healthier food option.

They were keen on getting product information and compared labels while selecting nutritious food. Consumers preferred food that tasted good, and were ready to pay a higher price for such food. Most of the consumers in the middle-income group showed a positive attitude towards organic food.

Suggestions

- The variety of organic products, however, is low. Therefore, the variety of items should be increased.

- The price of organic products is high, though it is reasonable. The expectation of consumers is that price of organic products can be made competitive with normal terms.
- Organic products are not yet popular among consumers. Hence, steps should be taken to popularize the organic products.
- Infrastructure facilities: Give post-harvesting facilities to sports for organic farming. It is possible that there may be a decline in yield during the conversion period. Hence there is need to provide some form of incentives to the affected farmer.
- Package of product: Provide a good packing facility to specific organic products.
- Development of marketing: This is because there is no regulated market facility in organic product. Regulated market will give separate provision for price and market facility in the yard only, so it is important to develop more marketing areas. There are also fewer farmers who farm organic produce so it is necessary to motivate the farmer to grow the organic products.
- Give free certification facilities: The increased frequency of viewing the advertisement of organic food products and better taste would influence the purchase of organic food products. The influence of advertisement of organic food products with an increase in education is found particularly among the consumers.
- It is important to protect the society against rising health hazards. Therefore, the Government must take major initiatives to transform the organic food industry.
- Government should provide subsidy to farmers to cultivate organic food products and price regulation to support the farmers and customers.
- Government should advertise and promote the benefits of using organic food and also encourage the consumers through social media.
- Government should ban certain harmful pesticides, fertilizers and use of genetically modified seeds.

- Willingness to pay more for organic food could be enhanced among the consumers by building trust and improving their perception of organic food and making them understand that it is not too expensive compared to their medical expenses.
- Government should insist that schools and colleges have a special course on green products and its benefits.

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Swami Vivekananda: In Search of Education towards Man-Making and Character-Building

Ajit Mondal¹

Abstract

India has been the cradle of human civilization and the birthplace of great prophets. Swami Vivekananda is universally acclaimed as one of the modern prophets of India. He was not only a spiritual leader or a pioneer in social reforms, but an outstanding philosopher as well as an educationist. Swami Vivekananda believed in the Vedanta philosophy which says that the ultimate goal of human life is to attain 'Unity with the Creator'. According to him, 'God resides in every human heart'. Viewed in this sense, the best worship of God is service to mankind. According to Swami Vivekananda, 'Education means, a process by which character is formed, strength of mind is reinforced, and human intellect is sharpened, as a result of which, one can stand on one's own feet'. Swami Vivekananda always believed that the development of a good personality in every human being is essential in the case of nation building. That is why, Swami Vivekananda emphasised man-making education by which we can make ourselves a good citizen for our national development. According to Swami Vivekananda, 'Man-making means a harmonious development of the body, mind and soul'. Swami Vivekananda also emphasised the importance of man-making education for human as well as national development. According to him, man-making education is inherent in character development as well as vocational development. Character-building was also fundamental in Vivekananda's perception of education, as against career-orientation, which occupies centre-stage in today's education. This paper purports to expound and analyse the 'man-making' and 'character-making' education in the vision of Swami Vivekananda. The relevance of his 'man-making' and 'character-making' education in the 21st century is also pointed out.

Keywords: *Education, human development, national development, character-building, man-making, personality*

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Introduction

India has been the cradle of human civilization and the birthplace of great prophets. Swami Vivekananda (1863-1902) is known to us as one of the modern prophets in India. He was not only a spiritual leader or a pioneer in social reform but a great philosopher as well as a great educationist. He belonged to the group of educationists who made a revolt against the then British Indian system of education which didn't conform to India's culture. Being an eclectic educationist, Vivekananda tried to mingle Indian spirituality and western materialism. He was fond of oriental culture, yet he had the breadth of vision to welcome all that is worth borrowing from the West. He wanted to make a fusion of Para Vidya and Apra Vidya. He touched every aspect of reform of the individual and reform of the society in a revolutionary way.

Among the contemporary Indian philosophers of education, Swami Vivekananda believed in the manifestation of inherent potentialities in every human being through 'man-making' education. Vivekananda realized that mankind is undergoing a crisis. The tremendous emphasis on the scientific and materialistic ways of life is fast reducing man akin to a machine. Moral and religious values are being undermined. The fundamental principles of civilization are being thrown to the winds. Conflicts of ideas, interests, identities are polluting human relationships and do not make the earth a worthy place to live any longer. There is so much distrust, suspicion, malice and hatred, intolerance and violence that survival of human beings as a species is becoming a question. Disregard for everything old is the order of the day. Vivekananda sought the solution to these social and global evils through education. He rightly feels that education is the best tool for social reform and deeply reflects on how to make it meaningful for the well-being of mankind. Although Vivekananda did not write a book on education, he contributed valuable thoughts on the subject of education that are relevant and viable today. He touched every aspect of evolution, growth and reform of every individual and that of every society. His views on various aspects of education are more relevant today than what they were probably during his lifetime.

Meaning of Education in the Vision of Swamiji

Swamiji who describes religion as 'the manifestation of divinity in man' defines education as 'the manifestation of the perfection already within man'. First of all, the word 'manifestation' implies that something already exists and is waiting to be expressed. The main focus in learning is to manifest the hidden ability of a learner. According to him, knowledge is inherent in man, not acquired from external sources.

Like sparks in a flint, knowledge is potentially there in every human mind. We are not able to harness even one millionth part of what we possess through our mind which is the richest treasure store.. The stimulus of education causes the friction that ignites the fire of knowledge. It is the unfolding of the petals of one's own mind. 'Manifestation' indicates something which appears naturally and spontaneously on the surface, provided that the impediments, if any, are removed. Vivekananda said "what a man learns is really what he 'discovers', by taking the cover off his own soul, which is a mine of infinite knowledge" (Vivekananda, 1993, p.54).

The next phrase in Vivekananda's definition of education is the expression 'already in man'. This refers to a human being's potential, which is the range of abilities and talents, known or unknown that is born with. 'Potential' speaks of the possibility of awakening something that is lying dormant (Prabhananda, 2003, p. 236).

The word 'perfection' in the scheme of Vivekananda's definition of education is also very significant. The Greek word 'teleics' translated as 'perfect', suggests the idea of attaining a goal or an end. The English word 'perfect' implies completion, or something being made whole. Again, we can see that every act connected with learning, training etc. is part of a process directed towards an end. Drawing on these meanings, one may conclude that perfection in education parlance is the goal of actualizing the highest human potential.

Swami Vivekananda also defines education as "life-building, man-making, character-making assimilation of ideas", and certainly not stuffing the human brain with each and every information absorbing it undigested all your life" (*CW*, vol. III, p. 302). Education is not mere book-learning (*CW*, vol. V, p. 231), nor passing examinations, not even delivering impressive lectures (*CW*, vol. VII, p.147). It is an ability to think originally, to stand on your own feet mentally as well as practically, interacting with people successfully. This calls for a right and pragmatic approach. Education for him means that process by which character is formed, strength of mind is reinforced and intellect is sharpened, as a result of which one can stand on one's own feet.

Thus, according to Vivekananda, education is the discovery of the inner self i.e., self-revelation. It is not an imposition of certain borrowed ideas on the individual from external sources, but a natural process of unfolding of all the inherent powers which lie in a dormant condition in an individual. Education is development from within. His thoughts on education ought to be seriously re-examined today. According to him, manifestation indicates a spontaneous growth provided that the impediments

are removed. He explains the term ‘perfection’ as the goal of actualizing the highest human potential.

Education for Man-Making in the Vision of Vivekananda

Swami Vivekananda said that, ‘The end of all education, all training, should be man-making. The end and aim of all training is to make the man grow (CW. vol. II, p. 15). Lamenting over the prevailing system of education, he observed that we are always trying to polish up the outside. What is the use in polishing up the outside when there is no inside? According to Vivekananda, “Education is not the amount of information that is stuffed into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making, assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has memorised a whole library” (CW, Vol. III, p. 302). Let me dwell upon Swamiji’s five ideas.

First, his definition of education and his concern about the need to strengthen spiritual and secular values in education; second, his appeal for spreading moral and ethical education; third, his ideas of women education; fourth, his call for education of the masses; and fifth, his idea about the need for an interface between science and religion in the present-day world.

Vivekananda strongly contended that man-making education had to be purposive and free from narrowly conceived objectives. Education should be for all and it should involve a continuous growth of personality, steady development of character and qualitative improvement of life. Education should not involve simply the stuffing of the brain, but the training of the mind. In this, there is a remarkable commonality between what Vivekananda had said and what Paulo Freire, the Brazilian adult educator had sought to communicate through his ‘Pedagogy of the oppressed’, when he spoke of the banking concept of education which is to be discarded. Vivekananda suggests that education should lay proper emphasis on creativity, originality and excellence. To him, good education is only that which unfolds all the hidden powers in man.

Real education requires the cultivation of a sense of humility. This sense of humility is the basis of a man’s character, the true mark of a balanced personality. “We want that education by which character is formed, strength of mind is re-enforced, the intellect is expanded, and by which one can stand on one’s own feet”. Swamiji did not favour the idea that education should be examination oriented, preparing people for jobs. It should be training for life.

Epitome of Man-Making Education:

- Man-making for him(s) means a harmonious development of body, mind and soul.
- Man-making education must develop such individuals who are ethically sound, intellectually sharp, physically strong, religiously liberal, spiritually enlightened and vocationally sufficient.
- Man-making education stands for rousing man to the awareness of his true self.
- Man-making education is inherent in character development as well as vocational development.
- Man-making education also brings out the significance of the famous words said by Vivekananda at the Parliament of Religions held in 1893 at Chicago. These were: Help, Assimilation, Harmony and Peace. Accordingly, education should develop these qualities in man.
- Man-making for Vivekananda meant rousing man to a consciousness of his essential divine nature, making him rely always on his innate spiritual strength.

Education for Character-Building in the Vision of Vivekananda

Swami Vivekananda laid stress on the formation of character as the most sacred goal which any society can ever pursue. He contended that as compared to all other wealth, character is the only wealth which distinguishes a society and its members in terms of its fundamental strength to ensure sustainability. Education, Swami Vivekananda said, must provide 'life-building, man-making, character-making assimilation of ideas' (*CW*, Vol. III, p. 302). The ideal of this type of education would be to produce an integrated person – one who has learned how to improve his intellect, purify his emotions, and stand firm on moral virtues and unselfishness. Such an integrated personality finds a clear, lucid and forceful exposition in sloka of IInd Canto of Shrimad Bhagavad Gita which reads as under:

'He attains peace into whom all desires flow as rivers flow into the ocean which is filled with water but remains unmoved not, he who desires desires'. Character-building was fundamental in Vivekananda's educational scheme, as against career-orientation, which occupies centre-stage in today's education. A person is what his thoughts have made him. Explaining this, the Swami said, 'Each thought is a little hammer blow on the lump of iron which our bodies are, manufacturing out of it what we want it to be' (*CW*, vol. VII, p. 20).

The character of any man is but the aggregate of his tendencies, the sum total of the bent of his mind. Vivekananda said that every work that we do, every movement of the body, every thought that we harbour, bears an impression on cognition. What we are every moment is determined by the sum total of these impressions on the mind. Every man's character is determined by the sum total of these impressions. According to him, if good impressions prevail, the character becomes good, if bad, it becomes bad. It is, therefore, that education should aim at sublimating the evil tendencies of our mind.

Swami Vivekananda emphasised on man-making education for human development as well as national development. According to him, man-making education is inherent in character development as well as vocational development. Swami Vivekananda always emphasized and re-emphasized one thing that the main purpose of education is to build up such a much coveted personality whose character sparkles with morality. According to him, education without character is like a flower without fragrance.

Everything that a person does, every thought, every move, leaves an impression on the mind of that person. A person's character is determined by the sum total of these impressions. When a large number of these impressions come together, they form a habit. This then becomes a powerful force, for character is nothing but repeated habits. This is how, through the acquisition and repetition of desirable habits, one's character can be remodelled. The people one associates with, good or bad contribute much to the development of one's character. In fact, their impact is greater than that of didactic teaching. That is why Swami Vivekananda said: 'words, even thoughts, contribute only one-third of the influence in making an impression, the man, two-thirds' (CW, vol. II, p. 14).

That's why Swami Vivekananda desired that the teacher's life and personality should be like a blazing fire which could have a positive influence on the pupils in his care. Exposure to ideal role models and also to wholesome curriculum materials that impart culturally-approved values to the young are critical to character education. It is here that the teachers play the most crucial role of an icon, by providing exemplary leadership.

Character-building education might focus on teaching what is right and wrong. But simultaneously, or alternatively, it should teach how to decide what is right and wrong. It has been rightly argued that participation in a discussion on morality is more instructive than simply hearing about it. In any case, the teachers should be moral exemplars if the classroom and the school are to serve as arenas for the

teaching of ethics. The students then have the experience of being part of a group of people who take moral values seriously, and this helps them imbibe moral values spontaneously. The present education system has overemphasized the cultivation of the intellect at the cost of the general well-being of humanity. To check this dangerous trend, Vivekananda strongly recommended all-round development of human beings.

In one of his lectures, he expressed the desire ‘that all men were so constituted that in their minds all these elements of philosophy, mysticism, emotion, and of work were equally present in full! That is the ideal, my ideal of a perfect man’ (CW, vol. II, p. 388). And the Swami expected that the education system would be suitably designed to produce such wholesome human beings. Interestingly, the UNESCO report ‘Learning to Be’ published in 1972, while defining the aim of education, echoed this very same idea that ‘The physical, intellectual, emotional and ethical integration of the individual into a complete man is a broad definition of the fundamental aim of education.’ (UNESCO, 1972, p. 156.).

The Relevance of ‘Man-making’ and ‘Character-making’ Education in the 21st Century

Swamiji lived in the 19th century. But we see how relevant his statements and his messages are even today! Truly speaking, his ideas are even more relevant and necessary today to be practised and realized than they were during his time not only by Indians but by the people of the whole world. Swamiji defined education as the manifestation of the perfection already in man. What a man learns is really what he discovers by taking the cover off his own soul which is the mine of infinite knowledge, he asserts.

Indeed, the origin of the idea lies in the philosophy of Vedanta which asserts that knowledge is inherent in human beings like a spark from a piece of flint. All that is needed is the strike of a suggestion to bring it out.

Our present human civilization is passing through a dangerous situation. If we observe the present situation of our society sincerely, we can see that a lot of illegal, immoral, unethical and corrupt activities etc. are happening here and there in our society. Not only this, but also a bad effect or impression of these activities has come into the system of education at school, college and university level which is not a good sign for our society and nation. For this reason, he always affirmed that if we want to develop humanity, morality, honesty, good character etc. among our students, school education is the best way to serve this purpose.

Character building improves the quality of education. According to Vivekananda, trying to teach students without teaching character is like trying to teach reading without teaching the alphabet. Character forms the building blocks for becoming a good citizen. So, building a good character among our students should be the hallmark of school educational system.

The thoughts and ideas of Swami Vivekananda regarding moral values and character building have a great significance in present landscape of Indian education. It is only through the inculcation of values and building of character that the students may be enabled to think and to do something in right manner through the development of moral values. Thus, we can build a society or nation or universe if there are no illegal, immoral, unethical and corrupt activities. Moreover, Swami Vivekananda emphasized greatly on man-making education. Man-making education promotes a harmonious development of an individual in the domains of morality, values, humanity, honesty, character, health etc. For such type of education, a supportive environment should be offered to our children.

Swamiji's vision of education is life-building, man-making and character-building. His vision of an ideal man is where "all the elements of philosophy, mysticism, emotion and work are blended equally". Values, ethics, morality, compassion, tolerance, secularism are higher in his agenda of education. A century later (1973), UNESCO report "Learning to be" defines education in the same light. It reads, "The physical, intellectual, ethical and emotional integration of the individual into a complete man is the broad definition of the aim of education".

In the context of the ultimate goal of all educational effort, education is to make people self-confident and self-sufficient, and to strive towards character development characterized by the development of will-power, leading to courage, stamina and fearlessness. Only through education and training that he or she receives from his parents and teachers, the individual should develop adaptability and be able to meet the challenges of a changing society.

According to Vivekananda education aims to build up character which is the aggregate of a man's or woman's tendencies, the sum-total bent of his or her mind. Good and evil thoughts equally mould the character of an individual. Education should aim at sublimating the evil tendencies of our mind. That's why he says, "The end of education is character-building" (Purkait, 2001, p. 42). Moral education can help greatly in this regard.

Even as we consider the four pillars of education – Learning to do, Learning to

know, Learning to live together and Learning to be as mentioned by the Delor's Commission (1996), which is also Swami Vivekananda's philosophy. He emphasized on life-building, human-making, character-forming education. Needless to mention that now it is high time to assimilate and imbibe the true spirit of this statement. It calls for a radical shift in the prevailing paradigm of our system of education.

Conclusion

One of the greatest sons of Mother India, Swami Vivekananda was able to enlighten the whole global community. Every aspect of our life has been touched by his sincere efforts. He was a revolutionary figure in the cultural and spiritual history of Indian people. He always propagated the sense of brotherhood, essence of truth, harmony of religions and supremacy of spiritualism over materialism. Swamiji actually wanted to bring a happy blend between spiritualism of the East and materialism of the West.

Vivekananda was one of the greatest educationists of all times. His comprehensive vision of education centred around the ideas—man-making, life-building and character-making which are principally based on love, kindness, compassion, consideration, freedom, peace, equity and values. Vivekananda's scheme of education is constructive, practical and comprehensive in character through which the upliftment of masses is possible. He stated it emphatically that if society is to be reformed, education has to reach everyone-high and low, because individuals are the basic foundation of society. The sense of dignity rises in man when he becomes conscious of his inner spirit, and that is the very purpose of education. He strives to harmonize the traditional values of India with the new values brought through the progress of science and technology. The present education system has overemphasized the cultivation of the intellect at the cost of the general well-being of humanity. To check this dangerous trend, Vivekananda strongly recommended all-round development of human beings (Prabhananda, 2003, p. 241).

It is in the transformation of man through moral and spiritual education that he finds the solution for all social evils. Founding education on the firm ground of our own philosophy and culture, he shows the best of remedies for today's social and global illness. Through his scheme of education, he tries to materialize the moral and spiritual welfare and upliftment of humanity, irrespective of caste, creed, nationality or time. However, Swami Vivekananda's scheme of education, through which he wanted to build up a strong nation that will lead the world towards peace and harmony, is still a far cry. It is high time that we give serious thought to his philosophy of education and remember his call to everybody.

To conclude by quoting the following lines from Kathopanishad:

‘Arise, awake and learn by approaching the excellent ones. The wise ones describe that path to be as impossible as razor’s edge, which when sharpened, is difficult to tread on’. Kathopanishad Part I Canto III Sloka 14.

Swami Vivekananda was not only a patriot-saint of India, a symbol of vigour, a religious leader and social reformer par excellence but an outstanding educator and communicator who consecrated his whole life for the welfare of the Indian masses. He advocated for a positive system of education in which he amalgamated spiritual and material values. That’s why Vivekananda’s thoughts on education ought to be seriously re-examined today.

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Educational Status of Street Children: A Comparative Study of Botswana and India

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Abstract

A street child is a very common sight in most parts of the developing world, an irreversible aspect of the world's 'out of school' youth. NGOs demonstrate appropriate strategies, but do not have the resources for common action. State Educational Systems are inert, but have the possibility of a more general response. The inclusion of these children within state education is therefore investigated in the light of NGO experience. Similarly, in the context of various African countries, we know that they are badly affected by AIDS and other internal problems. Similarly, Botswana is ranked 2nd in terms of AIDS infection rate. Current ethnography provides an understanding of the circumstances of street-life, and children's drawings are used as a research/educative technique. Definition is usually a prerequisite of discussions of underprivileged groups, but it is argued that 'street children' are more usefully considered within a hierarchy of street use which includes all children. Urban entropy is utilised as a conceptual framework applicable to past and present contexts, which proposes social coherence as an educational objective. A non-excluding school is propounded, which has the possibility of helpful children irrespective of their degree of street use. The study was exploratory and required some methodological flexibility in terms of respondents and analysis. This study uses both qualitative and quantitative methods to analyse data collected by primary and secondary means. This study is based on a primary survey was conducted on the selected districts of Delhi in 2017-18 and study for Botswana is completely based on secondary database.

Keywords: *Street children, NGO, Botswana, exploratory, education*

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Introduction

A street child is a very common presence in most parts of the developing world, who are said to be those “for whom the street (in the widest sense of the word, including unoccupied dwellings, wasteland, etc.) has become a habitual abode and/or source of livelihood (Sarah, 2007). They are also inadequately protected, supervised, or directed by responsible adults and, therefore, they land up on the streets. According to the UNICEF report of 2010, street children are categorised into two i.e. children on the street and children off the street. Children on the street are those who earn their livelihood from street activities like selling and begging. They have their families; they return home in the evening and have parental support. Whereas children off the street are those who are homeless and wander around the streets. They sleep in the streets of urban area slums. They live off their own and do not have family or guardian support unlike children on the streets (UNICEF, 2012). It has been found that there are two reasons for being street children, i.e., actual and perceived one. The actual one is a phenomenon where children leave home and land up in the street as street children.

The perceived one relates to thinking, reflecting and analysing why the children left home in the first place and ended up on the street. It was found that juvenile delinquency was common among the perceived one, and economic factors were related directly to the actual reason. There can be sociological reasons for a child to end up on the street like negligence from parents, poverty, physical and sexual abuse from relatives/neighbours and repressive home environment, too high parental expectation from children in terms of their performance in the class room and in exams which the children find difficult to fulfil, are driven to desperation and therefore decide to leave home. If we look into the Indian context, the negligence of parents plays a major role.

In the context of various African countries, we know that they are badly affected by AIDS and other internal problems. Similarly, Botswana is ranked 2nd in global terms of AIDS infection rate. As the data reveals, in 2005 the number of children being orphaned by AIDS infection was about 12500, after which various efforts were made which showed positive results (UNICEF, SWC, 2012). This is one of the major causes contributing to an increasing number of street children as children lose their parents at an early age. They are ill-treated and exploited in various ways and also suffer from various health problems in future. Against this backdrop, it was found necessary to conduct a study the status of street children which will be undertaken in the present research.

Study Area

Botswana is a country in central-southern Africa, located between 17S to 27S latitude and 20E to 30E longitudes. It is roughly the size of France with an area of 581,730 km² (224,607 sq. mi). With a population of over 2000000, it is a sparsely populated country. It has a high per capita income with a relatively high standard of living and HDI within African nations (GNI, 2012). The country has been among the hardest hit by the HIV and AIDS problems, despite some measure of success in programmes to make treatment available to those infected, and to educate the people in general about how to prevent the spread of HIV/AIDS. As per the 2011 census, the population of the country was 2000000, with a growth rate of 1.9% per annum.

A projection of the 2001 census states the child population (below 17 years) to be about approximately 820,000. Location of Botswana (Fig. 1) and India (Fig. 2) can be seen in the following:



Fig. 1 Location of Botswana



Fig. 2. Location of India

Objective

➤ To access the educational status of street children in India and Botswana.

Data and Methodology

As the present study is the comparative study of the educational status of India and Botswana, both primary and secondary data have been used to come up with the findings of the study. A primary survey was conducted on the selected districts of Delhi in 2017-18 and study for Botswana rests entirely based on the secondary

database. A primary survey was conducted in North, East, North West and South districts of the NCT of Delhi. The basic sample size and characteristics of the survey (Fig. 1) can be seen in the following table. Around 200 respondents from the age group of 8-18 years including both male and female children were taken to form the sample size. Based on the requirements of study, various questions related to street children, their education, day to day activity and their occupation/employment were asked. Some of the NGO's were also consulted for the same. The children were also asked about government initiatives for promoting right to free and compulsory education through RTE, 2009.

The secondary data were taken from different sources such as government and newspaper reports. Efforts were also made to reach out to different organizations and NGOs working in the same field. Other secondary sources of data available from Delhi Shelter Board, Delhi government websites and other sources were used. Along with the primary survey, various secondary data and reports were referred for analysing the outcome of the study. Various state and central government reports were referred to for the study and data pertaining to street children and things related to them. Reports from UN, UNICEF and other international organizations and NGOs were also referred to for accessing the status in Botswana along with India.

The study was exploratory and required methodological flexibility in terms of respondents and analysis. Both qualitative and quantitative methods were used for the analysis of the data gathered by both primary and secondary means. MS Office and other computer-aided tools were used for analysing and presenting the results of the findings.

Table 1. Sample Size and Male/Female Respondents in Delhi, India

Area	Male/Female	Respondents
		(8-18 Years)
North	22/18	40
East	20/12	32
North West	28/22	50
South	38/22	60
Total	108/74	182

Botswana: An Analysis

As discussed and various reports from the UN and UNICEF suggest, there has been a lot of improvement in various aspects of HDI in the central African country of Botswana including the condition of children. There has been a constant effort and the outcome is evident, but there are still many problems plaguing the children of Botswana. They can be discussed as follows:

Level of Education

Various reports indicate that majority of the children in Botswana are characterised by low levels of educational status. Reports reveal that about 95% of the boys had either never attended a school or had dropped out of primary school (UNICEF, 2012). The report was prepared based on some samples but this pattern was found to be similar across the nations, including parents and guardians of street children. About 50% of the respondents in the report had never attended school, more than 75% dropped out after attending primary school for some time. The pattern as stated was different for non-street children and their guardians.

The other pattern that could be observed after the analysing reports from UNICEF was that female children were found to be more educated in comparison to their male counterparts (MDG, 2012), which was not the case of India. In India, the male counterpart was more educated. The reason for the low level of attainment of the Children's School was lack of awareness and interest by the guardian along with their inability to meet the school requirement.

This phenomenon of homeless or street children is a very common thing in Botswana, which is quite disturbing for the political leadership, policy planners, administrators, sociologists and civil society as a whole. Whether it is day or night; street children could be seen wandering about the streets in search of food, water and shelter homes. The physical living conditions of these children were found to be deplorable. They struggle hard to survive and live hand to mouth. Apart from negligence and exploitation, another form of challenge common in Botswana is the presence of gang violence and subjecting children to physical and economic exploitation. Reports suggest that many such children end up in being recruited by drug dealers to be drug carriers. Girl children are trapped by sex-traffickers and they are forced to prostitution themselves in the name of employment which often amounts to less than biological survival.

This leads to many such street children putting their own future in peril as the environment where they work, live and grow is extremely detrimental to their health, safety and well-being. Majority of the children are uneducated or educated till primary or secondary or drop-out from school. When they grow up to adulthood, they are deprived of access to a stable job opportunity and a decent wage for their work. For the majority of such street children, the future prospects appear to be too bleak, and in many cases, they end up becoming hardened criminals.

Indian Context

As per UNICEF data of 1994, an estimated 12 million street children were found in the streets of India. In addition to this, the Indian High Commission projected about 350000 street children across different metro cities like Mumbai, Chennai and Kolkata and about 1,50,000 in Delhi. As per the reports of NGOs (India) the following statistics are available for reference for street children across India.

- It is estimated that 140 million children worldwide are orphans. (UNICEF)
- Worldwide, there are 168 million who are working children, accounting for almost 11 per cent of children (ILO)
- 124 million children and adolescents are out of school (UNESCO).
- There are 62.8 million children worldwide who suffer from acute malnutrition (World Bank)

Table 2: Key statistics about child population in India

Some of the Key Statistics for India	
Population	
India	1.252 bn (2013)
Children <18 years (thousands)	434782.1
Children <5 years (thousands)	120580.9
Living on <\$1.25/day (%)	32.7
Orphans (thousands)	3500
HIV/AIDS infected (thousands)	2100
Rajasthan	68.5 million
Jaipur	3.7 million
Some key Indicators:	
Child labour (%) + 2002-2012*, Total	11.8
Child marriage (%) 2002-2012*, Married by 15	18.2
Child marriage (%) 2002-2012*, Married by 18	47.4
Underweight (%) 2008-2012*, Moderate and Severe	42.5
It is estimated that 140 million children worldwide are orphans. (UNICEF)	
Worldwide, there are 168 million who are working children, accounting for almost 11 per cent of children (ILO)	
124 million children and adolescents are out of school (UNESCO).	
There are 62.8 million children worldwide who suffer from acute malnutrition (World Bank)	

Adopted from: NGO, I-India (http://www.i-indiaonline.com/sc_crisis_stats.htm)

Level of Education Attained

During the survey of street children in various parts of Delhi, it was found that the level of educational attainment was very low among the street children. About 30% of the respondents were illiterate, which could be due to the fact that their parents were also illiterate.

Apart from that, about 45% had attended schools up to primary level and had to drop out due to poverty, larger size of the family and low level of awareness about the importance and relevance of education.

It was interesting that about 25% had attended schooling until secondary level. They opted out as some of them failed in class 8th, some due to death of parents and some were not interested in studies.

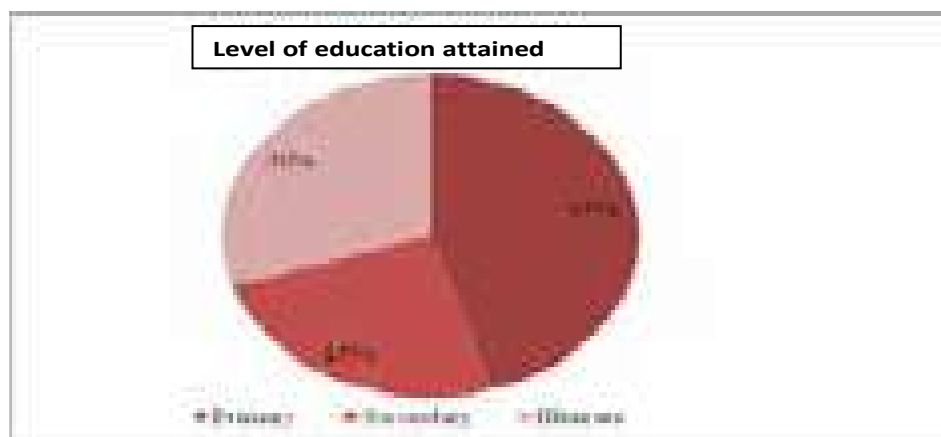


Fig. 4 Level of Education attained

Awareness about various government Schemes

During the survey, the respondents were asked a question related to awareness about various government schemes. It was a matter of surprise that 40% of the respondents said that they were not aware of any such initiative from the government.

This was sure lack of awareness and ignorance on their part. Whereas 30% were aware and 30% were not aware of any such policies from the government like mid-day meal. The level of awareness was very poor among the children.

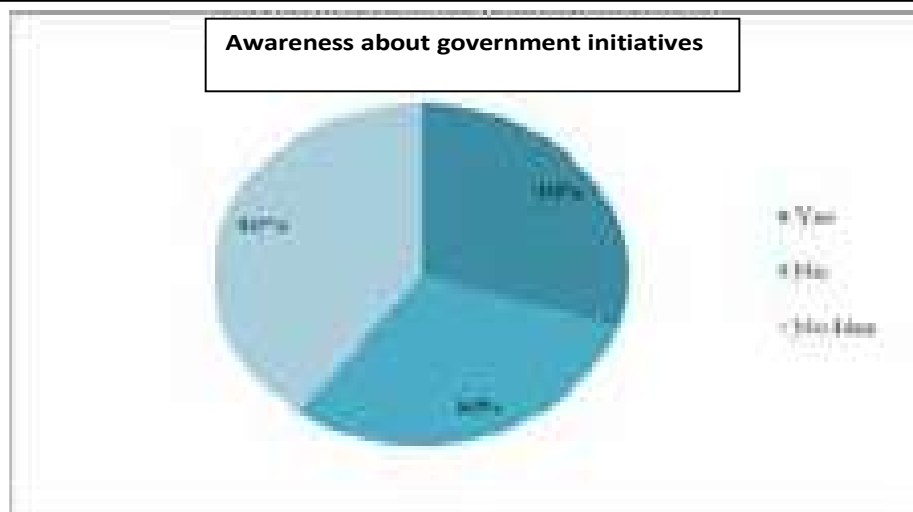


Fig. 5. Awareness of various government Schemes

Problems and Constraints in Making Education Available to Street Children

As discussed in the earlier parts, the majority of the street children belong to a family with a poor background. They end up in the street being orphans, deserting home due to a repressive environment obtaining therein or due to physical and sexual abuse of relatives and neighbours or being the bread earner of a family. In this case, keeping body and soul together becomes their priority and not education. Apart from this, some other factors responsible for the low level of education among street children both in India and Botswana may be as under:

- **The high cost of education:** With every passing day, education is becoming more and more expensive not only in the developed world but also in the developing countries like India and Botswana. Majority of the parents of street children live in abject poverty. Priority is given to providing food for the family as education is too expensive and beyond the reach of most children. The family being stricken by poverty is also not aware of the positive and negative implications of a smaller family and invariably prefer to have more children who also become liabilities unless they are pushed involuntarily to work. The wages earned by these children are often a pittance considering the harsh, arduous and hazardous nature of work.
- Instead of letting children stay at home because there is lack of means to send them to school, parents opt to have them work as unskilled labourers to help support the family through the incremental income they earn. Some parents can only afford basic education which means that children will be

forced to look for work beyond the primary stage since they cannot pursue their education further.

- **Unaware parents:** Ignorant and illiterate parents have no idea about the government schemes and education policy including the Mid-Day Meal programme. But due to lack of awareness, parents don't send them to school but send them to streets as earning members for the family.
- **Prevalence of illiteracy:** Illiterate parents and the environment where the children work, live and grow also keeps them unaware of the importance of education and its chances of improving their status in future.
- **Limited schools:** In countries like India where the population is large and the ratio of school to population is very low; the possibility of a child from the very low-income group attending the school is low. Schools are generally located far from the human settlements, which mean that the cost of travel will add up further to educational expenses (tuition fees, text books, uniforms etc.).
- **High living cost:** The living cost in urban areas is increasing day by day. Families living below the poverty line can hardly afford to maintain a biological existence. The cost of living itself which is susceptible to a number of other market factors is constantly on the increase and the low income of parents, other earning members is hardly adequate even for their biological survival.
- **Weak laws to protect:** The laws are not intact at places to promote education. Where the laws are intact, implementation fails on the ground. So as a whole the cycle continues. The cycle of street children (Fig. 6) shows the cause and effects of street children.



Fig. 6. A vicious cycle of street children

Role of Government

- Promote good, well meaning, diligent and conscientious agencies and individuals take up education through plays and NGO's.
- Supplementary nutrition and regular health check-up to prepare them to join regular mainstream schools.
- National Policy on Child Labour, 1987.
- Initiatives for preventing and prohibition of children from being employed in hazardous activities.
- As poverty is the main cause of child labour and educational deprivation, governments taking up various efforts to provide employment and promote other opportunities to eradicate poverty (MGNREGA) also make access to retention and participation in free and compulsory education a reality.

Conclusion

After the study, it was concluded that the educational status of street children in both the countries is not in a good state. Over the years the numbers have been growing in terms of both children on and off the streets. There are various reasons for the growing number of street children across the world. The major reason for any such highly undesirable social economic phenomenon could be the growing inequality between the rich and poor.

Over a period of time, the rich are becoming richer and poor are becoming poorer. Other reasons could be poverty and deprivation as also social exclusion which not only debars the street children from their basic rights like education and happy childhood, but also affects their future prospects.

A child born in a poor family high on the poverty index becomes more vulnerable to end up in the streets without proper education and future employment opportunities. It was also observed that ignorant parents could cause some of their children to end up in the streets. Apart from their physical and financial inability to send their children to school, if parents are illiterate, they do not know the value of education.

So, in this case, a child without any formal education is not skilled labour and he/she ends up falling in a wrong trap or works as non-skilled labour, which will continue the cycle for the next generation to come. It is high time the researchers and policymakers come together and join hands in bringing awareness among street children and their families to put an end to their plight, promote education among them and promote better lives for all.

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Integration of Transgender in Indian Society: Realities and Possibilities

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Akansha Singh²

Abstract

The transgender community (*trans*) often faces discrimination, atrocities, harassment in the society on the grounds of their sexuality. Society gives recognition to only two binary genders i.e., male and female; other categories such as transsexual persons are considered to be an oddity. By the landmark judgement of the Hon'ble Supreme Court of India, *trans* people were recognized as the 'third gender' in society, with a view that the judgment will empower the transgender community to live their life with dignity and respect. However, simply providing the identity of being the third gender to the transgender community is not enough to solve their problems. The inclusion and acceptance of *trans* people in society is still a big dream to be achieved. Segregation causes the *trans* community to be vulnerable and severely marginalized in society. This paper will try to understand the gap which acts as a hindrance in the way of development for the *trans* community, through life narratives of three transgender persons to help figure out the ways for bridging the gap. The authors suggest several ways through which the *trans* community could be integrated into the main stream society.

Keywords: *Transgender integration, empowerment, inclusion, identity*

Introduction

The transgender community is one of the most disadvantaged groups in Indian society. Mainly because of exclusion from the mainstream of the society, transgender community becomes more vulnerable and subjected to live in darkness of illiteracy, unemployment and poverty. The genesis of all the complications of gender non-

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conforming people may be traced to the stigma and inequalities they experience in society, resulting in their exclusion from the socio-economic and political gamut. Transgender persons in India are socially underprivileged; they mostly live under the threat of being tormented as they often face discriminatory behavior from people. Our society recognizes only two binary genders i.e. male and female, any another gender is considered to be an oddity. As a result of being stigmatized and sidelined from society transgender community feels rejected, unloved, ignored, lonely which compels them to live in isolation. However, in India transgender community got a separate identity as the third gender in April 2014, as a result of the landmark judgment of Hon'ble Supreme Court of India. But it seems that even this identity is not enough to integrate them into the society as the conditions of sexual minorities are still distressing.

Justice K.S Radhakrishnan in the landmark judgment of National Legal Services Authority v. Union of India, said "Seldom, our society realizes or cares to realize the trauma, agony and pain which the members of Transgender community undergo, nor appreciates the innate feelings of the members of the Transgender community, especially of those whose mind and body disown their biological sex."¹

According to the 2011 Census of India, there are 4.9 lakh transgender people in India². But many transgender activists believe that the actual number is six to seven times higher than this data. The census data also reveals the chilling fact that the literacy rate of the transgender community is only 46% which is very low as compared to the general population i.e. 74%. Gender non-conforming persons are living as outsiders in their own country, people in society consider them as an anomaly due to their sexual orientation, resulting in school dropouts and exclusion from society.

Objectives

Apart from the two socially and culturally accepted genders there is an entire community which struggles for its identity as it doesn't fit in the pre-defined gender category. They are the people who feel trapped in their bodies as they are unable to sync in their inner identity and physical appearance. They are called by different names in a different society and have been marginalized for a very long time. As they continue fighting for acceptance of their existence, in recent years a collective

¹National Legal Services Authority v. Union of India Judgement April 2014 by Supreme Court of India, Available at - <https://indiankanoon.org/doc/193543132/>

² Times of India newspaper Dated on 30th May 2014, Retrieved on 18th July 2020, Available at - <https://timesofindia.indiatimes.com/India/First-count-of-third-gender-in-census-4-9-icle-show/35741613.cms>

effort has led to their acceptance as normal human beings, They have been accepted as the ‘third gender’ by the Indian government and are called ‘transgender’.

The main objective of this paper is to provide an introduction to the self-narrativization and first-hand experiences of trauma, agony, pain, discrimination, humiliation faced by two transgender individuals. Further, this paper attempts to examine the importance of education, inclusion, acceptance by the society of the transgender community in India. The paper also evaluates the steps taken by the state government, central government and various organizations to empower them. The author also aims at making people aware about the need for integration of transgender community into the society, providing them access to education and treating them as equal.

Who are Transgender?

Persons whose gender identity, expression, behaviour does not match with their biological sex are known as transgender. People who do not conform to their sex assigned at birth and adopt another gender identity according to their will are transgender. Transgender people identify as heterosexual, homosexual, bisexual and asexual. Transgender are people who do not carry exclusively masculine or feminine features in them. In India, transgenders have different identities such as *hijras*, *kinnars*, *jogtas*, *joggppas*, *shivshaktis*, *meetha*, *chakkaa* (a derogatory term) etc. However, transgender in India prefer to be referred as *kinnar*- one who is well-versed in dancing and singing. In Tamil Nadu, transgender are known as *Aravanis*.

Hijras are a religious community of men who dress and act like woman (S. Nanda). Hijras love to live the life of woman, while they are neither man nor woman. They follow their own culture and are strongly devoted towards it. In India, a Hijra is believed to have the power to give blessings on auspicious moments like marriages, childbirth, house warming which is known as badhaitoli. In this, hijras dance, sing songs and give blessings to the newly wed or newly born.

Customs and Ethos of Transgender

Transgender holds a special place in Hindu mythology and we can see their presence in the texts and mythology through the ages. A *Hijra* in today’s context is observed as one who dresses in glittering saris, uses a heavy coat of cosmetics to

³Reet is a process of becoming part of Hijra group. Transgender women in India UNDP TG issue Report Dated December 2010 Access date 24 July 2020, for more details see the given link below.

conceal their masculine appearance and look attractive as females. They can usually be noticed on the roads, trains, and traffic signals knocking on the windows of the car and offering blessings in return for money.. They dance at holy places like temples, attend weddings, birth ceremonies and offer blessings to the individuals in return for money as a means of livelihood. It is widely believed that a *hijra* has the power to bless or curse people. They are often called on occasions by people to seek blessings of the *hijra* community.

Within the *hijra* group, a *guru-parampara* custom exists in which many *hijras* live and follow a Guru. This process is known as ‘Reet’³ and they live together like a family.

The Guru controls the life of these followers (*hijras*). The Guru is considered to be supreme and his command is followed by everyone. The Guru plays the role of a godfather, den mother, spiritual leader and pimp. Sometimes for their livelihood, *hijras* also engage as sex workers. Some are affiliated with NGOs whereas some earn from their skills which they have learned. There is a group of *hijras* engaged in dancing and blessing during the auspicious moments in the society. They belong to different *Gharanas* (clans) who make their earning through *badhaitoli* (clapping hands for alms). Whatever they earn from it, they give it to their leader. Few other groups are involved in begging on trains, roads, and at traffic signals. While the third group, due to lack of employment and poverty, become sex workers for earning a livelihood. Some of them hide or ignore their sexual orientation from families as they are frightened of being harassed due to their gender identity, or the family forces them to do so. They remain in the family and work according to the skill they have learned throughout their life. For instance, Ramya Goswami is a trans woman, she lives in Delhi with her family and earns money by doing the job of a *mehendi* artist, makeup artist and also performs Bharat Natyam in cultural programmes such as *Ram Lila*.

A number of transgender persons are well-educated, successful and distinguished personalities in their fields. For instance, *Joyita Mandal* is a first transgender Judge of West Bengal; *Prithika Yashini* is the first transgender *Sub-Inspector*; India’s first transgender *College Principal Manabi Bandopadhyay* is also the first transgender person who has completed her *Doctor of Philosophy* and become a professor in a college before securing the designation of a college Principal. India’s

³India Today “Transgenders and their lives all you should Know” Dated 14 August 2015 Retrieved on 11 July 2020, Available at -<https://www.indiatoday.in/education-today/gk-current-affairs/story/transgender-and-their-lives-288249-2015-08-14>

<https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

first transgender *MLA Shabnam Mausi*, and Transgender activist Laxmi Narayan Tripathi are also prominent personalities who fought the discrimination and stigma of being part of a sexual minority⁴. Like these *transpersons*, others can also achieve success but for that, it is necessary that other two binary genders i.e., male and females understand the needs of the third gender. They must create a transgender friendly environment. To accept transgender persons as fellow human beings, is the first step in this right direction.

Constitutional Provisions Related to the Third Gender

Part III of the Indian constitution contains fundamental rights to which every citizen of this country is entitled to enjoy, which includes transgender persons too. The first and foremost is that the transgender community deserves the *Right to Equality* which is given under Article 14 of the Indian constitution. Article 15 of the constitution prohibits discrimination on the ground of religion, caste, gender, race, sex or place of birth. Article 16 guarantees equality of opportunity in public employment matters and it prevents the discrimination against anyone in the matter of public employment on the grounds of religion, birthplace, race, caste, sex. Article 19 ensure six kinds of freedom to its citizens i.e., freedom of speech and expression, freedom of assembly without arms, freedom of associations, freedom of movement in the territory of our nation. Article 21 ensures the protection of life and personal liberty. Article 21-A provides free and compulsory education to all children in the age group of 6-14 years. Article 23 prohibits trafficking of human beings as beggars and other forms of bonded labour.

The Indian Constitution offers fundamental rights to ensure equality to its citizens and to eradicate all kinds of discrimination based on sex, gender, caste, race, creed or religion. The Constitution also guarantees political rights and other assistances to everyone, so that they can participate in the decision-making process of the country. But the transgender community in our nation continues to be ostracized. The Indian constitution guarantees equality to every citizen but here the question arises; whether these rights are being provided to every stratum of the society, specifically in the case of ‘third gender’?

Initiatives and Legislations for Third Gender in India **Expert Committee on Issues Related to Transgender Persons**

In October 2013, the Ministry of Social Justice and Empowerment passed an order to constitute an expert committee, aiming to tackle the problems and issues of the transgender community and to suggest necessary remedial measures. The

committee met four times to discuss the issues. It invited experts from the society to share their views. Representatives from Ministry of Law and Justice, external affairs, department of AIDS control, few state governments, transgender persons, NGO workers, university professors were invited to analyze the situation of the community. The chairperson of the committee visited Chennai to analyze the situation and policies of the Aravanis Welfare Board established by the State government for the transgender community. The committee submitted its final report on 27-1-2014.

National Legal Services Authority v. Union of India

This judgement addresses the rights of the transgender community. A petition was filed by National Legal Service Authority of India. Other petitioners were Poojya Mata Nasib Kaurji Woman Welfare Society and a transgender activist Laxmi Narayan Tripathi. The Hon'ble Supreme Court of India gave a landmark judgement by recognizing gender non-conforming people as 'Third Gender' on 15th April 2014. It was expected that this judgement of the court will open the doors of social acceptance for the transgender community in India. The court referred to international organizations like United Nations, principles like Yogyakarta Principles and highlighted how many countries are following these international bodies to determine the obligations of the state, to respect, defend and establish the human rights of the people. The court also said that the soul-spirit of the Indian constitution lies in ensuring equality to every person irrespective of their gender caste or creed. Transgender persons in India are being forced to live as outcasts and treated with disdain. This judgment act as a cornerstone in establishing a liberal and a just society to some extent. However, the truth of the situation is that inequality stills exists in our society and this should be resolved in every possible way. This judgement has given the transgender community a hope to get equality, by giving them the status of the third gender in society. This judgement is the foundation of hope for establishing equality and granting gender justice to the transgender community.

Transgender Persons (Protection of Rights) Act, 2019 (*TG Act*)

The Transgender Persons (Protection of Rights) Act (henceforth *TG Act*), 2019 aims to protect the rights of the transgender community and to strengthen them by providing access to education and employment etc. The act was introduced in the lower house of the parliament i.e., Lok Sabha on 19th July 2019 by the Minister of Social Justice and Empowerment, Thawar Chand Gehlot. It was passed by the Lok Sabha on 5th August 2019 and by the Rajya Sabha, on 26th November 2019. The TG Act got the assent of the President of India on 5th December 2019 and came into effect from 10th January 2020. The Act aims to help transgender in their day-to-day

life and integrate them in the society by providing them various welfare schemes which were not accessible to them till date, for instance, inclusive education, employment etc. Transgender persons are entitled to equal rights as guaranteed to all citizens by the constitution of India and any discrimination against them would be considered as an offence under the Act.

TG Act, 2019 provides inclusive education for all the transgender persons as they are also part of the society. The biased treatment in matters of employment prospects or prejudiced behaviour at working places will be considered unlawful. The Government has made it clear through the TG Act, 2019 that transgender persons have equal rights as other people to earn their livelihood with self-esteem. The Act also provides that no one can remove gender variant persons because of their gender identity. They have the right to get equivalent opportunity in matters of employment like other inhabitants of India.

The denial or stoppage of fair treatment in any hospital will be punishable as *trans* persons have the right to get proper medical facilities. NACO is continuously working for their good health and protection from diseases like AIDS. All states have its State Aids Control Board Society at the lower level and NACO as its apex body. NACO works by executing a targeted intervention program. Transgender persons can receive treatment in any hospital across the country as they are entitled to fair and good treatment.

TG Act also declares that transgender persons have a right to live in their accommodation and no person can take this right from them. According to this Act, it will be a crime to stop transgender persons from having accommodation of their own. A transgender can have access to all goods, enjoy all the privileges, services, facility and opportunity as offered to the general public in India. If anyone disobeys or provides unfair treatment to transgender persons, then it will be considered as misconduct.

A transgender person should make an application to the District Magistrate for issuing a certificate of identity as a transgender person. However, this decision has been criticized by many transgender activists in the country. In the case of a minor child, such application shall be made by a parent or guardian of such child. The gender of the transgender person shall be recorded in all official documents by such certificate. A certificate issued to a person shall confer rights and be a proof of recognition of the identity as a transgender person. After the issue of a certificate, if a transgender person undergoes surgery to change gender either as a male or female, such person may make an application, along with a certificate issued to that

effect by the Medical Superintendent or Chief Medical Officer of the medical institution in which that person has undergone surgery, to the District Magistrate for a revised certificate.

According to the TG Act, 2019 the appropriate government shall take following steps to secure full and effective participation of transgender persons and their inclusion in the society:

- a) *Welfare measures to protect the rights and interests of transgender persons and facilitate their access to welfare schemes framed by that Government;*
- b) *Welfare schemes and programs which are transgender sensitive, non-stigmatizing and non-discriminatory;*
- c) *Steps for the rescue, protection, and rehabilitation of transgender persons to address the needs of such persons;*
- d) *Appropriate measures to promote and protect the right of transgender persons to participate in cultural and recreational activities.*

No establishment shall discriminate against any transgender person in any matter relating to employment including recruitment, promotion and other related issues. Every establishment shall ensure compliance with the provisions of this Act and provide facilities to transgender persons.

Every establishment shall designate a person to be a complaint officer to deal with the complaints relating to a violation of the provisions of this Act.

The transgender person shall have

- a) Right to reside in the household where the parent or immediate family members reside;
- b) Right not to be excluded from such household or any part thereof;

⁵ Sustainable development goals adopted by UN in 2015, It has 17 goals. It aims to develop the nation state and to eradicate the poverty, to protect the planet and to establish an equitable society where people can live with prosperity and peace. **Source**–

<https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

⁶ National education policy 2020 is the effort of government to introduce several changes in the education system of India from school education to higher education level.

Source -https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

- c) Right to enjoy and use the facilities of such household in a non-discriminatory manner.

The Act provides that the Central Government shall establish a ‘National Council for TransgenderPersons’(NCT) to advice, monitor, evaluate and review the policies and programs for transgender persons. The National Council for Transgender Persons will also redress the grievances of the transgender persons.

The NCT will consist of:

- (I) Union Minister for Social Justice (Chairperson)
- (ii) Minister of State for Social Justice (Vice-Chairperson)
- (iii) Secretary of the Ministry of Social Justice
- (iv) One representative from ministries including Health, Home Affairs, and Human

Resources Development

Other members include representatives of the NITI Aayog and the National Human Rights Commission. State governments will also be represented. The Council will also consist of five members from the transgender community and five experts from non-governmental organizations. The Act also provides that whoever commits the crime under the Act shall be punished with imprisonment for a term which shall not be less than six months, but which may extend to two years with a fine.

National Education Policy, 2020 (NEP 2020)

Education is the key to develop human potential, to establish a just society, to develop the nation’s human resource and to encourage equality in the community. The National Education Policy aims to facilitate the agenda of Sustainable Development Goals. Among 17, goal number 4 declares to ensure “Inclusive and equitable quality education and promote lifelong opportunities for all” (SDGs).⁵⁵ Sustainable development goals adopted by UN in 2015, It has 17 goals. It aims to develop the nation state and to eradicate the poverty, to protect the planet and to establish an equitable society where people can live with prosperity and peace.

In this new era of globalization, continuous up-gradation of skills and competence is required, so it is important to provide an education system to our human resource which will help them to develop their potential. Its objective is to provide a kind of education system through which every stratum of society can connect, and it should

be accessible for all. It plans to curtail the dropout rates and to ensure universal access to education for everyone including the 'third gender'.

It talks about ensuring educational facilities to *trans* children without any discriminations as other human beings. NEP 2020 for the first time in Indian history, addresses the needs of the transgender community which is a big hope for the transgender community for integration into the society by having equal prospects in the education system. National Education Policy, 2020 has focused on all the three genders i.e., male, female, and transgender. The policy declares that there should be a 'Gender Inclusion Fund' to grant financial assistance to the marginalized section of the society including transgender children., This policy aims to abolish any remaining disparity in access to education including vocational education for children from any gender or other socio-economically disadvantaged group. NEP 2020 is a progressive shift towards a more scientific approach to education⁶. It also aims to focus on research and community engagement services. The current gross enrollment ratio (GER) in higher education in India is 26.3% only and the NEP aims to raise the GER to 50% by 2035. This policy gives new hope to the *trans* persons as they are also part of the Indian population. The policy claims to address the problems and needsof transgender persons; but time will tell how much of it get transformed into reality.

Review of Literature

Some of the important studies on *trans* are as follows:

The book '*Neither Man nor Woman- the Hijras of India*' written by Serena Nanda discusses the problems, life, customs and culture of transgender community. She portrays and interprets the story of religious men who are brave enough to live their life by following their own culture. In the book, her narrative goes around four transwomen Kamla Devi, Meera, Sushila, and Salima. Nanda introduces us to the *hijra* culture and their way of living. She has also written about the process of emasculation rituals of the *hijra* community. The author has also described the miserable social life of the transgender persons, their love and hates. Nanda talks about the relationship between the transgenderpersonss and their partners, about the prostitution business of *hijras*, relationship of a *hijra* guru and young *hijra* (chela). She reveals the life story of *hijras* to make people understand their way of living and how they cope up with the situation.

Rajesh et al. in their research titled '*A study of challenges and opportunities of mainstreaming transgender students in higher education institutions in India*'

lay emphasis on the steps taken by educational institutions in Delhi to facilitate the transgender student's admission in the institutions. The author focuses on the ways to mainstream the transgender community in the educational institutions. During the study, it was discovered that college and universities lack facilities for *trans* students. The study also reveals that there was no anti-discrimination cell or gender resource centre to address the problems of gender non-conforming students. Institutions were lacking a committee to address the grievances of the transgender community.

Venkatesan Chakrapani and Arvind Narrain in the study titled '*Legal recognition of gender identity of transgender people in India: Current Situation and Potential Options*' suggested three ways aimed at consideration for gender identity of the hijra community in India:

- 1) Legal recognition of gender identity of *trans* people as women or men;
- 2) Legal recognition of transgender persons as a separate gender that is 'third gender';
- 3) Legal recognition of gender identity for transgender persons according to their choice – Women, Men or a separate gender i.e., 'transgender' or 'third gender'.

The authors have given the reference of various countries that have adopted strong legal actions to identify the gender orientation of transgender. The author also recommends that India adopts these steps. Among these countries, Portugal is among the top in recognizing the gender identity of a transgender within a maximum time of eight days. The country has an expeditious and transparent process for changing the identity of a transgender on official documents. Another good thing is that any individual is allowed to change their gender identity on the documents like ID cards etc. multiple times without any fine or issue.

V. Chakrapani also refers the laws of United Kingdom to be adopted by India on discrimination issue. He says that India needs a law like 2010 Equality Act of the United Kingdom, which deals with the problem of discrimination based on gender identity as well as sex reassignment.

In the book, *Life of a Eunuch* the author Piyush Saxena discusses the life of the transgender persons and traditions that are followed by them. He focuses on every aspect of the transgender community like legal provision and transgender recognition at the workplace. The author also tried to describe the *hijra* community's

traditional views and ethos. He also focused on the religious views and story of their god and goddess which is followed by the community. He also tried to reveal the process of sex reassignment from male to female and female to male. Piyush also reveals the economic and social consequences of changing sexual orientation by transgender persons..

The *India Exclusion Report(2013-2014)* declares that transgender persons are one of the most disadvantaged groups of the society. Due to the existing exclusion, discrimination, inequality, poverty, lack of access to education and employability, the condition of *trans* community is pathetic and it is required to address the issue of the transgender community at the earliest. The report however praised the steps taken by the Indian legislators and courts to save this community from the discrimination like granting the status of 'third gender' to the transgender community by the Hon'ble Supreme Court. Further, it also discusses the steps being adopted by the states of India to do justice with this community.

In the book on *The truth About Me: A Hijra Life Story*', the author A.Revatinarrates her life story. She describes the pain, agony, harassment and discrimination she faces in the society for being a transgender. This is the first autobiography written by a transgender. Revathi is a *trans*activist and an employee at an NGO. Revathi shares her pain of being a part of the transgender community. She also discusses the painful experience of indifference and discrimination faced by family, relatives, friends, neighbors and other people around her. . Revathi also discusses the scary journey of surgery, the violence and harassment she faced on the roads. The author also explains her pitiful condition due to unemployment and the worsening financial condition which compelled her to join sex work in order to earn a livelihood.

The judgement NALSA v.Union of India gave the status of the third gender to the transgender community of India on 15th April 2014. This was the first step towards the mainstreaming of transgender in Indian society. The decision of the Hon'ble Supreme Court of India empowers the transgender community with all the social welfare schemes which are available to the other citizens of India. It also declared to provide reservations to the hijra community in educational institutions under the OBC quota. As a result, transgender persons have been granted their identity in society.

Research Methodology

The study was conducted on two levels - first through doctrinal research by

reviewing relevant pieces of literature such as articles, journals, constitutional provisions, books, legislations etc. The second method was by recording life experiences of three transgender persons and their views.

Data was collected through telephonic interviews and focused group discussions. The author interviewed a participant to understand the journey and to evaluate the legislations made by the Government of India for the welfare of the transgender community. The author also interacted with the transgender persons in a panel discussion organized by 'Transgender Resource Centre' under the aegis of Department of Adult, Continuing Education and Extension, University of Delhi.

Self-Narrativization and Truth of Life: Case Study - Ramya Narayanam Giri

Ramya is a *transwoman* who is a well-versed Bharat Natyam dancer, makeup artist and a guard marshal in DTC buses. She is a good actor as well. She used to participate in many cultural programs during Ramlila. Ramya lives with her family. Her father is a contract laborer and mother, a housewife. She has four siblings, her elder brother is quite supportive but rest of the siblings were not very co-operative. Ramya Narayanam Giri Alias (Rahul Giri) was born in a lower-middle-class family of Delhi. By birth, he was a boy but later on identified himself as a transwoman.

Ramya reveals that she felt more like a girl and realized that she has been trapped in a wrong body, when she was in Class 8.

"I felt like a girl since childhood, I liked to dress like a girl and spend time with girls. Initially I thought something was wrong with me but later I figured there were more people like me in my school."

Ramya's family did not support her initially but later on when Ramya insisted, after a long time, her family finally accepted her gender identity. However, Ramya's mother was reluctant in sharing Ramya's new identity as a transwoman with others as she feared that the relatives and neighbors would make fun of Ramya and her family. She also warned Ramya never to do *Badhaitoli* custom of the Hijra Community and therefore Ramya decided to keep distance from this custom and rather earn money from her hard work and skill only. However, she is connected with the community in spite of her mother's apprehension.

Ramya completed her Higher Secondary Exam from the Government Senior Secondary Boys' School of Shahbad Dairy, Delhi. In school, she encountered many difficulties due to her feminine nature. She completed her studies from the school

as a boy, as she feared bullying and discrimination. Ramya's mother never wanted her to reveal her identity in front of the society as she thought it to be a stigma. Ramya faced taunts and bullying from the boys of her class and teachers were also not very helpful, but she remembered her principal who was quite supportive during her school years. After completing school, Ramya went on to take admission in School of Open Learning, University of Delhi in B.A Program. However, due to lack of resources and bad health she was not able to appear in the examination. During her academic years, Ramya used to arrange for her educational expenses by participating in many cultural programs during Ramlila. Since childhood, Ramya was interested in dancing so she also took admission in classical dance at National Bal Bhavan to learn Bharat Natyam. Ramya also did fashion designing course from Ministry of Micro Small and Medium Enterprises in Delhi, where she worked as a tailor. Ramya neither participated in community custom like 'BadhaiToli' nor did she join any Gharana. She remained in her family and decided to live her life with dignity by doing hard work, without being dependent on anyone. Ramya never went through any hormonal therapies and did not go for a sex reassignment surgery. Ramya joined as a home guard marshal in DTC buses, Delhi in 2018. She was selected by the Delhi Government to safeguard the women passengers travelling in buses. She shared that she used to earn INR 700 daily at the job.

Excerpts from the Conversation between Researcher and Ramya:

1. What are your views on the New Education Policy, 2020?

She said that it is a good initiative of the Government that now at least they are thinking about the wellbeing of this transgender community. But inclusion is not easy. People should change their behavior towards the community and understand that they are also human beings and deserve good treatment.

2. What other changes do you want in the educational institutions so that the transgender students feel more comfortable?

She felt that in India, even women are not respected so expecting respect as a transgender is even more difficult. "The society and media need to be more responsible, she said." People should not make fun of transgender persons as they also have the right to live a respectful life in society. People should not judge trans people on the basis of their sexuality. Skill and talent should be given more importance than the gender identity.

“Yahan par woman ko hi respect nahi di jati to transwoman ko kahan se respect denge. Wo seedha tag lagate hai ki wo Hijrahai, Chakkahai, Meetha Hai, Halwahai ye galat hai is chij pae rok lagaya jaye kyuki hijre bhi insan hai unhebbhi auro ki tarah jeene ki azadi milni chahiye.

Media pae bhi roklagani chiye kyuki wahan bhi hamari community ka majak udate hai jaise movies mae hume logo ke entertaintment ke liye use kiya jatahai ... ek movie haijis mae ek transgender actor se paise mangta hai to wo kahta hai naach krkilaa mai bhi nacha mujhe paise de ye galat hai in chijo pae roklagani chiye”.

3. Do you think that the Transgender Act of 2019 will help with the integration of transgender persons in the Indian society?

Ramya also shared that she was not so happy and satisfied with the Transgender Person's (Protection of Rights) Act 2019 especially with respect to the certification of gender identity from a third person. She said that the copy of this Act which she found was available in English and therefore was difficult for her to interpret. She was very unhappy with the provision that someone else was going to certify the gender identity of trans people. She further added that the community doesn't want anyone's approval to determine theirgender.

In the transgender community, there is lack of awareness about the Transgender Act of 2019. Due to language and other barriers, the provisions of the Act are not properly known to them. Ramya added that in the community meeting she heard about the 2019 Act; which is not good for the community. The Government should amend those provisions of the act which are not good for the community.

Ramya said: “We do not want people to certify us for who we are. I do not understand English and most of the people from my community are also unable to understand the Act due to the language i.e., English”.

Conclusion

It can be concluded that the transgender persons have faced discrimination at almost every stage in life. But it can't be denied that with passage of time they have realized their potential and now they are more aware than before in demanding rights and required space. Not only they, but those who empathize with them are at

the forefront fighting for them and demanding inclusion in every aspect from- personal to professional front. Although legally their existence has been accepted only in April 2014, it took another five years to pass a law dedicated to their wellbeing and inclusion in the society. The most important challenge in front of us is to make that law a practical reality. It should always be kept in mind that it is not only the Government's role to make every citizen comfortable but it is also the society's role to be more inclusive and considerate. We should be sensitive enough to understand, accept and integrate all its members. There are some names such as Laxmi Narayan Tripathi, Gauri Sawant who are leaving no stone unturned in order to make our society more inclusive, especially for the transgender persons. As we have seen in the discussion with Ramya that there is still a wide gap between the *trans* community and society which needs to be bridged. The TG Act, 2019 is a welcome step by the government in this direction and now it's our turn to make the aims of that bill a reality and give the *trans* community their long-awaited rightful place..

The paper has revealed that Indian government has taken several steps forward to include the transgender community in the society but there are still wide gaps between society and *trans* community which needs to be filled by adopting appropriate measures. First and foremost step required to be taken by the government is to implement the enacted legislations and policies properly and to take follow up on actions. Government should ensure that all responsible institutions and stake holders are sensitized to deal or to help the *trans* community around them.

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Challenges and Causes of Migration in the Hilly Areas of Uttarakhand

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Abstract

Throughout history, migration is considered as an essential and sometimes unavoidable aspect of human settlement. The researchers throughout the world have studied various causes. There are broadly two theories. The first set of theory is related to individual choices and second set of theory is associated with a structure which emphasises the socio-economic and political factors that guide the migration in various countries. Uttarakhand is one of the Himalayan states situated in the Indian Himalayan region. The State was formed in November 2000. It is rich in biodiversity. It has hilly regions with a fragile environment. The State is concerned with migration as an issue which figures even in the election manifesto of political parties. Keeping the incidence of migration in mind and its consequences, the present government has constituted Migration Commission to study the causes and design a roadmap to minimise the intensity. This paper examines the causes and challenges of Migration in the State of Uttarakhand.

Keywords: *Uttarakhand, migration, poor infrastructure, livelihood, harsh geography.*

Introduction

The word migration is derived from the Latin word ‘migrate’ which means to change one’s residence. It is co-ordinated voluntary movement of people from one place to a new place (*Encyclopaedia of America*). It is the moderately permanent movement of the people over a significant distance (*Encyclopaedia of Social Sciences*). This process of migration is also geographic mobility that involves an alteration of usual dwellings between defined political or statistical or between residential areas of various types (*Encyclopaedia of Populations*). Throughout history, migration is an ingredient of human settlement.

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Types of Migration

Generally, there are two types of migration i.e. Internal and International.

Internal Migration

It is the migration or the movement of the people within the country. To cite an example, the people of Bihar are moving to other states of India in search of livelihood. Besides, people of the hilly areas of Uttarakhand are moving towards the plains areas for better education, career building and better health facilities.

International Migration

The international migration is the flow of the people across the nations for the fulfilment of the needs of their survival. There are diverse causes for movement at the global level, but the fundamental rationale that we are witnessing today is partly political in some areas and for better career in others.

Causes of Migration

Researchers throughout the world have studied multiple factors which contribute to migration. There are generally two types of theories, one theory is associated with individual choices, and another theory is linked with structure which emphasises the socio-economic and political factors, which guide the migration in the countries.

The first person who studied migration was a German cartographer Ravenstein, and he published his research work in the research *Journal of Statistical Society* in June 1886 and later in 1889.

The main findings of his research were as follows:

- The economic factors are the core reasons for migration;
- A significant number of migrants travel short distances;
- The people residing in the urban areas are less prone towards migration as a movement as compared to the people of rural areas;
- Due to advancement of industrial sector, the process of migration has been enlarged from agricultural areas towards industrial areas;
- Females are involved in the short distance form of migration; whereas the males predominated over longer distances;

- The migration is going on in chain of steps;
- There are various factors which are associated with migration that are economical, social, political, better career, education and environmental concerns. In this regard, the Lee Laws (1966) clubbed these factors into two groups such as push and pull factors. Push factors are those factors that are critical to the area where a person lives, whereas pull factors are those which are related to development of the person according to his/her present needs and survival.

Migration in India

India is one of the developing countries with vast diversities in five agro-climatic zones; in relation to significant part of population in most of the villages. There is a shortage of necessary facilities and amenities for a decent livelihood in today's highly competitive and globalised environment. No doubt, successive governments have formulated appropriate policies to ensure full employment, adequate income and a decent livelihood. However, it is seen that these policies are procedurally so complicated that the common man of the rural area is unable to reap the benefits from these policies and programmes. This is what creates a gap between what people need and what is provided to them. This results in movement of people from less endowed to greater endowed regions for better employment, better wages, better working and living conditions. According to the State of World Population report, more than half of the world's population lives in urban areas, and the number is steadily growing every year. India, where the majority of the population lives in rural areas is still dependent on agriculture; but the extent of urbanisation is increasing. According to the findings of the latest decennial censuses, the level of urbanization in India has increased from 27.81% in 2001 to 31.16% in 2011. Urbanization in India is a consequence of demographic explosion and poverty-induced rural-urban migration.

During the five years which ended in 2016, an average of nine million people migrated between states every year for either education or work, according to Economic Survey 2016-17. That is almost double the inter-state migration recorded in the last decade in 2001-2011 captured by Census 2011.

The Economic Survey of India 2017 estimates that the magnitude of inter-state migration in India was close to 9 million annually between 2011 and 2016, captured by the Census 2011. The total number of internal migrants in the country (accounting for inter and intra-State movement) is at a staggering rate of 139 million. Uttar Pradesh and Bihar are the most significant source states, followed closely by

Madhya Pradesh, Punjab, Rajasthan, Uttarakhand, Jammu and Kashmir, and West Bengal. The primary destination states are Delhi, Maharashtra, Tamil Nadu, Gujarat, Andhra Pradesh, and Kerala.

- If we look at the above table, we see the various reasons of migration. Employment related reasons come in the first category and the maximum migration is reported from the Arunachal Pradesh, which is 541 in 1000 people;
- Second reason highlighted in the above table is *studies*; in this indicator again Arunachal Pradesh is highest - 138 among 1000;
- The next category is forced migration with Assam occupying the first rank with 66 persons per 1000;
- When it comes to marriage as one of the reasons for migration, Jharkhand occupies the first rank with 961 per 1000;
- If the factor of migration of parents/ earning member is taken into account, Mizoram occupies the first rank with 437 per 1000 people.

Table 1: Migrations in India (Per 1000 Persons) & its Reasons

STATE	REASON FOR MIGRATION						
	Employment related reasons	Studies	Forced migration	Marriage	Movement of parents/ earning member	Others	All
Andhra Pradesh	60	42	2	722	112	58	1000
Arunachal Pradesh	541	138	7	123	0	46	1000
Assam	23	4	66	781	61	34	1000
Bihar	4	1	5	948	6	26	1000
Chhattisgarh	48	16	1	779	75	63	1000
Himachal Pradesh	70	31	8	721	61	107	1000
Jammu & Kashmir	31	3	12	904	10	38	1000
Jharkhand	9	2	3	961	2	18	1000
Karnataka	32	49	8	778	86	46	1000
Kerala	57	9	2	539	172	217	1000
Madhya Pradesh	26	9	4	900	34	19	1000
Maharashtra	72	33	8	741	102	41	1000
Manipur	324	117	0	76	354	0	1000
Meghalaya	160	28	12	454	274	47	1000
Mizoram	296	24	16	95	437	57	1000
Orissa	19	28	4	883	25	36	1000
Punjab	50	8	12	823	65	35	1000
Uttarakhand	87	14	6	664	163	66	1000

Source: - NSSO (2010).

From the above data mentioned in the (Table1), it is clear that the states are hilly states, which means there could be lack of infrastructure and avenues of stable and durable employment opportunities which force the inhabitants to move out.

Table 2
Migration Rate (Per 1000 Persons) of Migrants for Different States (Urban)

State	Male	Female	Male female
Andhra Pradesh	333	467	400
Arunachal Pradesh	38	27	33
Assam	223	327	270
Bihar	208	497	345
Chhattisgarh	330	590	452
Himachal Pradesh	455	618	532
Jammu & Kashmir	97	281	186
Karnataka	265	383	324
Kerala	258	428	348
Madhya Pradesh	160	523	336
Maharashtra	356	493	421
Manipur	10	26	18
Meghalaya	42	47	44
Mizoram	189	223	206
Orissa	224	567	442
Punjab	223	565	379
Uttarakhand	397	594	486

Source:- NSSO (2010).

From (Table 2) the data of male / female migration from urban areas the migration of male / female is highest in Himachal Pradesh, which is 455 and 618 respectively.

Table 3
Migration Rate (Per 1000 Persons) of Migrants for Different States (Rural)

State	Male	Female	Male female
Andhra Pradesh	88	473	282
Arunachal Pradesh	11	5	8
Assam	26	227	120
Bihar	12	379	189
Chhattisgarh	70	531	295
Himachal Pradesh	153	592	378
Jammu & Kashmir	24	329	174
Karnataka	80	474	273
Kerala	195	459	333
Madhya Pradesh	30	533	268
Maharashtra	98	572	329
Manipur	6	5	6
Meghalaya	38	29	33
Mizoram	107	114	110
Orissa	43	511	280
Punjab	74	571	312
Uttarakhand	151	539	344

Source: - NSSO (2010).

From the (Table 3) it is reported that in the rural areas, the female migration is highest from Himachal Pradesh 592 and the maximum migration of male is from Kerala 195. When both the genders are considered together Himachal Pradesh occupies the first rank with 378 per 1000.

Percentage of Migrants to Total Population in 2001 in Himalayan States

Country/State	Total population in millions	Total migrants in millions	% of migrants to total population
India	1028.6	314.5	30.6
Jammu and Kashmir	10.1	1.8	17.8
Himachal Pradesh	6.1	2.2	36.1
Uttarakhand	8.5	3.1	36.2
Sikkim	0.54	0.19	34.6

Source: - NSDC (2012).

Except Jammu and Kashmir, the figure for percentage of migrants to total population in the Himalayan states of India is higher than the national average.

Significance of the Current Study

Uttarakhand is one of the Himalayan states situated in the Indian Himalayan region. The State was formed in November 2000. This western Himalayan region has great geopolitical significance, as this has a total area of about 53,485 sq.Kms. having international borders with China and Nepal. It is very rich in bio-diversity with a fragile environment. The hilly districts (Almora, Bageshwar, Chamoli, Champawat, Nainital, Pauri, Pithoragarh, Rudrapur, Tehri and Uttarkashi) of the State have an area of about 45,125 sq kms while the plains districts (Dehradun, Haridwar and Udham Singh Nagar) have an area of about 8,360 sq kms. The State is divided into 2 administrative divisions (Kumaun and Garhwal) having 13 districts; 102 tehsils; 95 development blocks; 670 Nayae Panchayats; 7,950 gram panchayats. There are 16,793 census villages (2011 census) out of which 15,745 are inhabited and 1,048 uninhabited (2011 census).

Villages By Population Size Class – Uttarakhand (Census 2001 And 2011)

Population Size Class	2001	2011
Total No. of Inhabited Villages	15761	15745
Less than 200	7775	7823
200-499	4912	4684
500-999	1890	1826
1000-1999	752	824
2000-4999	350	471
5000-9999	69	96
10000 and above	13	21

Source: - Uttarakhand Migration Aayog Report (2017).

Demography of the State

Details	Hill Districts	Plains Districts	State
Population	48.41 lakhs	52.67 lakhs	101.08 lakhs
Population growth rate % 2001-2011	0.70	2.82	1.74
Sex ratio (all age groups) Females to Males	1037	900	963
Sex ratio (0-6 years)	894	888	890
Rural population %	82.94	57.57	69.45.
Growth in urban population	2.43	3.81	3.42
Literacy rate%	80.87	76.90	78.82

Source: - Uttarakhand Migration Aayog Report (2017).

Land Holdings (in Hectares) in the State

Category	Number	Total area in hectares
Marginal holdings less than 1 hectare	6,72,000	2,96,000
Small holdings between 1 to 2 hectares	1,57,000	2,25,000
Semi-medium and medium holdings between 2 to 10	82,000	2,70,000
Large holdings more than 10 hectares	1000	25,000

Source: - Uttarakhand Migratio Aayog Report (2017).

It is apparent from the above data of the table that the State has more number of marginal landholders.

Decadal Change in Population in the State - District Wise from 1981-2011.

District	1981 % Increase	1991 % Increase	2001 % Increase	2011 % Increase/decrease
Almora	15.81	8.94	3.67	-1.73
Bageshwar	19.57	14.81	9.28	5.13
Chamoli	24.15	22.63	13.87	5.6
Champawat	25.34	26.38	17.6	15.49
Dehradun	31.93	34.66	25.00	32.48
Haridwar	32.72	26.31	28.70	33.16
Nainital	38.08	30.22	32.72	25.20
Pauri	15.46	8.57	3.91	-1.51
Pithoragarh	16.38	14.11	10.95	5.13
Tehri	24.67	16.53	16.24	1.93
Udham Singh Nagar	48.05	38.30	33.60	33.40
Uttarkashi	29.19	25.54	23.07	11.75
State	27.45	23.13	20.41	19.17

Source: - Uttarakh and Migration AayogReport (2017).

Pauri Garwal (-1.51) and Almora Kumaun (-1.73) have negative growth of the population.

Research Methodology

Sample

For the present study, 150 respondents were interviewed from different villages of Almora district. These respondents were selected through convenience sampling technique. The respondents from the district were chosen because it has a negative population growth rate (-1.73).

Age profile of Respondents (n=150)

Age (Years)	Frequency	Percent
20 -30	70	46.6
31 - 40	40	26.6
41 - 50	25	16.6
Above 50	15	10
Total	150	100

Educational profile of the Respondents (n= 150)

Education	Frequency	Percent
Illiterate	10	6.66
Middle	30	20
High school	25	16.6
10 th	40	26.6
Graduation	25	16.6
Post Graduation	20	13.3
Total	150	100

Causes of The Migration Reported From the Field Survey

Options	Frequency	Percent
Lack of the employment avenues	60	40
Poor health facilities	20	13.3
Lack of quality education	10	6.6
Small land holdings	9	06
Un- Productive Agriculture	7	4.6
Terror of wild animals	9	06
Climate change	12	08
Emerging risk of disasters	6	04
Copy to other families (Chain Migration)	8	5.3
Any other	9	06
Total	150	100

Source:- Field survey

The above-mentioned are the reasons of migration, which have been found while interacting with the respondents of the area.

The famous saying among these respondents of the hill is (*"kuch nahi hai yahan par badhia"* as *"nothing is here, hill is ruined"*). The respondents stated the aim behind the creation of this state has not been fulfilled. The villages and the mountains are going empty and people are leaving from here. The famous saying in the hill is *three things are flowing out from the hill i.e. that is youth, water, and culture.*

Lack of Employment Avenues in the Hill

The reason for unemployment, which every respondent has highlighted, is the shortage of employment opportunity in the hill, which has pushed the youth to other parts of the country. The 40% of the respondents said that the lack of employment opportunities in this region is the primary cause for migration among the natives of the area.

One of the respondents (Chandan Singh, 25) working in a small hotel stated::

"Here is nothing, no industry, no factories - government is focusing on the plain areas of the state."

The other respondent (Kundan Singh, 28) Shopkeeper said:

"To survive in the present era which is full of competition and high inflation, it is very tough for the common man of the hill to survive, and in the hill, there are no such avenues which can fulfil the modern needs of a human being."

Therefore, the leading cause behind the migration in the Uttarakhand is the lack of access to employment opportunities. The lack of employment is also found in other states of the country; it is the common cause of migration found in every corner of the world with different degrees.

The locals stated that there is no plan of the government to develop the hilly areas according to the aspirations of the local people. The people further said that we see the development in the form of Hydro projects, buildings on Malls roads. However, these are the developments, which have destroyed the fragile ecosystem of the Himalayan region and significant number of the people have been displaced because of these projects.

Poor Health Facilities

Health is the most essential need of every human being, but the hilly areas of the State of the Uttarakhand are facing the worst problem in the context of fulfilment of this need. There are inadequate health facilities in the hill, characterised by shortage of government doctors, and other paramedical staff. The findings of the State Migration Report, reveals that lack of health facilities on the hill is one of the leading contributory factors of migration in the state.

The respondents said that the hospitals on the hill are ‘referring centres’, and these hospitals lack proper facilities. Maximum problems are faced by the women during their pregnancy and period of delivery. The government has launched the 24/7 ambulance service, but that service is not enough to cater to the needs of the people.

Lack of Quality Educational Institutions

Education is vital for the development of all human beings; it provides food for constructive thinking, planning and action. The people of the hill areas of the state are more educated, which is supported by the data as compared to the people of plain areas. The trends of education are changing very rapidly today. Education is considered as a primary means of employment. Against this backdrop, the people want to join those courses, which are job oriented and have value in the job market. To fulfil this flavour, the native people of the hills send their sons and daughters to other states to join job-oriented courses. During the survey, it was found that the younger generation of the hills are more inclined towards the technical courses which they do not find in adequate numbers on the hills. This is how they are forced to move towards the plain areas of the state. In this entire process, most of them adopt the host culture and prefer to live at the host place.

Unproductive Agriculture

According to the Watershed Management Directorate of the Uttarakhand government, the average landholding in the state is about 0.68 ha. which is divided into several patches. This is much smaller than the national average of 1.16 ha. per farmer.

Most of the people of the hilly areas of Uttarakhand are earning livelihood through agriculture as data of the 2011 census has reported. 60% of the village population is dependent on agriculture for their livelihood. According to the Union

Ministry of Agriculture, the net sown area in the State has declined by around 10 percent, from 7,69,944 ha in 2000-01 to 7,01,030 ha in 2013-14.

The data of the Uttarakhand Migration Aayog reported that the most of the population of the hills is associated with agriculture (43%), followed by labour work (32%) and government services (11%).

People generally think, feel and believe that in modern times the agricultural activities do not provide sufficient economic and financial to meet the contemporary day expenses. The current generation is not inclined towards agrarian activities, and most of the families have left the land, which has been converted, into barren lands. A lot of weeds have grown in these lands such as Lantana and Parthenium, which are very tough to clean. These circular lands need a lot of human effort, as modern technology is not relevant for the hills due to the harsh geographical terrain.

Terror of Wild Animals

There is no doubt that there are few people who are putting in a lot hard work to sow different varieties of crops even in hilly areas. However, such hard work goes in vain due to the terror of the wild animals like wild pig, bear, boar, monkeys, etc. These wild animals attack the crops during night. The menace of these wild animals has increased in the state of Uttarakhand as reported by the Wildlife Institute, Dehradun in 2015. According to the latest States Migration Report, the share of the people who have migrated because of this reason is 5.61%.

Climate Change

This is an emerging issue. Due to climate change, a number of water springs in different villages of hilly areas have dried-up. Such drying up of these water resources has adversely affected the lives of the people living in these areas. Various studies have reported the negative impact of climate change on the Indian Himalayan region. The studies of the G.B Pant National S. Sharma, at all 2017 *Climate Change and Northwest Himalayas Prioritisation of Agriculture-Based Livelihood Actions*) Institute of Himalaya's Environment and Sustainable Development have highlighted the effects of climatic change in this region. There are other studies too which have highlighted the same *changing climate of Uttarakhand India* (Mishra 2014). Due to this, the average temperature has undisputably gone up in the hilly areas of the Uttarakhand. It is regrettable that the states having a number of water reserves, including 17 rivers, several snow-fed glaciers, and 31 lakes, a number of districts are facing acute water scarcity (Sema Sharma 2017).

The agriculture of the state, especially in the hilly areas is dependent on the rain. However, due to climate change, the water level is getting depleted in the region. According to the study of Tiwari's survey of 500 sources of water, in 11 districts of the state, over 70 per cent of the water sources had depleted by more than 75 per cent in the four districts of Pauri (almost 86 percent), Almora (over 76 percent), Tehri (over 75 percent) and Pithoragarh (nearly 71 percent).

Disasters

The locals stated that the rising number of various natural disasters in the region since some past years has created a fear among the natives which makes them move away to secure places in the plain areas of the country. After the tragedy arising out of a flood in 2013, lot of natives have migrated to secure places.

Chain Migration

From the survey, it has also been reported that some families are imitating other families in the process of migration.

Impact of Migration

The famous slogan on which the state was created was "*JUL, JUNGLE, ZAMEEN*". The native population thinks, feels and believes that the purpose of preserving the culture of the hill was not maintained after it was carved out of Uttar Pradesh. Due to shortage of necessary facilities, the youth of the hill is moving towards the other areas for a better future. This movement of the youth adversely affects *pahari culture* as the natives stated that they are losing the local culture in the wake of such migration. A unique feature of out-migration in Uttarakhand is its longer duration and that too mostly to big cities and towns within the state as well as outside it (N.I.R.D 2016). The women of the hilly areas are working average eight to ten hours a day. These women are adversely affected by this process of migration, as in the absence of men they have to manage the family and also look after the elderly in-laws.

Measures taken by the State Government

The civil society and the natives of the state demanded the (Chakbandi) Act as a land reform measure. They believed that the respective law will help in minimising the problem of migration. It was a constructive step. The Chakbandi is the only way to make cultivation profitable in the hill areas of the state. All the schemes of

rural development will be served only when people's land will be in one place (Nainital newsn May 2012). However, the successive governments of the state paid lip services to this demand and the demand of the people about the (Chakbandi) Act still remains unfulfilled. This Chakbandi Act was prepared during the previous regime (2014-2017) under the leadership of Shri Harish Singh Rawat. However, that Act was not implemented due to the improper fieldwork (The Tribune August 29 2017).

Now, the present BJP government (2017) under the leadership of Shri Trivendra Singh Rawat has shown genuine concern to minimise the problem of migration and has constituted the Rural Development Migration Commission (2017). This is a five-member body, and its Chairperson is the Chief Minister of the State. The work of this commission is to prepare a roadmap to address the migration issue of Uttarakhand. Time alone will tell how this commission will be useful in minimising the incidence of migration in the state.

Conclusion

The villages of the hilly areas of the Uttarakhand are going empty due to the absence of necessary facilities and amenities. The number of ghost villages has increased notably after the flood of 2013 which was a terrible incident. The study undertaken by National Institute of Rural Development (2016) stated that 88% of the population in Pauri and Almora districts had at least one member migrating because of unemployment.

The process of the migration in the state has multidimensional causes. It is not only associated with employment; there are other causes as well. It needs a comprehensive approach to tackle the problem of migration. The State government should come up with a holistic approach that addresses the issues of economic, infrastructural ecological, and social needs. The government should encourage dairy and its products. It should also provide market linkages to milk collection centres. The younger generation could be motivated towards the sustainable start-ups in the hill.

State government should initiate the fish farming in the hills after mapping suitable places for fish farming with the appropriate technology. The government should launch a programme to harness small patches of land in order to construct the fish ponds to promote pisciculture which in turn would provide employment and economic prosperity in the respective areas. Consequently, this initiative might be helpful in reducing the rate of migration from the hills.

In addition to this, there is a need to promote apiculture by equipping the honey bee rearing mechanism with modern technology and market linkages. To make the honey bee business more effective, in terms of value addition and employment there is a need of quality capacity building measures to train the beekeepers..

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Opinion of Adult Learners about Adult Education Programme

S. Kiran Singh¹

Abstract

The focus of this study is to understand learner's active participation in terms of economic and political factors as part of the *Saakshar Bharat Mission* Programme in Manipur. It examines how participation in the adult education programme increases the economic factors of the learner and as a result increases their involvement in political decisions. The study adopted a descriptive survey method. A total of 45 learners (22 young age adult learners and 23 older age adult learners) from Kakching block of Thoubal district, Manipur were selected. From the result analysis, it can be concluded that participation in the adult education programme of Saakshar Bharat Mission has improved their earnings and savings. It ensured their involvement in political decisions, social development of the local community and overall health of the society.

Keywords: *Adult Education, Saakshar Bharat Mission, Adult Learner, Opinion.*

Introduction

Adult education is one of the most important indicators of socio-economic and political development of every human society. It is a major component of human resource development and is thus basic to any programme of social and economic development. In this regard, adult education and skill development schemes launched by the Government of India and the Ministry of Human Resource Development (Department of School Education and Literacy) with the Ministry of Skill Development and Entrepreneurship are aimed at strengthening the awareness and functionality components of every adult learner in the age group of 15-35 for improving their reading, writing, comprehension and articulation skills. Thus it enables them to enter a particular vocational skill of their interest, relevance and thereby improve employability for better earnings with skill development or a decent livelihood.

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The Saakshar Bharat Mission scheme launched in 2009 by the Ministry of Human Resource Development, Government of India states that Jan Shikshan Sansthan (JSS), set up under the scheme of assistance to voluntary agencies for Adult Education and Skill Development has been institutionally networked with adult education centres & other district implementation agencies to equip neo-literates with vocational skills for improving their employability, income, livelihood, working and living conditions. The effectiveness of imparting skill training in employment-oriented courses to the target population on a nation-wide scale hinges on a multi-pronged participatory approach by the Government, NGOs, agencies and institutions of higher education as they are expected to work, plan and act together with a view to supporting the initiatives and efforts of JSSs. Through the schemes of adult education programmes, it has to ensure that all adult learners who acquire the necessary and relevant skills of literacy and numeracy do not roll back to illiteracy. The scheme also aims at providing equal opportunities to both learners and neo-literates to enter vocational skill training, which is appropriate to their socio-cultural background, aptitude, preference and interest.

Significance of the Study

The main aim of the present study is to study the various opinions regarding the economic and political factors from the adult learners, under Saakshar Bharat Mission undertaken by the District Literacy Samiti (DLS), Thoubal district in the Kakching block of Manipur. The findings of the present study will be of help for policy making due to the process of acquisition and retention of functional literacy and other associated skills/attributes. Apart from instilling in them, a sense of pride and self-esteem, it also will enable a number of adult learners to live in the most productive and reproductive phase of their life. The study led to the realization that adult literacy and education will enable parents to communicate better with their children and be able to appreciate better the pace and progress of their child's education. In this light, the programme will lead to creation of a learning society where literacy and education are valued and most, which is vital for survival of any democracy.

Objectives of the Study

1. To examine how participation in adult education programme increases the economic strength of the learners;
2. To analyze how participation in adult education programme increases the involvement in political decisions by the learners.

Hypotheses of the Study

1. There is no significant difference between the young age of the adult learner and older age of the adult learner, in relation to acquisition of economic strength through literacy and skill training;
2. There is no significant difference between the young age of the adult learner and older age of the adult learner regarding their involvement in political decisions.

Review of Literature**National**

The University of Hyderabad (1992) evaluated the literacy campaign of Chittoor District. The study suggested that though the literacy campaign aimed at the total literacy of 5.9 lakhs unlettered persons, 1.9 lakhs learners have not benefited due to many reasons.

The External Evaluation of Literacy Campaign, Latur (Maharashtra) was conducted by Tata Institute of Social Sciences, Bombay from 7th-24th May, 1993. Some highlights of the social impact of literacy campaign as stated by the agency are as follows: (i) there was a high degree of personal involvement from all sections of the society that led to the success of the campaign; (ii) the literacy campaign was a landmark in the social advancement of the women in the district.

Conducted by Pradeep Mallik (2016), ‘Making India Literate, Fully and Functionally’, the study shows that attaining total literacy is a goal that needs total political commitment which is in short supply. The literacy campaigns over the years were expected to help socially conscious and politically advanced forces to take root in our society, but have failed to do so.

International

Elizabeth Metto (2014) studied “Rethinking the Organization of Adult Literacy Education in Kenya: Shifting Adult Literacy Education (ALE) to the Ministry of Education for Effective Management”. From the study it is evident that the management of Adult Literacy Education by the Ministry of Gender and Social Services has denied the advantages of higher financial allocations and expert management, enjoyed by other educational sectors in the country. It is recommended that the management of ALE is shifted to the Ministry of Education and teaching and learning is done within the primary and secondary school premises by regular

school teachers outside the normal school teaching timetable. It is further recommended that stakeholders brainstorm and carry out empirical studies to ascertain the practicability of this suggestion. John Vorhaus, Jennifer Litster, Michael Frearson, Stuart Johnson (2011), in “Review of Research and Evaluation on Improving Adult Literacy and Numeracy Skills” present growing evidence that gaining literacy and numeracy skills in adulthood has a positive effect on earnings and employment. However, the acquisition of literacy and numeracy qualifications in adulthood has not yet been found to be directly related to significant gains in earnings and employment.

Research Design & Methodology

Saakshar Bharat Mission in Thoubal district, Manipur was implemented in two blocks namely Thoubal block and Kakching block. The present study focuses on Kakching block and on the learner’s opinions regarding the economic and political factors after taking part in Saakshar Bharat Mission conducted by Directorate of Adult Education, Government of Manipur. The study has adopted a descriptive survey method.

Population

The total number of adult learners i.e., 12306 are in the age group of 15-35 years and above who were enrolled in the Saakshar Bharat Mission in the Kakching block of Thoubal district, Manipur.

Sampling Size & Techniques

Random sampling was done in the areas where Saakshar Bharat Mission had been operational in the Kakching block of Thoubal district, Manipur. For the study, investigators have been categorized into two groups among the learners i.e., the age range of 15-45 as young age adult learners and age range of 46-56 years and above as older age adult learners. A total of 45 learners (22 younger age adult learners and 23 older age adult learners) were selected for the present study.

Tool Used

The questionnaire ‘Personality of Adult Learners through Adult Education Programme’ constructed by the investigator was used as a tool for collection of the required data from the respondents. It has 12 items which was grouped in two clusters, based on the objectives of the study.

Scoring

A 4-point Likert scale was used to describe the opinions of the respondents and the point value were Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1.

Results and Discussion

Analysis and interpretation of the study was done using percentage and t-test.

Profile of the Learners

Table 1: Age-group of the Learners

Age-group	Number of Respondents (N=45)	Percentage
Young Age Category (22 learners)		
15-25	3	6.67
26-35	6	13.33
36-45	13	28.89
Older Age Category (23 learners)		
46-55	11	24.44
56 and above	12	26.67

Source: Field survey

The table 1 reveals that age-range of 36-45 years with the percentage of 28.89 constituted highest number of respondents during the field work. The percentage of 26.67 and 24.44 constituted respondents in the age-range of 56 years and above and 46-55 respectively. The respondents included in the age-group of 26-35 and 15-25 were 13.33% and 6.67% respectively.

Table 2: Marital Status of the Learners

Marital Status	Number of Respondents (N=45)	Percentage
Unmarried	5	11.11
Married	38	84.44
Widowed	2	4.44

Source: Field survey

The table 2 depicts the marital status among the learners; it shows that 84.44% and 11.11% of the respondents were married and unmarried respectively. Out of the 45 respondents, 2 respondents (4.44%) were widowed.

Table 3: Occupation of the Learners

Occupation	Number of Respondents (N=45)	Percentage
Housewife	11	24.44
Handloom/Handicraft	21	46.67
Women Market Vendor	6	13.33
Shop/Paan Shop	7	15.56

Source: Field survey

The table 3 reflects that the adult learners who enrolled as part of the Saakshar Bharat Mission in the Kakching block of Thoubal district, Manipur were engaged in different occupations for improving income of their family. Out of the total number of respondents in the present study, 46.67% of the respondents were engaged in weaving, sewing, embroidery, cane mat making, agarbatti making and dry fruit making. 15.56% run their own shops in the market of Kakching bazaar and their locality, 13.33% sold vegetables in the market of Kakching bazaar. However, 24.44% of the respondents were housewives.

Hypothesis 1: There is no significant difference between the young age adult learners and older age adult learners regarding the increase of economic factors.

Table 4: Economic Factors among the Learners

Group	Mean	N	Standard Deviation	Calculated value 't'	Degree of freedom	Significance level
Older age adult learners	14.09	23	1.477	3.234	43	Sig. at 0.01
Younger age adult learners	15.41	22	1.260			

Source: Field survey

Table 4 depicts the mean value of older age adult learners and younger age adult learners as 14.09 and 15.41 respectively. The standard deviation of the older age adult learners was 1.477 while standard deviation of younger age adult learners was 1.260. The 't' value is 3.234 which is significant at 0.01 level and the degree of freedom is 43. Therefore, hypothesis 1 states that,

“There is no significant difference between the young age adult learners and older age adult learners regarding the increase of their economic factors” is rejected. The result means that there is a difference in terms of increase in economic factors among the two groups of learners.

Hypothesis 2: There is no significant difference between the young age adult learner and older age adult learner regarding the increase of their involvement in political factors.

Table 5: Involvement in Political Factors

Group	Mean	N	Standard Deviation	Calculated 't' value	Degree of freedom	Significance level
Older age adult learners	13.09	23	1.192	9.218	43	Sig. at 0.01
Younger age adult learners	15.95	22	.722			

Source: Field survey

Table 5 shows the mean value of older age adult learners as 13.09 and mean value of younger age adult learners as 15.95. The standard deviation value of older age adult learners is 1.192 and value of standard deviation for younger age adult learner is 15.95. The 't' value is 9.218 which is significant at 0.01 level and the degree of freedom is 43. Therefore, hypothesis 2 "There is no significant difference between the young age adult learners and older age adult learners regarding the increase of their involvement in political factors" is rejected. It means that older age and younger age groups have difference in terms of their involvement in political activities.

Main Findings of the Study

1. The result shows that participation in the adult education programme in the name of Saakshar Bharat Mission has improved the earning and saving conditions of the adult learners and also confidence in their minds regarding involvement in political and social activities for the welfare of the community as well as the society.
2. The result of the study also shows that the younger age adult learners have an increase in their economic factors as compared to the older age adult learners due to skill potential. They are also found to be hard working due to young age with higher energy and vitality.
3. The result clearly shows that younger age adult learners have active participation in political factors than the older age adult learners due to

young age. It would normally have been otherwise as old age may mean less strength but greater maturity and resilience of mind.

4. Most of the learners who took part in the Saakshar Bharat Mission in the Kakching block of Thoubal district, Manipur are engaged in weaving, sewing, embroidery, cane mat making, agarbatti making, dry fruit making, working at own shops, selling vegetables in Kakching market. With this, they have improved their own income and live their lives peacefully with family members.
5. The results also show that participation in the adult education programme has imparted a new strength and confidence in terms of participation in the overall political decision-making process. The learners have been able to read the newspapers regarding importance and relevance of the issues on which elections are being fought and therefore know how to vote confidently and wisely at the time of elections. They have been able to understand the relative strengths and weaknesses of the candidates by exposing the issues and carrying them to a definite point, which helps in removing inferiority complex among the masses.

Conclusion

The concept of adult education has been evolving with the changes in the socio-economic and political situation in the country. Efforts made during the colonial rule in the name of adult education were confined to certain pockets of the country and were broadly linked to the freedom movement. Now, it has changed from a mere ability to read and write to a third dimension i.e., extension, teaching, training, research and field outreaches. It has moved from the three R's of reading, writing and arithmetic to a lifelong process. It was, therefore, widened to include health and hygiene, recreation, upgradation of vocational skills, improvement in social, cultural and economic life and citizenship education. So, without adult education, it is not possible to have that widespread range of economic and social development which we require; nor is it possible to have the vigour, strength and resilience in our economic and social development. A programme of adult education should, therefore, be given primacy and centrality so that a band of literate, enlightened, agile, alert and conscious citizens are enabled to: (a). choose between what is right and wrong, important and unimportant, immediate and remote; (b) take all the right decisions at the right time in the right manner; (c) single out the chaff from the grain; (d) accept what is of interest and relevance and therefore reject what is not; (e) acquire and demonstrate the maturity, sensibility and sensitivity in day-to-day life of the family, community

and society which will impart a new vitality and strength to our democracy. While improvement in economic strength and participation in political decision making process are extremely important objectives of any educational programmes including adult education, imbibing, assimilating and applying qualities like respect for the dignity and decency of others are essential in our day-to-day life., Developing a respect for the other man's point of view, howsoever unpalatable or disagreeable, i.e. to clearance of dissent, not developing a vengeful attitude merely because of differences, not developing biases merely because of differences in caste, class, , faith, belief, gender, etc., and respecting sacrosanctity of human life are extremely important for making a complete man or woman. This is needed for building a nation which stands out for its commitment to these professed values.

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Evolution of Adult Education as Adult Learning in the Present Scenario

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Abstract

Adult education has been evolving differently over the past century. It is both a discipline of study and field of practice. However, in several developing countries the scope is restricted to basic literacy or functional literacy. In developed countries, its approach can be seen more as practice rather than theory whereas adult learners acquired more self-directed basic knowledge and learning to be a lifelong learner. Consecutively to acquire new knowledge, to learn new skills, adapt values and to develop a reflective attitude, they need to be in the process of continuous learning. Learning is not only confined within the narrow and restricted contours of the school environment or restricted to certain age, but it takes place throughout life. Apart from providing an understanding and objectives of adult learning, this paper reflects on the rationale of adult education, adult learning and how it has evolved over time and in different contexts. The most important aim of adult education is to give a second chance for those who have left education on account of several compulsions or their access to education was lost in early age due to various reasons. To provide alternative choice to educate under privileged for attaining equality in society, access to education and justice is the prime aim of adult education all over the world. On the contrary, the purpose of adult learning is very distinct. Its aims are related to personal, physical, emotional, psychological and spiritual growth and development, and to achieve professional goals. In the first part of this paper, meaning & definition of adult education and its evolution from adult education to adult learning is discussed. In second part, specific philosophy and major theoretical perspective of adult learning theories is described. Principles of andragogy, which is also the central theory of adult learning during 1970 and which significantly contributed to adult learning is also discussed in last part of this paper.

Keywords: *Adult education, adult learning, literacy, theories of adult learning*

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Introduction

The concept of 'Adult Education' has undergone an impressive evolution across the ages. It has acquired a huge number of synonyms and alternative names subject to cultural and ecological changes from country to country, and within the same country, during different periods. Some of the most laudable nomenclatures are 'Recurrent Education' in U.S.A.; 'Continuing Education' in undivided USSR, Australia and New Zealand; 'Social Education' in India, Japan, Korea; 'Further Education' in the UK.; 'Non-Formal Education' in Indonesia; and 'Adult Education' in China, Vietnam, Bangladesh, Pakistan and India.

'Adult Education' was first introduced and identified as a field of social activity & discipline of social science in the 19th century. In 1997, UNESCO re-christened it as 'Youth & Adult Education'. It is a broad-based concept that usually refers to structured and purposeful education and training of adults that may be carried out by a number of organizations. It is a programme deliberately prepared by providing an instrument to satisfy the learning needs and interest of persons who are no longer in educational process and who have crossed a certain school age.

Over a period of time, various meanings & definitions have been conceptualized. One of the most oft cited definitions was given in year 1976 by UNESCO: "in which as individual develops abilities, improves professional & technical skills, enhances his/her knowledge and directs them in a new direction to bring changes in his/her behaviour for development at social, economic & cultural level. No matter, how the individual has acquired knowledge, it can be formal, non-formal, and/or any other educational medium. It has to be a learning society where learning can be recognised." This definition was adopted at the 5th International Conference on Adult Education of UNESCO at Hamburg in year 1997 and has been universally accepted.

However, meaning of 'literacy' varies from place to place and from time to time, so does its definition. The UNESCO further, has defined a literate being as one "who can with understanding, both read and write short simple statement on his or her everyday life." But when it is said that only a few people are 'functionally literate' it conveys a meaning that they are able to participate in all activities which are beneficial for their self and for the societal development, even though they may have difficulty in reading and writing with understanding, as defined by the UNESCO. Critical to the UNESCO's meaning of Adult Education, human development stage theory by Darkenwald and Merriam (1982:9) stated that 'Adult Education is a process where a person's major social roles are characteristics of adult status, to

undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitude, value and skills.” Indeed, social role is important in defining an adult. Moreover other significant dimension is special education for adults. It refers to “its own peculiar organization, methods, and curriculum, which distinguishes Adult Education from any other field of education.”

UNESCO definition also reflects on ‘Lifelong Learning’. Idea of lifelong learning in modern times hold a strong impact on learning policies and, therefore, different andragogy models are also developing with varied concepts such as adult learning, lifelong learning and so on.

In India, Adult Education has also been recognized in different names during five year plan periods as ‘Social education’ in the first and second plan; ‘Social and adult literacy’ in the third plan, ‘Adult literacy’ in the fourth plan; ‘Non-formal education’ in the fifth plan; ‘Adult Education’ in the sixth and seventh plan; and ‘Mass education’ in the eighth and ninth plan. Thus, it is difficult to arrive at a unanimous definition of Adult Education. However, initially its definition had been explored as a discussion of mere ‘literacy’ in the Indian context. In 1978, first country-wide programme National Adult Education Programme (NAEP) was conceptualised to bring socio-economic changes in India. After assessing the NAEP, National Education Policy on Education (NPE) 1986 suggested to formulate National Literacy Mission for promoting literacy on large scale. However, its definition was only restricted to acquiring the skills of reading, writing and arithmetic to apply in day to day functioning (NLM, 1994).

Similarly, in 2006, a UNESCO report of ‘Global Monitoring Report’ defined literacy as the “ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

Adult Learning Theories

Learning by an adult greatly differs from learning by a child. Goals & objectives of learning are defined and set by instructors or teachers for a child. On the other hand, goal & objectives of learning are set by the learner himself/herself in case of an adult. Their learning is task-oriented, self-directed and experience based. Understanding adult learning theory is essential for an educator as well as for the learner.

The universal goal of education in society has been articulated in the writings of philosophers and social reforms of different times and has also been illustrated by many Western and Eastern philosophers. Some of theories are mentioned below which illustrate the concept of Adult Education from various theoretical perspectives:

Theories of Adult learning are best described by five major researchers who have studied the various aspects of learning of adults. Out of five, four researchers focused on education of adults but the fifth one talks about it from the perspective of educational psychology. Not only this, three of these researchers considered and took the psychological perspective; however the other two reflected from the sociological perspective. These researchers are: Robert Gagne, Jack Mezirow, Paulo Freire, Malcolm Knowles, and Carl Rogers. These five writers were selected as they have developed the five foremost philosophies of Adult Education including; (1) Progressive Adult Education (2) Radical Adult Education; (3) Liberal Adult Education and (4) Humanistic Adult Education; and (5) Behaviourism.

The text of *Paulo Freire* is very well accepted in the genre of Adult Education. It is evident that Freire had a great influence on the development of the concept of Adult Education during early 70s. In the form of dialogue with Macedo, Freire, has mentioned that "...learners must need to read and write the world before he learns how to read and write". While explaining adult literacy, he has stated that "if adult literacy was once treated and realized in an authoritarian way, and if the texts generally offered students once to hide much more than what they revealed of reality, now literacy as an act of knowledge, as a creative act and as a political act, is an effort to read the world and the word. Now it's no longer possible to have the text without context." Freire's methodology of education, called the 'pedagogy of oppressed' comprised aspects of 'conscientization' when he is critically aware of his external reality and acts upon it.

Later, the work of *Jack Mezirow* on transformative learning was introduced in field of Adult Education in 1978 in an article entitled as 'Perspective Transformation'. Reflecting on ones experience is the key term in his learning theory. According to him, learning takes place due to the various experiences of an individual in his or her life, and later when he reflects on them. Therefore, his work helps to understand socialization –a process of learning and to learn in non-formal learning situations. In addition, his approach also leads to the concept of 'wisdom' but for the old aged people. According to him, knowledge acquired by elderly people is always more mature than younger ones. Therefore, this approach is found to be one of the most relevant and significant contributions for adult learning in recent literatures.

On the one hand, *Robert M. Gagne* developed eight types of learning which are found to be significant in Adult Education. According to him, except the eight one which can take place at any level, other seven of them follows a hierarchy. *Signal learning; stimulus-response learning; motor and verbal chaining; multiple discrimination; concept learning; rule learning and problem solving are the major eight types of learning.* Among them, the most significant sequence is problem solving as it involves the highest level of cognitive process, is served as the basis of various learning processes in Adult Education; therefore found most significant for adult learning.

Ivan Illich was a radical thinker and his prime ideas were to find out the expressions in adult education to a certain extent. According to him, our education system is a victim of institutionalization; we all are trapped in this system. As a learner, it is necessary for us to de-school such system as well as the society. He further emphasized that due to institutionalization, social reality also becomes schooled. He gave a critical approach to understand the learning process and presented a radical face of modern society. Illich focused that there are learners who seek and acquire knowledge by networking, where learning can take place without any institutional framework or system.

However, *Carl Rogers* expounded adult education and learning from the psychological approach. He suggested that experiential learning is learning of the person as a whole, who can easily acquire through his/her own potential and it can only occur when one is not threatened. Each individual has all potential to learn; he is unique in his own nature and has all the capacity to learn and grow. No social structure can oppress his/her learning process. This theoretical perspective has inspired and motivated many learners and teachers; however it doesn't contribute to the theory of adult learning specifically. At its core, it only indicates a humanistic approach which is fundamental to many learners or teachers who are associated with adult education. Further, in 1970, *Malcolm S. Knowles* who is regarded as the father of the Andragogy strongly distinguished andragogy and pedagogy. According to Andragogy, there are four prime assumptions: *a change in self-concept, experience, readiness to learn, and orientation towards learning.* Furthermore, he also emphasized on 'experience' which is significant for adult learning. Therefore, it may be concluded that it is not a theory of adult education even if it is a philosophy which includes both idealistic and humanistic perspectives. Thus it has been found by many to be acceptable. Therefore, he is also known for his humanistic ideas of adult education.

Thus, most learning theories in adult education have taken a predominantly

psychological perspective, which is not surprising since adult education has been concerned with both adult development and traditional approaches to learning. Therefore, in 1970 & 1980, more attention was given to the humanistic perspective for adult learning. Notion of self, self actualization, hierarchy of needs found significant keys for adult educationist like Malcolm Knowles.

Therefore, Knowles' andragogy seems to be the synthesis of major learning theories which actually represents the modern adult learning theory. Andragogy assumes that the individual has the ability to direct his life and he knows himself. That's why debate on self-directed learning received so much attention during the 80s period. According to Brookfield 1986 and Candy 1991, *first* concept of self-directed learning appears as *self teaching*, wherein learner can have control of himself in a specific subject. *Second*, Candy 1991 called *autodidaxy* means learner has all the autonomy for his learning, and he is self-directed for acquiring knowledge. He has all power, control and ownership of learning. Due to this, learners become conscious and more attentive to learn by analyzing context. Motivation, responsibility, eagerness to learn and control are the key for self-directed learning according to Garrison (1997). According to Knowles, there are three principles of andragogy: *first*, people who are proactive learn more and learn better; *second*, self-directedness has linear relations with our natural process of psychological development; *third*, new challenges such as ICT, online learning in education have put responsibility on learners to keep pace with the time and to take new initiatives for enhancing learning.

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The Indispensable Attitude, Skills and Knowledge (ASK) Components in Human Resource Management Practices (HRM) for Entrepreneurial Ventures

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Abstract

India has an immense capacity of human resource (HR) and the major part of this resource is channelized to foreign nations through Business Process Outsourcing (BPO) and call centre units. Factors of production are different in nature and type like people, money, material, capital and technology. The major differences between these factors are those with emotions and without emotions. There are different strategies to deal with these factors. This paper particularly deals with the human factor. The management of human factor especially deals with emotions, intelligence, physical and mental efforts, knowledge and skills involved with human factors. The best utilization of human resources leads to good human resource practices and these resources are an essential component for entrepreneurial development. Now-a-days, getting employment is an onerous task and young graduates are waiting to get placed. Graduation does not mean certification, it should equip the graduates to get placement or to give placement for others. The status of unemployment in the recent survey made by the Centre for Monitoring Indian Economy (CMIE, 2018) shows that 31million Indians are unemployed and looking for jobs. This survey accounts only for the educated-unemployed. Unemployed still includes illiterates and less educated as well. Hence the problem of unemployment is a very serious one. A lot of the upcoming educational institutions produce a growing number of the educated-unemployed. Hence, self-employment or entrepreneurship is the only solution to solve this unexplainable issue. It not only requires qualification, even without qualification entrepreneurs can shine with good communication, interpersonal skills, problem-solving skills and self-confidence. Human resource practices are very helpful for successful management of the entrepreneurial environment. Therefore, the development of entrepreneurship with the inclusion of best human resource practices is need of the hour. The government should also take effective

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steps to develop entrepreneurial qualities like attitude, skills and knowledge among the student community and general public. All the government and private agencies must co-ordinate for effective implementation of Best HR practices for entrepreneurial ventures with special importance to attitude, skills and knowledge (ASK).

Keywords: *Human resources (HR), human resource management (HRM), human resource management practices (HRMP) attitude, skills, knowledge (ASK).*

Introduction

Entrepreneurs are the people who take risks and make decisions individually, invest on their own and put their cent percent effort to make their ventures so successful. There is a drastic difference in the per capita output of an individual working under someone versus working on their own. We can take a simple example of an individual working for other ventures where there is time boundation. After the prescribed time they are not physically and mentally willing to work for other company, since they are paid and are not owners. If the same person starts his/her own venture he is willing to work even round the clock and thereis no pain in his/her mind. He/she is willing to work and can also influence others to work for them. This is where the difference exists. The Attitude, Skills and Knowledge (ASK) etc., of every individual changes. Hence, the situations, responsibilities and autonomy of each and every individual changes their ASK level and make them so successful on their own. The present study moves along with HR practices, entrepreneurial ventures with special reference to ASK practices of selected respondents in the study area. It analyses the requirement of HR practices for entrepreneurial ventures with special reference to ASK.

HRM Practices

Human Resource Management (HRM) includes the system, policies and practices that influence the Attitude, Skills and Knowledge, behavior and performance of the employees. In any type of organization, the Human Resource (HR) practices include the selection, screening, recruitment, training, rewarding, appraisals, labour relations, safety, health and welfare, all other compensations and the related labour laws etc., which relate to human resources and the issues they face. The best HRM practices includes appropriate recruitment and selection, wide training and development, work-life balance, proper leadership and motivation, employment security, appropriate compensation, selective hiring, self-managed teams, reduction of inequality, sharing of information, safe, healthy and happy environment, open management, 360-degree

performance management, fair evaluation, rewards & awards for efficient performance.

These practices are not only required for big corporates or Multi National companies (MNCs) and for their employees, it is also required for entrepreneurial ventures at small and medium levels. These HR practices are also required for companies with large scale output owned by single owners. Entrepreneurial concept includes both single and joint ventures. Hence, on the whole, all private institutions are entrepreneurial ventures, whatever might be its nature. Therefore, these HRM Practices are required for successful entrepreneurial ventures and their constant work flow. The effective implementation of the HR practices in any entrepreneurial venture is a main source for getting competitive advantage and efficient performance of the ventures.

Objectives

- To identify the HRM practices required for entrepreneurial ventures by analyzing the ASK levels of the respondents in the study area;
- To review the literature on HRM Practices with respect to entrepreneurial ventures;
- To establish HRM Practices which determine the levels of ASK in the study areas.

Further, this paper helps readers and scholars to familiarize themselves with the idea that HRM is not different or new to entrepreneurial firms by providing better understanding and insight into the HRM practices of entrepreneurial ventures.

Review of Literature on HRM, ASK and Entrepreneurial Ventures

The present study analyses the existing literature review about HRM, entrepreneurial connections in terms of Attitude, Skills and Knowledge of the respondents in the study area. HRM practices are employee or worker-oriented activities which are carried out in the organizations/ entrepreneurial ventures. It actually responds to the changing environment that the organization faces every time. Attitude, Skills, Knowledge, inherited abilities, talents, and aptitude of the employees are combined as one term called human resources. HRM aims to get the best possible result from its human resources and it deals with workers and their relationships within the entrepreneurial ventures.

HRM practices develop intellectual capital and create value for enterprises (Yaundt, 2000). HRM is attracting, maintaining and developing of labour force to help the entrepreneurial ventures achieve their objectives (Schermerhorn, 2001). It is a requisite for facing the challenges in a knowledge-based society (Audretsch and Thurik (2000). Human Resource task includes practicing a variety of attitude, skills and knowledge that form the compensation and benefits from enterprises (Kenter,2003). Likewise, entrepreneurial ventures are identified as creating new ventures by assigning necessary time and effort (Hisrich, 2005). It is a process of identifying market opportunities by using their resources in a distinctive way (Jacobson, 1997). The employee's commitment, performance, reduced absenteeism, high attitude, skills and knowledge enhance the quality of the entrepreneurial ventures (Golding, 2010). People in the organization help achieve competitive advantages by using them as a first resource for achieving company's profit, by way of seven best practices namely selective hiring, providing employment security, extensive training, self-managed teams, high pay based on company performance, sharing information, and the reduction of differentials in status (Pfeffer,1994). The review on entrepreneurship is classified in two types viz demand and supply side. It covers the availability of human resources for entrepreneurial ventures, nature and role, structuring of ventures, hierarchy (Freeman 1986), professional activities (Wholey et al 1993), market development (King & Levine, 1993) and initiating of new technology (Shane, 1996).

On the other hand, entrepreneurs are defined as co-ordinators for the factors of production, decision-maker for all situations, innovator of new things, and maximum users of all resources (Nafziger,2006). The three main components of HRM practices of ASK are employees mobility, appraisal and rewards and their relationships (Bamberger and Meshoulam, 2000). The investments in human capital and the incentives for human resources majorly contributed for innovations (Soutaris, 2002). Likewise, HRM with team work, payment for performance and delegation of power and responsibilities are greatly influencing innovations (Laursen and Foss,2003). In which, the human capital is abilities, attitude, skills and knowledge of the employees in any venture (Hayton, 2005). Whilst learning is taking place, the ability to use Attitude, Skills and Knowledge are developed and these abilities are necessary for successful professional and social learning behaviours in particular situations (Bakarman, 2005). Acquiring Attitude, Skills and Knowledge (ASK) and applying ASK creatively ever more for finding solutions to the problems (Tagg, 2007). ASK is an interdependent concept. Attitude is a motive drive that creates energy; skills are doing things, which is enforced by other two and finally knowledge is knowing and understanding which is a foundation as it supports the other two.

Hypotheses

From the related studies on HRM practices, entrepreneurial ventures and ASK, the following hypotheses were made for the current research:

- H_1 : The Human Resources Management Practices (HRMP) does not improve entrepreneurship ventures;
- H_2 : The Human Resources Management Practices (HRMP) cannot build potential ASK for entrepreneurial ventures.

Methodology

The data for this study was collected from Tiruchirappalli District of Tamil Nadu, India. Over 300 self structure questionnaires on HRM practices relating ASK for entrepreneurial ventures were randomly distributed through various sources to the Human resource managers, team leaders, and supervisors of small, medium and large scale enterprises. But the answered questionnaires were only 70 in number. The dependent and independent variables were analyzed by using descriptive statistics; the hypotheses were tested using Pearson correlation to establish the extent of correlation between HRM practices and ASK of entrepreneurial ventures in the study area.

Analysis and Discussion

The primary data reveals that from 70 respondents, 61 (87%) respondents are male while 9 (13%) are females. It shows that most of the respondents are male. Also, 55 (78.5%) respondents are married, remaining are unmarried. 19% are qualified above UG degrees and 11% are below 10th standard levels of education. The remaining 40% fall between 10th to UG degree educational qualification.

Testing of Hypothesis

Table-1 for H_1 : The Human Resources Management Practices (HRMP) does not improve entrepreneurship ventures.

Particulars	Mean	Std	Correlation	P.val
Human Resources Management Practices (HRMP)	3.05	1.150		
HRMP does not improve Entrepreneurship Ventures	4.61	1.595	0.44	0.00

Source: Field Survey, 2018

The above Table-1 shows that 61 respondents (87%) opined that HRM practices like appropriate recruitment and selection, wide training and development, work-life balance, proper leadership and motivation, employment security, appropriate compensation, selective hiring, self managed teams, reduction of inequality, sharing of information, safe, healthy and happy environment, open management, 360 degree performance management, fair evaluation, rewards and awards for efficient performance, and appreciating employees with benefits influence the effectiveness of employees' performance working in the ventures. The remaining were different in their opinion.

The test result shows that the correlation coefficient is 0.44 (44%) i.e., the first hypothesis is moderately correlated, but it was lesser than that of its remaining percentage i.e., 56%. It reveals that a positive relationship exists between HRMP and the improvement of entrepreneurship ventures.

Table 2 for H₂: The Human Resources Management Practices (HRMP) cannot build potential ASK for entrepreneurial ventures.

Particulars	Mean	Std	Correlation	P.val
The Human Resources Management Practices (HRMP)	3.05	1.150		
HRMP cannot build potential ASK for entrepreneurial ventures	4.78	2.147	0.059	0.00

Source: Field Survey, 2018

Table-2 above shows the relationship mean and standard deviation of relationship between Human Resources Management Practices and its building capacity for potential ASK for entrepreneurial ventures. The correlation is 0.059 and the probability value is 0.00. The result of the second hypothesis shows the value of 0.059 i.e., only 5.9% of correlation in the H₂. It reveals that the existence of poor correlation among the HRMP cannot build potential ASK for entrepreneurial ventures. It means that 95.1% correlation exists between HRMP and the building of potential ASK for entrepreneurial ventures. The above study proves that there is an existence of positive correlation among HRMP and ASK of employees in entrepreneurial ventures.

Recommendation and Conclusion

Entrepreneurial ventures need HRM Practices for its sustainability and ability to succeed. HRMP has deep root causes for carrying out positive ASKs among the workers in entrepreneurial ventures. There is no need to differentiate between

corporate's and MNC's entrepreneurial ventures. All the private forms of effort in businesses by individuals or group of individuals are known as entrepreneurial ventures. Hence every form of business for its structured appearance needs to practice some type of activities in their environment. All must positively develop the workers' Attitude, Skills and Knowledge (ASK) towards the working environment. It must motivate the workers to think, feel, and live for entrepreneurial ventures. The employers or owners should not only support the ASK of workers/staff/employees but also consider their well-being.. A wholesome work environment resembling the owners would readily yield more returns as the workers would be ready to contribute optimum input. Hence, not only the entrepreneurial ventures, but also the government and quasi-government institutors must implement effective and appropriate HRMP in their working environment to get the best results from business owners as well as employees. Sometimes, owners may be ready to implement but the real implementation rests with HR managers, supervisors and leaders who have a lead role in any venture. Therefore, proper care at all levels must be given to have proper ASK from all levels to support successful entrepreneurial ventures.

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Viable Strategies for Professional Development among Teacher Community

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Abstract

Ongoing learning is an essential component of continuous improvement for teachers. This aspect gains significance for the purpose of professional development (PD) among teachers. This paper aims to look into viable strategies in order to update an individual's knowledge of a subject, in the light of recent advances in the chosen area. The author concludes that PD of teachers is a strategy which should be used in schools, colleges and universities that can definitely ensure that educators continue to strengthen and reinforce the practice, throughout their career. This area requires further research and debate at appropriate platforms like workshops, seminars, and conferences.

Keywords: *Strategies, mechanism, professional development (PD), programmes, activities, teachers, professional learning*

Introduction

Teachers' professional learning is of increasing interest as a critical strategy to support the increasingly complex skills which students need to learn, in order to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication, collaboration and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills. However, research has noted that many professional development initiatives appear ineffective in supporting changes in the existing teaching learning strategies and practices pursued by teachers and students.

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In many countries, the role and functioning of schools are changing. What, therefore, is the expected role of teachers? Teachers are asked to teach in increasingly multi-cultural classrooms, to place greater emphasis on integrating students with special learning needs in their classroom, to make more effective use of information and communication technologies for teaching, to engage more in planning within evaluative and accountability frameworks and to do more for involving parents in schools. No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they may face throughout their career. The educational system, therefore, may seek to provide teachers with opportunities for in-service professional development, in order to maintain a high standard of teaching and thereby retain high-quality teacher workforce.

Objectives

The author, in this paper, aims to look into the mechanisms that educational planners can use

- To update individuals' knowledge of a subject in the light of recent advances in this area;
- To update individual's skills, attitudes and approaches in the light of the development of new teaching techniques, new circumstances and findings of latest educational research, and
- To exchange information and expertise among teachers and others, e.g. academics and industrialists.

All the above initiatives will result in PD among teachers. Also, types of and elements for effective PD have been dealt with in the paper.

Concept of Professional Development (PD)

PD development recognises that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal and non-formal education qualification programmes, through collaboration between schools, colleges and university teachers across the board. In this case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of best practices.

Research Methodology

The author here has used secondary data. Data has been analysed in a descriptive manner, in correlation with the objectives, as outlined above. Largely, qualitative

data (collected from secondary sources, specified under reference section at the end of the paper) have been used by the author. Also, the author has outlined a review of relevant literature with the purpose of orienting the audience to the scientific research work that has already been done in the relevant field, by various authors of repute.

Some Important Reviews of Teacher's PD

Considering the numerous contributions to the topic of teachers' reflection, it is fair to say that it has established itself as a relevant issue in teachers' professional development. Pedagogists seem to be unanimous in perceiving it as vital to the process of teachers' education and further professional development (Boud & Walker, 1998; Cvetek, 2003, 2015; Handal & Lauvås, 1987; Hatton & Smith, 1995; Korthagen et al., 2001; Korthagen & Vasalos, 2005; Loughran, 2002; Polak, 2010; Marentiè Požarnik & Lavriè, 2015; Rodgers, 2002; Rupnik Vec, 2006a; Valenèè Zuljan, 2008; Valenèè Zuljan & Bizjak, 2007).

As teachers wish to foster active, meaning-oriented, application-directed, self-regulated, and cooperative student learning, their roles become ever more demanding and complex. It no longer suffices to be able to explain the subject-matter well, to regulate their students' learning, and to motivate them to learn; rather, teachers must take on new roles as diagnostician, challenger, model, activator, monitor, evaluator, and reflector of students' learning processes. The existing literature overview emphasises that one of teachers' key competencies lies in being able to analyse and adapt their teaching to students, in specific social, cultural and political contexts. This is especially challenging when teaching students from different cultural, ethnic, and racial backgrounds of the society. Professional development is an issue that increasingly requires attention in a knowledge based society.

Types of PD

There are various types of professional development programmes for teachers, as outlined below:

- Courses/workshops, orientation (e.g. on subject matter or methods and/or other education-related topics);
- Education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems);
- Qualification programme (e.g. a degree programme);
- Observation visits to other schools;
- Participation in a network of teachers, formed specifically for the professional development of teachers;

- Individual or collaborative research on a topic of professional interest;
- Mentoring and/or peer observation and coaching, as part of a formal and non-formal school arrangement, reading professional literature (e.g. journals, evidence-based papers, thesis papers); and
- Engaging in informal dialogue with peers on how to improve teaching.

Basic Guidelines for Schools for Effectiveness of Their Teachers' PD

The following basic guidelines need to be followed:

- *Keep it simple.* Each year, identify and focus on one or two instructional priorities - effective instructional practices that the district wants teachers to learn, refine, or improve. Ideally, districts should select the priorities with input from the teachers themselves. They should clearly communicate these priorities and expectations throughout all levels of the organization.
- *Organize all available district support to help teachers implement these instructional priorities.* Introducing teachers to a new way of teaching, reading or writing without proper follow-up support only confuses and frustrates the teacher.
- *School districts should make a deliberate effort to support teacher implementation of instructional priorities through training events, coaching, observation by Principal, staff and grade-level meetings, and evaluation systems.* But ultimately, the best professional development comes from teachers teaching one another. If schools can establish a collaborative, intellectually stimulating environment for teachers; then it will be conducive for children at the end.
- *Create a feedback loop to help teachers monitor implementation. Once districts define the outcomes they want to achieve, they should use teacher observations and student data to provide teachers with information about whether changes are having an effect on student achievement.* Teachers may require help to learn how to conduct related assessments, analyze and interpret the data, and adapt their instruction in response to the data.
- *Realize that change takes time.* Too often, districts work on something for a year, then revamp their priorities and launch a whole new set of goals for the next year. Such frequent changes are bound to create confusion as all teachers may not be prepared for such changes and may find it difficult to adapt to them. Administrators must realize that teachers will still need support when implementing changes in the second year.

Elements of Effective PD

Using the methodology, as outlined above, the author of this paper finds few widely shared features of effective PD. They are discussed below:

Focused on Content: Professional development that focuses on teaching strategies associated with specific curriculum content, supports teacher learning within their classroom contexts. To illustrate the science teachers' learning from lesson analysis programme seeks to strengthen teachers' understanding of how to teach science productively. Its first goal is to deepen teacher's understanding of students' scientific thinking, which helps teachers anticipate and respond to inquisitive students' ideas, queries and misunderstanding in productive ways.

Incorporates Active Learning Utilizing Adult Learning Theory: Active learning provides teachers with opportunities to get hands-on experience with designing and practising new teaching strategies. In professional development models featuring active learning, teachers often participate in the same style of learning that they are designing for their students, using real examples of curriculum, student work, and instruction. For example, *Reading Apprenticeship* is an inquiry-based PD model designed to help high school biology teachers integrate literacy and biology instruction in their classrooms.

Support and Work with Collaboration: High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts that relate new instructional strategies to teachers, students and classrooms. By working collaboratively, teachers can create communities that positively change the culture in the work place.

Modelling of Effective Practices: Curricular models of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases accomplished with that teaching method.

Provides Remedial and Expert support Classes: Remedial and expert support class involve the sharing of expertise about content and practice, focused directly on teachers' individual needs. Experts may share their specialized knowledge as one-on-one coaches in the classroom, as facilitators of group workshops, or as remote mentors using technology to communicate with educators. They may include master teachers or coaches based in universities or professional development organizations. In one coaching initiative designed to enhance early literacy instruction

among head start teachers, educators participated in bi-weekly sessions with a university-based literacy coach following a two-day orientation that introduced them to the literacy concepts.

Offers Opportunities for Feedback and Reflection: High-quality professional learning frequently provides built-in time for teachers to think, reflect, introspect, receive inputs, analyse and make changes in their teaching practices. Feedback may be offered as teachers analyze lesson plans, demonstration lessons, or videos of teacher instruction, which also provide opportunities for reflection about what can be refined, reinforced and retained. These activities are frequently undertaken in the context of a coaching session or workshop, but may also occur among peer team.

Sustained Duration: Effective professional development provides teachers with adequate time to learn, practices, implement, and reflect upon the relevance of new strategies that facilitate changes in their teaching practice. As a result, strong professional development initiatives typically engage teachers in learning over weeks, months, or even academic years, rather than short, one-off workshops.

Creating Environment for Effective PD: The quality of a professional development initiative's implementation has implications for its overall effectiveness in enhancing teaching practice and improving student learning. Researchers have found that willing teachers are sometimes unable to implement professional development practices due to obstacles that are beyond their control. Even the best-designed professional development programmes may fail to produce the desired outcomes, if implemented poorly.

Barriers in PD

- Inadequate resources, including necessary curriculum materials;
- Lack of a shared vision about what high-quality instruction entails;
- Lack of time for implementing new instructional approaches during the school day or year;
- Failure to align state and local policies towards a coherent set of instructional practices;
- Dysfunctional school cultures and;
- Inability to track and assess the quality of professional development.

Implications for Policy and Practice

PD can be of great help to support teachers. Evidence-based PD practices are described below:

1. Policymakers could adopt standards for professional development to guide the design, evaluation, and funding of professional learning provided to educators. These standards might reflect the features of effective professional learning outlined in this report, as well as standards for implementation.
2. Policymakers and administrators could evaluate and redesign the use of time and school schedules to increase opportunities for professional learning and collaboration, including participation in professional learning communities, peer coaching and observations across classrooms, and collaborative planning.
3. States, districts, and schools could regularly conduct needs assessment using data from staff surveys, to identify areas of professional learning most needed and desired by educators. Data from these sources can help ensure that professional learning is not disconnected from practice and supports the area of knowledge and skills which educators want to develop.
4. State and district administrators could identify and develop expert teachers as mentors and coaches to support learning in their particular area(s) of expertise for other educators.
5. States and districts can integrate professional learning into their Every Student Succeeds Act (ESSA) school improvement initiatives, such as efforts to implement new learning standards, use student data to inform instruction, improve student literacy, increase student access to advanced course-work, and create a positive and inclusive learning environment.

Conclusion

Professional development of teachers is the strategy adopted for schools, colleges and universities to ensure that educators continue to strengthen their practice throughout their career. The most effective active professional development programmes engage teams of teachers to focus on the needs of their students. They learn and solve problems together in order to ensure that all students achieve success. School systems use a variety of schedules to provide collaborative learning and work time for teachers. When time is set aside for professional development and used effectively, parents receive reports about student results and realize the benefits of it. Policymakers, community leaders, and parents have a responsibility to ensure that educators within their schools engage in continuous professional learning and develop in a knowledge based society.

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An Exploratory Study of Dimensions of Involvement of Alumni of Higher Education Institutions of Distance Education

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Abstract

Alumni, the former students, of the educational institution may be considered as one of the most valuable assets for its growth. It is even more significant for higher learning institutions (HLIs). Keeping the alumni engaged with various activities of HLIs has a two-fold advantage. On one hand, alumni will be the prominent brand ambassadors for HLIs; and on the other they will give back for the growth of their alma maters. The aspect of involvement of alumni is even more crucial for distance education HLIs per se, due to their very nature of being a system wherein learners are at a distance. Thus, the solidarity of alumni of distance education HLIs may be relatively less with their alma maters as compared to alumni of face-to-face HLIs. Keeping in view the increasing importance of alumni involvement, it becomes imperative to examine the perceptions of alumni towards dimensions of their involvement with their distance education alma maters vis-à-vis support services provided to them. Accordingly, the researcher undertook the present study to analyse the relationship between the perceptions of alumni about the support services provided to them, by their distance education alma maters, and their giving-back behaviour. Higher Education Institutions (HEIs) of distance education may make use of the findings of this study for formulating a comprehensive strategy to involve alumni in a systematic manner.

Keywords: *Alumni, alma mater, involvement of alumni, distance education, support services, giving back behaviour*

Introduction

Alumni, the former students, of the educational institution may be considered as one of its the most valuable assets. According to Wikipedia the word ‘Alumni’ has

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been derived from Latin which means ‘student’... the term is not synonymous with “graduate”; one can be an *alumnus* (singular of *alumni*) without graduating also. The involvement of alumni for the growth of the institution is very significant. It is even more vital for higher learning institutions (HLIs). Keeping the alumni engaged with various activities of HLIs has a two-fold advantage. On one hand, alumni will be the prominent brand ambassadors for HLIs; and on the other they will give back to their *alma maters*.

The academic ranking of World Universities by Shanghai Jiao Tong’s University’s Institute of Higher Education attributes a 20 per cent weight factor to the number of alumni winning a Nobel Prize or a Fields medal (Shanghai Jiao Tong, 2009). Thus, the relationship between the alumni and *alma mater* is mutually beneficial.

However, involving alumni is still a relatively an underdeveloped facet of education, having tremendous scope. UGC Report (2019) raises the similar concern. “In India, alumni relations by universities are at the stage of infancy. There is inadequate understanding of the important role that alumni can perform as an important stakeholder of a university. The mechanisms for alumni engagement and fundraising are also not adequately developed in most universities” (UGC, 2019). It specifies various dimensions of involvement of alumni: “The most visible involvement of the alumni is by contributing their time to participate in activities of the university, mentoring students, leveraging their contacts to support university administration, faculty and students in their various endeavors, etc. The alumni is able to provide real-world connections. Another major visible activity of the alumni is by providing donations to the university. The donations can be of any size and can either be directed towards a specific activity or to support a range of activities. The alumni are able to provide opportunities to the students in their organisations, or/and are also able to leverage their contacts to provide opportunities in other organisations known to them. At a higher level of involvement, the alumni participate at policy-level in the governing bodies of universities. They not only bring their proven leadership skills, but also contribute due to their knowledge of the finer points of the university’s functioning. The alumni leaders also provide long-term vision for growth.”

Gillian Saunders-Smiths and Erik de Graaff (2012) discuss four areas of Alumni involvement viz. – Support; Academic Ranking; Role Models; and Curriculum Evaluation and Development. They conclude that to improve the academic excellence of their institute, alumni should start playing a front role in marketing and public relations so that young people have clear role models..Secondly, if alumni become well known and are formally recognized for their achievements, this will favorably reflect on the academic status of *alma maters*. Thirdly, alumni can become

an essential source of funding for institutes of education. Fourthly, alumni research with a view to improving the quality of curricula should be carried out on a much larger scale at more institutes...”

Research studies have shown that giving back behavior of the alumni has positive correlation with the level of fulfilling experience they had as students in HLIs. Against this backdrop, the aspect of involvement of alumni is even more crucial for distance education HLIs, per se, due to their very nature of being the system of having their learners at a distance. Thus, the solidarity of alumni of distance education HLIs with their alma maters may be relatively less as compared to alumni of face-to-face HLIs. Accordingly, researcher undertook the present study to analyse the relationship between the perceptions of alumni about the support services provided to them by their distance education alma maters and their giving back behaviour.

Need for the Study

Undoubtedly, involvement of alumni for the growth of HLIs is very important. The aspect of involvement of alumni is even more crucial for distance education HLIs, per se, due to their very nature of being the system of having their learners at a distance. Keeping in view the increasing importance of alumni involvement, it becomes imperative to analyse the relationship between the perceptions of alumni about the support services provided to them by their distance education alma maters and their giving back behavior. Accordingly, the researcher undertook the following the study.

Objectives of the Study

The main objectives of the study were:

- i. To ascertain the perception of alumni of higher education institutions of distance education about the support services provided to them;
- ii. To obtain their views for providing better student support services; and
- iii. To analyse their giving back behavior.

Literature Review

Literature reviewed for the present study may be broadly classified into two main categories viz. literature on aspects of alumni involvement, and literature on importance of alumni association.

According to B. E. Ashforth & F. Mael (1989) the organizational identification

of alumni implies a sense of belonging, loyalty, and shared characteristics. C. T. Clotfelter (2003) & S. Gaier (2005) conclude that engaged students are more likely to be engaged alumni. Likewise, engaged alumni are more likely to be donors (D. J. Weerts, D. J., & J. M. Ronca, 2007).

Some research studies report that developing active alumni begins prior to graduation (J. W. Johnson & P. D. Eckel, 1997), by identifying the needs and preferences of senior students (future alumni), relationship between the university and its alumni improves (S. D. Wilson and B. G. Mujtaba, June 2008) and this helps the current students to understand their future role as alumni contributors (W. J. Mosser, 1993). As a matter of fact, a major challenge to promote the relationship between alumni and universities is to improve mentoring between the alumni and current students (H. Chia, E. L. Jonesa, & L.P. Grandhama, 2012).

There are some other important factors, which influence alumni involvement viz. 'image of education', 'image of communication' and 'satisfaction with social and academic environment' (Ida Maria Pedro, Luis Nobre Pereira & Helder Brito Carrasqueira, 2017), institution tradition and prestige (L. Leslie & G. Ramey, 1986), emotional attachment and quality of relationships between alumni and their alma mater (B. E. Brittingham & T. R. Pezzullo, 1989), undergraduate experiences such as student involvement and academic success (M. T. Miller & A. L. Casebeer, 1990), overall satisfaction (J. B. Petit, 1997). D. J. Weerts & J. M. Ronca (2007) report that those alumni who experience higher levels of academic and social engagement as an undergraduate student will be more likely to financially support or volunteer for the institution. W. Levine (2008) analysed the relationship between the means of communication to reach out to alumni and their giving back behavior. J. T. McDearmon and K. Shirley (2009) report that alumni who live closer to their alma mater are more likely to be donors.

Finance is another determining factor of alumni donor behavior viz. receipt of loans as a student McDearmon and Shirley (2009), financial aid packages received as a student (J. Meer and H. S. Rosen, 2012), economic success of individual alumni (Leslie & Ramey, 1986).

Some research studies examine relationship between demographic characteristics and donor behavior of alumni. According to A. A. Okunade & R. L. Berl (1997), "Older alumni (are) significantly more likely to donate relative to their more recent counterparts." J. Monks (2003) analyse the relationship between marital status and donor behaviour. T. R. Willemain, A. Goyal, M. Van Deven, & I. S.

Thukral, (1994) conclude that the probability to donate increases with age may be because of older alumni having more resources than the younger alumni.

F. Mael and B. E. Ashforth (1992) refer to organizational identification as a perceived oneness with an association, which is based on how an individual experiences the successes and failures of the social entity. Similarly, Kristen L. Etzelmueller, B. A. (2014) suggests that the ways alumni connect to their alma mater, are represented through organizational identification which allows the alumni the opportunity to create a long lasting relationship with their alma mater. According to the report of Stanford University News Service (1994), “the university and the alumni association needed to develop better, means to engage alumni meaningfully as the years go by.”

According to Z. Barnard (2007) “it is vital for an educational institution to establish and maintain a good relationship with its students and alumni by involving them in the decision-making process and building a relationship network, contributing to the global advancement of the institution.

Tom Cannon (2015) opines, “creating an engaged, supportive alumni network is crucial to an institution’s success. If communication stops once graduates leave an institution, their understanding of the university will become stale. Instead, they should be kept informed so they can remain engaged and kept abreast on the progress of the university.”

The review of the related literature establishes that there are various factors which may determine the giving back behavior of alumni; alumni experience as students, is one of the most important factors among all. Further, it helped the researcher in understanding the nature of alumni involvement, on one hand, and it also helped her in determining the importance of alumni associations, on the other.

Methodology

Method: For ascertaining the views of alumni on various aspects of their involvement with their alma maters, the researcher adopted the descriptive method for the study.

Operational Definition

Support Services: In distance education, various services are provided to learners/students for the effective learning experience e.g. counseling, self learning materials, etc.

Giving Back Behaviour: Giving back behaviour may be defined as alumni's contributions to their alma maters after they have passed-out/left the institution. Giving back behaviour may have various dimensions viz. involvement in some activities of alma maters, providing funds, etc.

Population: Population for the present study comprised all the alumni of HLIs of distance education.

Sample: For the present study, convenient technique of non-probability sampling method was adopted. For selecting the sample, the SMS for filling-up online alumni registration form was sent to 56990 alumni, who completed their programmes with IGNOU between the years 2015 and 2019 with a purpose to create the Alumni database for IGNOU Regional Centre Delhi-2. In response to that, about 3330 alumni students responded between the months of October 2019 to November 2019. Out of these 3330 students, about 2260 Post Graduate students were selected, and requested through email to fill the e-questionnaire, vide Google form. Between the months of December, 2019 and January, 2020, about 238 students responded. These 238 students comprised the sample for the present study.

Tools used: Since the main objective of the study was to ascertain the perceptions of alumni students, closed-ended questionnaire was used as a tool for data collection.

Delimitation: The study was delimited to the alumni of IGNOU only. Further, the study was delimited to the alumni of Master's Degree Programmes of IGNOU Regional Centre Delhi-2, who have completed their Master's Degrees between the years 2015 and 2019 since the Master level alumni are relatively higher potential contributors, having more propensities of joining the world of work, as compared to the under graduate level or any other level alumni.

Analysis of Data: In accordance with the nature of the study, the data was analyzed qualitatively.

Results and Discussion

The data has been analyzed in three sections. In the first section, the detailed profile of the respondent alumni has been given. In the second section the views obtained from the respondents on the support services have been discussed. In the last section, the researcher has tried to analyse the giving back behaviour of the respondents.

Table 1 - Frequency Calculations for Profile of Alumni

Gender	Number	Percentage
Male	128	53.8
Female	110	46.2
Total	238	100
Age Group		
22-25	76	32
26-29	120	50.4
30-33	23	9.7
< 33	19	7.8
Total	238	100
Programme Pursued from IGNOU		
Master of Commerce	111	46.7
Master of Computer Applications	23	9.7
Master of Business Administration	16	6.7
Master of Arts in Political Science	20	8.4
Master of Arts in Public Administration	9	3.8
Master of Commerce (Finance & Taxation)	2	0.8
Master of Arts in Hindi	18	7.5
Master of Arts in English	11	4.6
Master of Arts in Psychology	3	1.3
Master of Arts in History	6	2.5
Master of Arts in Economics	11	4.6
Master of Arts in Sociology	1	0.4
Master of Social Work	3	1.3
Master of Arts in Travel and Tourism Management	3	1.3
Master of Science in Counselling and Family Therapy	1	0.4
Total	238	100
Working before Joining IGNOU		
Yes	97	40.8
No	141	59.2
Total	238	100
Working after Completing IGNOU's Master's Programme		
Yes	138	58
No	100	42
Total	238	100
Studying with IGNOU Helped		
Yes	164	68.5
No	26	10.9
Can't Say	48	20.2
Total	238	100
If Yes, How has studying with IGNOU helped?		
For Higher Studies	104	43.6
Got Job	43	18
Got better Job/Promotion	24	10.1
Knowledge Enrichment	36	15.1
No Reply	72	30.3

The gender profile of respondents comprised of 54 percent males and 46 percent females. Most of them were in the age-groups of 26-29 years and 30-33 years. Whereas, a few respondents were more than 50 years of age. About 50 per cent respondents had pursued their Master's in Commerce, and other 50 per cent had done their Master's in Humanities/Arts subjects. There was only one respondent with her degree in Master of Science in Counselling and Family Therapy. Majority of respondents (72 per cent) have completed their programmes within the maximum duration of Master's Programme i.e. five years. Significant numbers of respondents (27 per cent) have completed their programmes within minimum duration i.e. two years. Three respondents took more than five years to complete their programmes. After analyzing the data, it was found about 41 per cent students were working before joining Master's programme of IGNOU which went upto 58 percent who started working after completing their Master's Programme from IGNOU. On the basis of analysis of responses, it may be inferred that studying with IGNOU helped

alumni in more than one way, mainly in pursuing higher studies (43.6 per cent), and getting job (18 per cent).

Table 2 - Frequency Calculations for Student Support Services

Induction Meeting Attended	Number	Percentage
Yes	111	46.7
No	127	53.3
Total	238	100
Received Self Learning Material Timely		
Always	133	55.9
Sometimes	81	34
Never	24	10.1
Total	238	100
Attended Counselling Sessions		
Yes	72	30.3
No	166	69.7
Total	238	100
Type of Counselling		
Face-to-face	69	28.9
Radio Counselling along with Face-to face Counselling	2	0.8
Teleconferencing along with Face-to face Counselling	1	0.4
No Reply	166	69.7
Total	238	100
Faced Problem Pertaining to Assignment		
No	215	90.3
Yes	23	9.7
Total	238	100
Faced Problems Regarding Project Work		
Never	169	71
Sometimes	61	25.6
Always	8	3.4
Total	238	100
Faced Problem Regarding Examination		
No	212	89
Yes	26	11
Total	238	100
Faced Problem in Obtaining your Completion Certificate (Degree)		
No	183	76.9
Yes	55	23.1
Total	238	100
IGNOU Should Provide Better Placement Services		
Yes	181	76.1
No	57	23.9
Total	238	100

Most of the respondents were quite satisfied with various support services provided to them by IGNOU, including placement services. More than 55 percent respondents stated that they had always received the Self Learning Material (SLM) timely. Though, about 10 per cent were not satisfied with the mechanism of delivery of SLM. Induction meeting is considered to be very important for orienting the freshly enrolled students about the system of distance education, in general, and about IGNOU, in particular. As many as 53 percent respondents could not attend the induction meeting due to some communication gap, or some personal or/and professional commitments. Whereas, about 30 percent attended counseling sessions of IGNOU. Two respondents had attended radio counselling along with face-to-face counseling. One respondent had experienced teleconferencing also, along with face-to face counseling. 90 per cent and 71 per cent respondents did not face any

problems regarding assignments and project work, respectively. However, a few of them did not receive the SLM and assignments questions timely. Delay in updation of assignment awards in IGNOU portal was another problem cited by them. Similarly, 89 per cent and 76 per cent respondents stated that they did not face any problems regarding examinations and in obtaining completion certificates (degrees), respectively. Though, some respondents faced some problems regarding these two aspects. Examination centre was quite far, there was very less gap between the two examinations, did not get marks as per the expectations, did not receive proper information about obtaining the degree; to mention a few of them.

Table 3 - Frequency Calculations for Giving Back Responses

Overall experience of studying with IGNOU?	Number	Percentage
Very Good	81	34
Good	146	61.3
Not Good	11	4.6
Total	238	100
Would you recommend your friend/relative to study with IGNOU?		
Yes	117	49.1
No	11	4.6
Can't Say	50	21
Total	238	100
Do you want to contribute/give back to IGNOU?		
Yes	184	77.3
No	54	22.7
Total	238	100
Dimensions of Alumni Involvement		
Want to share experiences for guiding present learners of IGNOU	135	56.7
Want to contribute by teaching (counseling)	88	36.9
Want to contribute in development of course material	67	28.1
Want to contribute in development of audio-video programme	20	8.4
Want to contribute in development of MOOCs/audio-video programme	15	6.3
Want to provide hands-on training for skill components to present students	11	4.6
Want to contribute in organizing seminars, debates, workshops etc.	37	15.5
Want to contribute in organizing cultural and social events	40	16.8
Want to contribute in organizing sports events	23	9.6
Want to contribute in placement services	11	4.6
Want to provide financial help for infrastructure and poor students.	15	6.3
Not Responded	59	24.7

About 95 per cent respondents found that their overall experience of studying with IGNOU was either very good or good. The main reason was flexibility and affordability of IGNOU programmes. Moreover, variety of programmes were offered in various disciplines, and cooperative attitude of staff of regional centre and study centres, were other benefits of studying with IGNOU. Though, less than 5 percent responded that their experience with IGNOU was not good.;34 percent respondents suggested various measures for further improving the support services.

Some of the main suggestions included important information and SLM to be provided to learners timely through various media and technological interventions, placement services to be improved & number of counseling sessions to be increased.

About one-fourth of respondents did not respond to the aspect of giving back or contributing to IGNOU. However, as many as 77 percent respondents wanted to give back to IGNOU. Most of them (68 percent) wanted to give back to IGNOU in multiple ways. Only 18 respondents wanted to contribute in a single way, that too, academically. 56.7 percent respondents were willing to share their experiences with the present learners of IGNOU. Similarly, they wanted to contribute academically by teaching (counseling) IGNOU learners (36.9 per cent); by developing self learning materials (28.1 per cent), audio-visual programmes (8.4 per cent), and Massive Open Online Courses (MOOCs) (6.3 per cent). Moreover, 4.6 per cent respondents wanted to contribute by providing placement services and, equal number of respondents wanted to provide hands-on training for curricular skill components to IGNOU's learners. Likewise, significant number of respondents wanted to contribute by arranging cultural and social events (16.8 per cent), and sports events (9.6 per cent) for IGNOU's learners. 15.5 per cent respondents wanted to organize seminars, debates, workshops etc. Interestingly, as many as 15 respondents also wanted to provide financial help for poor students and for developing the infrastructure of IGNOU. It may be concluded that, even though, IGNOU and its alumni were at a distance, most of the time, the bond between them was found to be quite strong that the alumni of IGNOU wanted to contribute towards the growth of their alma mater in multiple ways.

Conclusion and Implications of the Study

In the present study, it was found that the alumni of IGNOU were quite satisfied with their alma mater. On one hand, alumni of IGNOU appreciated the flexibility and affordability of IGNOU programmes, on the other hand, they also were satisfied with the variety of programmes being offered by IGNOU, and cooperative nature of IGNOU's staff. They were satisfied to the extent that they wanted to share their valuable resources viz. their time, knowledge, experience, and even their money also for the growth of IGNOU. Therefore, it may be concluded that though IGNOU and its alumni, most of the time, were at a distance with each other, yet there was a strong bond between them. It is high time that IGNOU works towards having a *Registered Alumni Association* and involve its alumni through optimum use of various media and technology, including social media, for diversifying its growth with the help of its alumni.

It is suggested that HEIs of distance education may make use of the findings of this study, for formulating a comprehensive strategy for involving alumni in a systematic manner.

Future Research Directions

The present research study, being exploratory in nature, tried to determine the dimensions of *Alumni Involvement*. It provides insights into the tacit aspects of alumni-alma mater relationship. It also establishes the fact that alumni of distance education HLIs are in no way lesser attached to their alma mater. In view of the fact that the deductions in this study are based on the data collected from the alumni of IGNOU Regional Centre Delhi-2, who passed-out between the years 2015 and 2019 only, it is suggested that the same research problem may be upscaled with larger population. Further, some aspects may be studied through quantitative approach as well.

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Effectiveness of Kanyashree Prakalpa towards Lifelong Learning in the light of Public Library Manifesto: Parental deliberation

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Abstract

Kanyashree is a milestone initiative taken by the Government of West Bengal to improve the income, livelihood and economic conditions of girls by providing financial assistance to all female students so that families do not have to take additional burden for their education due to pecuniary difficulties. The purpose of the programme is to raise girls from poor families, who are unable to continue their education due to poor economic conditions. After attaining the age of 18 years, each girl student will get an amount of rupees twenty-five thousand. It prevents early child marriage, reduces drop-out rate and empowers women to take part in the development process of the society. Information is essential to all human endeavours; so, it is necessary that information be provided to all categories of people. This is the call of many organizations, including public libraries who also place emphasis on access to information. The present study was conducted in the Jalangi community development block in Murshidabad District, where daughters of one hundred parents received Kanyashree, a one-time grant of rupees twenty-five thousand at the age of 18 years. The main purpose of the study was to assess the role of public libraries in the empowerment of women. It has been found that the age of the respondent (X_1), educational status (X_2), involvement towards the society (X_3), association with self-help groups (X_4), reasons behind the association with self-help groups (X_5), availing bank loan (X_6), reasons behind taking the bank loan (X_7), nature and extent of savings (X_8), attention towards daughter's education (X_9) and difficulties towards daughter's education (X_{10}) have clear implications on the level of perception of parents about the effectiveness of Kanyashree as a one-time grant towards the empowerment of girls. It has also been established that economic difficulties of the family (X_{11}), housing condition (X_{12}), availing bank loan

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(X_8), reasons behind taking the bank loan (X_9), expenditure towards daughter's education (X_{12}), difficulties towards daughter's education (X_{13}) and role of public libraries towards women's empowerment (X_{25}) had immense bearing on the level of perception of parents about the empowerment of girls. It has been further recognized that the variables like association with rural public library (X_{23}), role of public libraries towards women's empowerment (X_{25}), available services of rural library (X_{26}), activities of public libraries (X_{27}) and up-gradation of public library (X_{29}) had significance on the level of perception of parents to evaluate the function of public libraries towards women's empowerment. Based on this, the article concludes that disseminating information creates an effect on the perception of parents to appraise the role of public libraries in empowering women i.e., the end-product of lifelong learning.

Keywords: *Kanyashree prakalpa, women empowerment, public library, scholarship, female education, child marriage*

Introduction

In the Kanyashree Prakalpa for girls, the core objectives are simple and focused. It aims to ensure that girls stay in school and delay their marriages till they attain 18 years of age. Kanyashree uses a social safety net mechanism that has shown a high degree of success in transforming the lives of children and adolescents in the State of West Bengal through conditional cash transfers.

The scheme has two cash transfer components: i) Annual Scholarship of Rs. 750/- to be paid annually to the girls in the age group 13 to 18 years (studying in Class VIII equivalent or above for every year that they remained in education, provided they are unmarried at that time; ii) The second is a one-time grant of Rs. 25,000/-, to be paid after a girl turns 18, provided that she was engaged in an academic or occupational pursuit and was unmarried.

Under the Sabooj Sathi Scheme, Government of West Bengal makes bicycles available to the students of class IX to XII in all Govt. /Govt. aided/ Govt. sponsored schools. A steering committee headed by the Principal Secretary, MSME&T department has been constituted to supervise, monitor and issue necessary guidelines regarding implementation of the scheme.

In the Yuvashree Scheme (for youth), the State Government aims to provide an unemployment allowance of Rs. 1,500 per month to 1,00,000 unemployed youth. The State Labour Department has made a comprehensive list of 1,00,000 beneficiaries

(who must be in the age group of 18 to 45 years) based on several criteria like education (those who have passed at least eighth standard). The recipients of the allowance are required to use it for training, vocational or otherwise, which will make them fit for employment.

The Sikshashree Scheme (for members of SCs) intends to provide quality assistance to SC students of Classes V to VIII in a smooth, transparent and efficient way. This is a new scheme of aiding the target groups. The original 'Sikshashree' scheme of aiding SC day-scholars of Class V-VIII has been re-formulated by merging the existing schemes of Book Grant and Maintenance Grant. It is applicable to the day scholars students of West Bengal in class V-VIII of any governmentaided school and all government recognized schools of West Bengal. The objective of the new scheme is to provide financial assistance to the SC students reading in classes V to VIII to improve their participation in pre-matric stage and minimize the incidence of drop-outs especially in the case of girl students.¹

Women's empowerment is one of the main pillars of rural economic development. Without women's empowerment, a successful rural economy cannot be achieved because women appear to be the main driver of economic development. Women's effective participation in the rural economy is, therefore, necessary and desirable.

In the study of Hazra (2015), it was found that women are also accustomed to the restrictions imposed on them in the current era, which are antipodal to their status in society as also anathema to the concept of democracy and equality. It also defends the prospect of conducting gender and technology research. Research is needed on women's access to technology. Feminist central arguments may be useful in studying important aspects of gender as a man. Women's awareness of the library is an important source of progress².

Mamman and Esievo (2013) studied the impact of library information services on the empowerment of women and the transformation agenda and concluded that libraries as information providers can be vigilant, proactive and responsive to women's information needs; this has implications for women's empowerment and the transformation agenda. Governments at all levels should ensure that public libraries are equipped with high-quality technology, internet connectivity and trained staff to

¹documents.worldbank.org/curated/en/405221482305811911/pdf/111214-REV-EA-P159427-Box402887B-PUBLIC-Disclosed-2-15-2017

²Hazra.(2015)

.The Role of Digital Libraries in Women Empowerment. Society Toda

³Mammanand Esievo. (2013). Women empowerment and the transformation agenda in Nigeria: the impact of library information services

provide girls and women access to benefits related to the use of ICTs; UNICEF, IFLA, UNESCO and Special grants from other international agencies such as the Bill and Melinda Gates Foundation to improve school library facilities, especially information resources that empower women and girls; repackaged and rebranded women's information will also be quite handy in ensuring such access. The establishment of networks or resource sharing among information providers, such as research and development institutions, academic, special and public libraries, should be encouraged. This will be a better way to create local content and localize what they can use to develop their own gender-specific information. The Global Library Association (with the support of IFLA) should tackle the challenge and establish libraries that can help women and girls and other special interest group information units or departments to have expanded access to information and empower them; libraries should better understand women's information needs and redesign existing information systems and services to take into account women's information needs; women should form groups to enable them to share information and access services such as health care, business enterprises, etc³.

Oyelude and Bamigbola (2012) examined the various programmes/services of the libraries, resource centres and NGOs in meeting the socio-economic and political information needs of women; it ascertains how women access the information provided by the NGOs (especially those that have information or documentation centres) and its impact on their socio-economic status. It also identifies the challenges the NGOs face in providing information to empower the women. The most used means of accessing information by the women was the radio, television, and person-to-person communication either by the word of mouth or by telephone. The NGOs were found to be slowly but steadily gaining ground in educating the women and creating awareness among them of their potential to do better, to be empowered, and to stand up for their rights and themselves anywhere⁴.

Sukumaran and Sureshkumar (2016) study conducted a growth process that involved women's intellectual inspiration, economic enrichment, and social liberation. Each SHG must be a public library patron (Puravalar). Reprography services (Xerox photocopying) through SHGs in regional and branch libraries will be provided by local library authorities. For cleaning and other related activities, SHGs can be entrusted to women. The library staff will meet regularly to enhance its capabilities

⁴Oyelude and Bamigbola. (2012). Women empowerment through access to information (ATI): the strategic roles of non-governmental organizations in Nigeria

⁵Sukumaran and Sureshkumar. (2016). Community engagement of public library towards women empowerment in Tamil Nadu

⁶Badawi. (2009). Public Library Services and the Information Needs of Women in Northern Nigeria.

and carry out extension services. The SHG public library linkage programme is to be started⁵.

Badawi (2009) surveyed that most families generally support early marriage and very few girls go to formal western schools or receive primary education. As a result, the percentage of illiteracy of the population in northern Nigeria is high, especially among the female population. Public libraries in northern Nigeria have also been rejected by the community because they have English-language documents stored by the British. At that time, few people could read, and very few people could read documents written in Arabic. After independence, the desire for development and the desire for education encouraged political leaders in northern Nigeria to build more schools in towns and villages and encouraged girls to attend school. In the 30 years since independence, the number of students (especially women) in all educational institutions in the region has increased significantly. Increase in the rate of literacy among the population has enhanced the pace of library utilization, which has encouraged the government of northern Nigeria to increase its support for libraries and provide related services to meet their information needs. Public libraries in the area now actively engage citizens through technology and multi-stake related activities. These activities make the people more democratic and enable women to better choose and control their own destiny⁶.

In the study by Sinha (2015), the survey results showed that most of the respondents (47.0%) belonged to the 16-25 age group. The study shows that respondents know more about rural public libraries, with the highest percentage of respondents visiting public libraries once a week (34.53%). It also emphasizes that most respondents (40.29%) prefer to spend at least one hour in rural public libraries. The study also revealed that the greatest demand for information by respondents (88.44%) came from employment-related information. TV channels (100.0%) and newspapers (98.56%) are two important sources, and most public library users (67.44%) can obtain the required information needed from them. Most of the respondents (86.33%) said that the information provided by various sources was medium. The study also shows that most of the respondents (82.73%) are satisfied with the information provided by the rural public library; most of the respondents (64.74%) have not encountered any difficulty in accessing information and rarely receive visitors (32.25%) who encountered any problem with access to right information⁷.

⁷Sinha. (2015). A Study on Information Needs and Information Seeking Pattern of Public Library Users of Barak Valley, South Assam

Objective of the Study

General Objectives

1. To know the present status of women's empowerment through public libraries of Jalangi Community Development Block in Murshidabad district of West Bengal;
2. To find the outcome of a Kanyashree one-time grant at the age of 18 years with rupees twenty-five thousand.

Specific Objectives

1. To understand the socio-economic background (i.e., the age of the respondent, educational status, financial difficulties of the family, housing condition, involvement towards the society, association with self-help groups, reasons behind the association with self-help groups, availing bank loan, reasons behind taking the bank loan, nature and extent of savings, attention towards daughter's education, expenditure towards daughter's education, difficulties towards daughter's education, role of Gram Panchayats in getting Kanyashree grant and role of Block Development Office in getting public services of parents of beneficiaries;
2. To obtain the effectiveness of the Kannyashree Prakalpa in helping girl students to continue their education and reducing the incidence of child marriage from different socio-economic variables such as age of the respondent, educational status, economic difficulties of the family, housing condition, involvement towards the society, association with self-help groups, reasons behind the association with self-help groups, availing bank loan, reasons behind taking the bank loan, nature and extent of savings, attention towards daughter's education, expenditure towards daughter's education, difficulties towards daughter's education, role of Gram Panchayats in getting Kanyashree grant, role of Block Development Office in getting public services, effectiveness of Kanyashree grant, use of Kanyashree scholarship grant towards education, encouragement towards women's empowerment, social taboos towards women's empowerment, role of public libraries towards women's empowerment and activities of public libraries;
3. To identify women's empowerment through public libraries from different consequential variables such as effectiveness of Kanyashree grant, use of Kanyashree scholarship grant towards education, encouragement towards women's empowerment, social taboos towards women's empowerment, assessing the level of women empowerment, availability of public library,

association with rural public library, level of association with rural library, role of public libraries towards women's empowerment, services available at the rural library, activities of public libraries, up-gradation of public library and suggestions towards development public library as a matter of policy.

Methods

Study Setting

Kanyashree Prakalpa, launched by the West Bengal government in 2013, is a unique conditional cash transfer program targeted at 18-year-old girls and offers a three-tier scholarship of Rs.750 per year for continuing education (K1) and one time grant. Rs. 25,000 on completion of age 18 years provided the girl is unmarried, and continues her education up to that age (K2). Kanyashree girls, whether single or married, can receive financial assistance if they receive PG studies in the Swami Vivekananda Merit-cum-Means-Scholarship Program (K3) provided that these girls have graduation marks of at least 45% and enroll themselves for Post-Graduate courses in the State of West Bengal. For pursuing post-graduate studies in Arts and Commerce, each K3 beneficiary will receive Rs. 2000 p.m. and for pursuing post-graduate studies in Science, each K3 beneficiary will get Rs.2500 p.m. The aim of this scheme is three-fold i.e, to promote secondary education among females, to stop marriage of girls before the age of 18 years and to empower women in the society.

To evaluate the direct and indirect effects of this unique conditional cash transfer, we propose to:

- I. Identify the plausible effects on female drop-outs, early marriage and on empowerment of women in the Jalangi Community Development Block of Murshidabad district in West Bengal;
- II. Study how the money received from this scheme was used;
- III. Examine whether the cash transfer to the adult girl is likely to change her bargaining power within the family.

Abraham (2014) stated that the basic functions of all libraries remain the same i.e., collection, preservation and dissemination of knowledge. The public library is treated as a welfare center which promotes education, culture, and provides space for healthy entertainment and spreads information for society⁸. The purpose of the

⁸ Abraham, Laila T. (2014). Role of public libraries in non-formal education in Kerala.

⁹ [https://en.wikipedia.org/wiki/Jalangi_\(community_development_block\)](https://en.wikipedia.org/wiki/Jalangi_(community_development_block))

study was to find out the level of functioning of public libraries in empowering women to provide information in Kerala.

Study design

The paper is based mainly on primary data collected from parents relating to getting Kanyashree one time grant of Rs. 25,000 to girl students in Jalangi Community Development Block of Murshidabad district in West Bengal. The survey was conducted from December, 2018 to March, 2019.

According to the 2011 Census of India, the total population of the Jalangi Community Development Block is 252477. Male population is 129430 (51%) and female 123047 (49%). In the 2011 census, the Muslim population in the Jalangi community development block is 184980 accounting for 73.27% of the total population of the block; whereas the Hindu population is 67089 representing 26.57 % of the total population. In the same census, the population over the age of 6 is 148291 (67.35% of the total population) of which 78389 are male (69.36% of the total male population) and 69902 are female (65.24% of the total female population). In 2013-14, Jalangi CD Block had 113 primary schools with 12913 students, 25 middle schools with 4733 students, 4 high schools with 4790 students, and 13 higher-secondary schools with 22169 students. Block has 1 general degree college with 1236 students, 4 technical / professional institutions with 379 students, 421 special and non-formal education institutions with 22168 students⁹.

Measures

Outcomes

The results of this analysis involve three steps. In the first step, the analysis includes the effectiveness of Kanyashree as one time grant (Y) which is the predictor variable. The age of the respondent (X_1), educational status (X_2), pecuniary difficulties of the family (X_3), housing condition (X_4), involvement towards the society (X_5), association with self-help groups (X_6), reasons behind the association with self-help groups (X_7), availing bank loan (X_8), reasons behind taking the bank loan (X_9), nature and extent of savings (X_{10}), attention towards daughter's education (X_{11}), expenditure towards daughter's education (X_{12}), difficulties towards daughter's education (X_{13}), role of Gram Panchayats in getting Kanyashree grant (X_{14}) and role of Block Development Office in getting public services (X_{15}) are the consequent variables.

In the second step, we conducted a study to assess the perception level of parents on the end product of lifelong learning i.e. women's empowerment (Z) from 22 causal factors such as the age of the respondent (X_1), educational status (X_2), pecuniary difficulties of the family (X_3), housing condition (X_4), involvement towards the society (X_5), association with self-help groups (X_6), reasons behind the association with self-help groups (X_7), availing bank loan (X_8), reasons behind taking the bank loan (X_9), nature and extent of savings (X_{10}), attention towards daughter's education (X_{11}), expenditure towards daughter's education (X_{12}), difficulties towards daughter's education (X_{13}), role of Gram Panchayats in getting Kanyashree grant (X_{14}) and role of Block Development Office in getting public services (X_{15}), Kanyashree grant (X_{16}), use of Kanyashree scholarship grant towards education (X_{17}), (X_{18}), encouragement towards women's empowerment (X_{19}), social taboos towards women's empowerment (X_{20}), role of public libraries towards women's empowerment (X_{25}) and activities of public libraries (X_{27}).

In the third step, data was collected to assess the role of public libraries considering public library manifesto towards empowering women (W) from 15 following variables, such as the Kanyashree grant (X_{16}), use of Kanyashree scholarship grant towards education (X_{17}), encouragement towards women's empowerment (X_{19}), social taboos towards women empowerment (X_{20}), assess the level of women empowerment (X_{21}), availability of public library (X_{22}), association with rural public library (X_{23}), level of association with rural library (X_{24}), role of public libraries towards women's empowerment (X_{25}), available services of rural library (X_{26}), activities of public libraries (X_{27}), expected services of rural library (X_{28}), up-gradation of public library (X_{29}) and suggestion towards development public library (X_{30}).

Analysis

Using coefficient of correlation, multiple regression and step-down regression models, we evaluated the relationship of three dependent variables namely, (i) Effectiveness of Kanyashree one-time grant (Y) with 15 casual variables, (ii). Perception level of parents on women's empowerment (Z) with 22 independent variables and (iii) Role of public libraries considering public library manifesto towards women's empowerment (W) with 15 consequent variables. Independent variables are different socio-economic and personal factors.

Table I depicts the parents' assessment on the effectiveness of Kanyashree one-time grant (Y) which comes from 15 independent variables, such as, age of the respondent (X_1), educational status (X_2), pecuniary difficulties of the family (X_3),

housing condition (X_4), involvement towards the society (X_5), association with self-help groups (X_6), reasons behind the association with self-help groups (X_7), availing bank loan (X_8), reasons behind taking the bank loan (X_9), nature and extent of savings (X_{10}), attention towards daughter's education (X_{11}), expenditure towards daughter's education (X_{12}), difficulties towards daughter's education (X_{13}), role of Gram Panchayats in getting Kanyashree grant (X_{14}) and role of Block Development Office in getting public services (X_{15}). It is found from the correlation result that the age of the respondent (X_1), educational status (X_2), pecuniary difficulties of the family (X_3), housing condition (X_4), involvement towards the society (X_5), association with self-help groups (X_6), reasons behind the association with self-help groups (X_7), availing bank loan (X_8), reasons behind taking the bank loan (X_9), nature and extent of savings (X_{10}), attention towards daughter's education (X_{11}), and difficulties towards daughter's education (X_{13}) are closely associated in explaining the effectiveness of Kanyashree one-time grant towards successful implementation of lifelong learning.

Table I: Correlation Analysis between Dependent Variable Effectiveness of Kanyashree one-Time Grant (Y) with 15 Casual Variables

Variables	'r' Value
Age of the respondent (X_1)	-0.3270**
Educational status (X_2)	0.3963**
Pecuniary difficulties of the family (X_3)	0.3675**
Housing condition (X_4)	0.3422**
Involvement towards the society (X_5)	0.2836**
Association with Self Help Groups (X_6)	0.2704**
Reasons behind the association with Self Help Groups (X_7)	0.2838**
Availing bank loan (X_8)	0.3625**
Reasons behind taking the bank loan (X_9)	0.2472*
Nature and extent of savings (X_{10})	0.3242**
Attention towards daughter's education (X_{11})	0.4284**
Expenditure towards daughter's education (X_{12})	0.1135
Difficulties towards daughter's education (X_{13})	-0.2629**
Role of Gram Panchayats in getting Kanyashree grant (X_{14})	0.1479
Role of Block Development Office in getting public services (X_{15})	0.1512

Critical value (2-Tail, 0.05) = +or- 0.197

*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 0.256

** Significant at 1% level

Table II presents the multiple regression analyses with $\hat{\alpha}$ values and corresponding t-values. It is visible that the variables like age of the respondent (X_1), educational status (X_2), pecuniary difficulties of the family (X_3), housing condition (X_4),

involvement towards the society (X_5), association with self-help groups (X_6), reasons behind the association with self-help groups (X_7), availing bank loan (X_8), reason behind taking the bank loan (X_9), nature and extent of savings (X_{10}), attention towards daughter's education (X_{11}), expenditure towards daughter's education (X_{12}), difficulties towards daughter's education (X_{13}), role of Gram Panchayats in getting Kanyashree grant (X_{14}) and role of Block Development Office in getting public services (X_{15}) have been identified which affect the effectiveness of the Kanyashree one-time grant. It should also be mentioned that all fifteen variables put together can explain 36.60% per cent ($R^2 = 0.36602$) of the total effect. This indicates that these 15 variables cannot adequately explain the predictor variable. More inclusion of variables will be needed to reach to elucidate the total effect.

Table II: Multiple Regression Analysis

Variables	" β " value	"t" value
Age of the respondent (X_1)	-0.173476	-1.515
Educational status (X_2)	0.071632	0.533
Pecuniary difficulties of the family (X_3)	0.192373	1.199
Housing condition (X_4)	0.057102	0.417
Involvement towards the society (X_5)	0.168977	1.473
Association with Self Help Groups (X_6)	-0.361243	-0.959
Reasons behind the association with Self Help Groups (X_7)	0.208347	0.695
Availing bank loan (X_8)	0.110865	0.685
Reasons behind taking the bank loan (X_9)	0.047109	0.180
Nature and extent of savings (X_{10})	0.115855	0.394
Attention towards daughter's education (X_{11})	0.344543	2.204*
Expenditure towards daughter's education (X_{12})	-0.291961	-1.982
Difficulties towards daughter's education (X_{13})	0.147296	0.943
Role of Gram Panchayats in getting Kanyashree grant (X_{14})	0.073447	0.793
Role of Block Development Office in getting public services (X_{15})	0.034904	0.370

Critical value (2-Tail, 0.05) = +or- 1.987

*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 2.637

** Significant at 1% level

Multiple R = 0.60500

R Square = 0.36602

Adjusted R Square = 0.25281

Standard Error = 1.47359

Analysis of Variance

DF Sum of Squares Mean Square

Regression 15105.307377.02049

Residual 84182.402632.17146

F = 3.23307 Signif F = .0003

Table III: Step-down Regression Model

Step I: X_{11}	
Multiple R	= 0.42840
R Square	= 0.18352
Adjusted R Square	= 0.17519
Standard Error	= 1.54823
Step II: X_1	
Multiple R	= 0.50998
R Square	= 0.26008
Adjusted R Square	= 0.24482
Standard Error	= 1.48144
Step III: X_8	
Multiple R	= 0.53998
R Square	= 0.29158
Adjusted R Square	= 0.26945
Standard Error	= 1.45709

Table III shows the stepwise regression model. It is found that after the 3rd step, 3 variables namely, attention towards daughter's education (X_{11}), age of the respondent (X_1) and availing bank loan (X_8) together can explain 29.16 per cent of the total effect. Here, these 3 variables can explain for a regression effect of 29.16 per cent on the effectiveness level of Kanyashree one-time grant, while the total estimated value is 36.60 per cent.

We use socio-economic with personal variables including the role of Gram Panchayats and Block Development Office as consequent variables to appraise the perception level of parents towards the effectiveness of the Kanyashree one-time grant.

Table IV describes the level of perception on women's empowerment from 22 causal factors (Z) viz. age of the respondent (X_1), educational status (X_2), pecuniary difficulties of the family (X_3), housing condition (X_4), involvement towards the society (X_5), association with self-help groups (X_6), reasons behind the association with self-help groups (X_7), availing bank loan (X_8), reasons behind taking the bank loan (X_9), nature and extent of savings (X_{10}), attention towards daughter's education (X_{11}), expenditure towards daughter's education (X_{12}), difficulties towards daughter's education (X_{13}), role of Gram Panchayats in getting Kanyashree grant (X_{14}) and role of Block Development Office in getting public services (X_{15}), effectiveness of Kanyashree grant (X_{16}), use of Kanyashree scholarship grant towards education (X_{17}), encouragement towards women empowerment (X_{19}), social taboos towards

women's empowerment (X_{20}), role of public libraries towards women's empowerment (X_{25}) and activities of public libraries (X_{27}). From the correlation coefficient table it has been found that educational status (X_2), pecuniary difficulties of the family (X_3), housing condition (X_4), involvement towards the society (X_5), association with self-help group (X_6), reasons behind the association with self-help groups (X_7), availing bank loan (X_8), reasons behind taking the bank loan (X_9), nature and extent of savings (X_{10}), expenditure towards daughter's education (X_{12}), difficulties towards daughter's education (X_{13}), use of Kanyashree scholarship grant towards education (X_{17}), role of public libraries towards women's empowerment (X_{25}) and activities of public libraries (X_{27}) had strong bearing on the level of perception towards the empowerment of women.

Table IV: Correlation Analysis between Dependent Variable - The Perception Level of Parents on Women's Empowerment (Z) and 22 Casual Variables

Variables	'r' Value
Age of the respondent (X_1)	0.0196
Educational status (X_2)	0.2614**
Pecuniary difficulties of the family (X_3)	0.3459**
Housing condition (X_4)	0.3237**
Involvement towards the society (X_5)	0.2798**
Association with Self Help Group (X_6)	0.3235**
Reason behind the association with Self Help Group (X_7)	0.4045**
Availing bank loan (X_8)	0.2590**
Reason behind taking the bank loan (X_9)	0.3614**
Nature and extent of savings (X_{10})	0.2939**
Attention towards daughter's education (X_{11})	0.1430
Expenditure towards daughter's education (X_{12})	0.3888**
Difficulties towards daughter's education (X_{13})	-0.2471*
Role of Gram Panchayats in getting Kanyashree grant (X_{14})	-0.0474
Role of Block Development Office in getting public services (X_{15})	0.1763
Effectiveness of Kanyashree grant (X_{16})	0.1939
Use of Kanyashree scholarship grant towards education (X_{17})	-0.2873**
Wages towards women's empowerment (X_{18})	0.0059
Encouragement towards women's empowerment (X_{19})	-0.1883
Social taboo towards women's empowerment (X_{20})	-0.0091
Role of public libraries towards women's empowerment (X_{25})	0.4581**
Activities of public libraries (X_{27})	0.2768**

Critical value (2-Tail, 0.05) = +or- 0.197

*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 0.256

** Significant at 1% level

Table V presents the multiple regression analyses with \hat{a} values and corresponding t-values. It is visible that the variables namely, age of the respondent (X_1), educational status (X_2), pecuniary difficulties of the family (X_3), housing condition (X_4), involvement towards the society (X_5), association with self-help groups (X_6), reasons behind the association with self-help groups (X_7), availing bank loan (X_8), reasons behind taking the bank loan (X_9), nature and extent of savings (X_{10}), attention towards daughter's education (X_{11}), expenditure towards daughter's education (X_{12}), difficulties towards daughter's education (X_{13}), role of Gram Panchayats in getting Kanyashree grant (X_{14}) and role of Block Development Office in getting public services (X_{15}), effectiveness of Kanyashree grant (X_{16}), use of Kanyashree scholarship grant towards education (X_{17}), encouragement towards women's empowerment (X_{19}), social taboo towards women's empowerment (X_{20}), role of public libraries towards women empowerment (X_{25}) and activities of public libraries (X_{27}) had been found significantly in assessing the level of parents' perceptions towards women's empowerment. Different factors affecting the level of women's empowerment have been identified. It is also mentioned that adding all 22 variables together can explain 48.49 per cent ($R^2 = 0.48487$) of the total effect.

Table V: Multiple Regression Analysis

Variables	" \hat{a} " value	"t" value
Age of the respondent (X_1)	0.068992	0.603
Educational status (X_2)	0.095872	0.692
Pecuniary difficulties of the family (X_3)	0.174818	1.093
Housing condition (X_4)	0.022449	0.164
Involvement towards the society (X_5)	0.038131	0.320
Association with Self Help Groups (X_6)	-0.089273	-0.244
Reason behind the association with Self Help Groups (X_7)	0.664912	2.245*
Availing bank loan (X_8)	-0.206372	-1.207
Reasons behind taking the bank loan (X_9)	0.196111	0.756
Nature and extent of savings (X_{10})	-0.482461	-1.677
Attention towards daughter's education (X_{11})	-0.324113	-1.970
Expenditure towards daughter's education (X_{12})	0.109648	0.694
Difficulties towards daughter's education (X_{13})	0.001950	0.012
Role of Gram Panchayats in getting Kanyashree grant (X_{14})	-0.175101	-1.877
Role of Block Development Office in getting public services (X_{15})	0.180752	1.775
Effectiveness of Kanyashree grant (X_{16})	0.128574	1.090
Use of Kanyashree scholarship grant towards education (X_{17})	-0.147378	-0.876
Encouragement towards women empowerment (X_{19})	-0.213107	-1.409
Social taboos towards women empowerment (X_{20})	0.066458	0.634
Role of public libraries towards women's empowerment (X_{25})	0.188429	1.727

Activities of public libraries (X_{27}) 0.122412 1.189

Critical value (2-Tail, 0.05) = +or- 1.987

*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 2.637

** Significant at 1% level

Multiple R = 0.69633

R Square = 0.48487

Adjusted R Square = 0.33770

Standard Error = 0.75213

Analysis of Variance

DF Sum of Squares Mean Square

Regression 2241.000971.86368

Residual 7743.559030.56570

F = 3.29446 Signif F = 0.0001

Here, the socio-economic role of public libraries, with personal variables, the role of local self-government, the effectiveness of Kanyashree one-time grants, issues related to women's empowerment, and participation of public library in women empowerment are considered independent variables to assess the level of parents' perception towards women's empowerment.

Table VI: Step-down Regression Model

Step I: X_{25}

Multiple R = 0.45806

R Square = 0.20982

Adjusted R Square = 0.20176

Standard Error = 0.82572

Step II: X_7

Multiple R = 0.52384

R Square = 0.27441

Adjusted R Square = 0.25945

Standard Error = 0.79532

Step III: X_{27}

Multiple R = 0.56131

R Square = 0.31507

Adjusted R Square = 0.29367

Standard Error = 0.77673

Step IV: X_{10}

Multiple R = 0.59049

R Square = 0.34868

Adjusted R Square = 0.32125

Standard Error = 0.76141

Table VI shows the use of a step-down regression analysis to isolate the main independent variables. It was found that after step 4, the 4 variables namely, role of public libraries towards women's empowerment (X_{25}), reasons behind the association with self-help groups (X_7), activities of public libraries (X_{27}) and nature and extent of savings (X_{10}) can together explain 34.87 per cent of the total effect.

Table VII: Correlation Analysis between Dependent Variable - Role of Public Libraries towards Women's Empowerment (W) and 15 Casual Variables

Variables	'r' Value
Effectiveness of Kanyashree grant (X_{16})	0.1670
Use of Kanyashree scholarship grant towards education (X_{17})	-0.4349**
Encouragement towards women's empowerment (X_{19})	-0.2714**
Social taboo towards women's empowerment (X_{20})	-0.1567
Assess the level of women's empowerment (X_{21})	0.3151**
Availability of public library (X_{22})	0.2638**
Association with rural public library (X_{23})	0.4746**
Level of association with rural library (X_{24})	0.3742**
Role of public libraries towards women's empowerment (X_{25})	0.5720**
Available services of rural library (X_{26})	0.6610**
Activities of public libraries (X_{27})	0.4474**
Expected services of rural library (X_{28})	0.2967**
Up-gradation of public library (X_{29})	0.4682**
Suggestion towards development public library (X_{30})	0.4909**

Critical value (2-Tail, 0.05) = +or- 0.197 *Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 0.256 ** Significant at 1% level

Table VII is derived the parents' perception on the role of public libraries towards women's empowerment (W) from 15 casual variables such as the Kanyashree grant (X_{16}), use of Kanyashree scholarship grant towards education (X_{17}), encouragement towards women's empowerment (X_{19}), social taboos towards women's empowerment (X_{20}), assess the level of women's empowerment (X_{21}),

availability of public library (X_{22}), association with rural public library (X_{23}), level of association with rural library (X_{24}), role of public libraries towards women empowerment (X_{25}), available services of rural library (X_{26}), activities of public libraries (X_{27}), expected services of rural library (X_{28}), up-gradation of public library (X_{29}) and suggestion towards development public library (X_{30}). From the correlation coefficient table, it is seen that consequent variables such as, Kanyashree scholarship grant towards education (X_{17}), encouragement towards women's empowerment (X_{19}), assess the level of women empowerment (X_{21}), availability of public library (X_{22}), association with rural public library (X_{23}), level of association with rural library (X_{24}), role of public libraries towards women's empowerment (X_{25}), available services of rural library (X_{26}), activities of public libraries (X_{27}), expected services of rural library (X_{28}), up-gradation of public library (X_{29}) and suggestion towards development public library (X_{30}) had strong bearing on the level of perception of parents in evaluating the functions of public libraries towards women empowerment.

Table VIII: Multiple Regression Analysis

Variables	“â” value	“ t ”
valueEffectiveness of Kanyashree grant (X_{16})	0.001875	0.020
Use of Kanyashree scholarship grant towards education (X_{17})	-0.164981	-1.718
Encouragement towards women's empowerment (X_{19})	0.171814	1.421
Social taboo towards women's empowerment (X_{20})	-0.081839	-0.957
Assess the level of women's empowerment (X_{21})	0.059994	0.679
Availability of public library (X_{22})	-0.120406	-1.378
Association with rural public library (X_{23})	0.053186	0.511
Level of association with rural library (X_{24})	-0.069335	-0.667
Role of public libraries towards women's empowerment (X_{25})	0.109494	0.909
Available services of rural library (X_{26})	0.376858	0.84**
Activities of public libraries (X_{27})	0.207641	1.938
Expected services of rural library (X_{28})	-0.002001	-0.024
Up-gradation of public library (X_{29})	0.122660	1.231
Suggestion towards development public library (X_{30})	0.136892	1.398

Critical value (2-Tail, 0.05) = +or- 1.987 *Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 2.637 ** Significant at 1% level

Multiple R	= 0.76588
R Square	= 0.58658
Adjusted R Square	= 0.51275
Standard Error	= 0.85335

¹⁰ <https://www.wbkanyashree.gov.in/readwrite/publications/000113.pdf>

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	1586	790125.78601	
Residual	8461	169880.72821	
	F = 7.94549	Signif F = .0000	

Table VIII provides a multiple regression analysis with $\hat{\alpha}$ values and corresponding t-values. It can be seen that the variables like effectiveness of Kanyashree grant (X_{16}), use of Kanyashree scholarship grant towards education (X_{17}), encouragement towards women empowerment (X_{19}), social taboo towards women's empowerment (X_{20}), assess the level of women's empowerment (X_{21}), availability of public library (X_{22}), association with rural public library (X_{23}), level of association with rural library (X_{24}), role of public libraries towards women empowerment (X_{25}), available services of rural library (X_{26}), activities of public libraries (X_{27}), expected services of rural library (X_{28}), up-gradation of public library (X_{29}) and suggestions towards development public library (X_{30}) have been established to implement the significant regressive outcome on the level role of public libraries towards women empowerment.

Various factors were found to impact on the role of public libraries towards women's empowerment. It is also mentioned that all fifteen variables together can explain 58.65 percent ($R^2 = 0.58658$) of the total effect.

Table IX: Step-down Regression Model

Step I: X_{26}	
Multiple R	= 0.66105
R Square	= 0.43698
Adjusted R Square	= 0.43124
Standard Error	= 0.92198
Step II: X_{29}	
Multiple R	= 0.69766
R Square	= 0.48673
Adjusted R Square	= 0.47615
Standard Error	= 0.88483
Step III: X_{27}	
Multiple R	= 0.72403

¹¹<http://vikaspedia.in/social-welfare/women-and-child-development/child-development-1/girl-child-welfare/state-wise-schemes-for-girl-child-welfare/west-bengal-kanyashree-prakalpa>

¹²Ananda Bazar Patrika dated 18.02.2020.

R Square	=0.52422
Adjusted R Square	=0.50935
Standard Error	=0.85633

Table IX shows the step-down regression process. It was noted that only 3 variables like available services of rural library (X_{26}), the public library (X_{29}) and activities of public libraries (X_{27}) can explain 52.42 percent of the total effect.

Results and Discussion

We have studied the perception level of parents of girl students who have received the Kanyashree one time grant of Rs. 25,000 at the age of 18 years and we found that the age of the respondent and difficulties towards daughter's education had a negative effect on the level of perception i.e., effectiveness of Kanyashree one time grant (Y). This indicates that the level of perception will decline when parents are older. The educational status, pecuniary difficulties of the family, housing condition, involvement towards the society, association with self-help groups, reasons behind the association with self-help groups, availing bank loan, reasons behind taking the bank loan, nature and extent of savings, and attention towards daughter's education of the respondent showed a positive bearing on the level of perception.

Parents believe that most of the parents try to give away their girl children at a very early age because of the socially apprehended 'risk of love affairs' and 'to tie a knot with a good groom'. According to the Headmistress of Badmundi Girls' High School, parents belonging to socially disadvantaged groups are now sending their children to school. She reported that girls who used to study at Class V were getting married earlier, while children who are now studying at XI and XII are getting married. This change is evident in families belonging to SC, ST and OBCs.¹⁰

According to the 2006 Prohibition of Child Marriage Act (PCMA), the legal age of marriage in India is 18 years for female and 21 years for men. Although despite the existence of the law, the practices of early child marriage continue in West Bengal. Child marriage is a form of gender discrimination that affects girls more than their male counterparts. This is probably the most common form of sexual exploitation of teenage girls, negatively affecting their health and the health of their children, leaving them economically and socially under-privileged and exposed to child labour, trafficking and other forms of exploitation. In fact, the districts with the highest incidence of child marriage in West Bengal are also those where trafficking is rampant. Following the enactment of PCMA 2006, the Ministry of Women's Development and Social Welfare and Child Development (DWD) launched an anti-child marriage campaign, disseminated information on prevention, recognized

the law and its help to adults, and taught children's criminal law to control marriage. However, it quickly became apparent that legal prohibition and social messages were largely ineffective in addressing child marriage. First, India's many forms of common and religious law complicate the issue of the proper age of marriage for girls. Secondly, because this custom is attributed to a long tradition and is justified from a patriarchal perspective, it is essential to protect girls from social fads. There are many taboos, dogmas and obscurantist ideas and other abominable practices, so eradicating this custom requires a real society with drivers of change, to alter victims' actors who become vulnerable due to age and gender to take decisions about their lives¹¹.

Since the launch of the Kanyashree programme in October 2013, nearly 6.08 million girls have been enrolled in the school. Kanyashree is praised nationally and internationally. The scheme was selected as the best project by the United Nations Committee of Experts on Public Administration (2014-2015) for final evaluation. It was considered to be one of the "best practices" at the 'Girls Summit 2014' organized Department of International Development UK and UNICEF in London. International Recognition of Highest Award for Best Public Service in the World was also given to 'Kanyashree Prakalpa' to empower the girl child with education by United Nations on 23rd June, 2017 in Hague of Netherlands. As on 31st December 2019, 59,88,537 Kanyashree recipients and 3,22,277 families benefitted through Rupashree Scheme by getting Rs. 25,000 for the marriage of their daughters.¹²

The perceptual level of parents on women's empowerment was assessed from 22 casual variables. This study shows that parents have a higher level of perception and variables like educational status, pecuniary difficulties of the family, housing condition, involvement towards the society, association with self-help groups, reasons behind association with self-help groups, availing bank loan, reasons behind taking the bank loan, nature and extent of savings, expenditure towards daughter's education, role of public libraries towards women's empowerment and activities of public libraries have a strong positive bearing on the dependent variable. Better family education and economic conditions suggest healthier housing conditions which ensure a considerable level of expenditure for the daughter's education. The present study shows that attention of the parents to the difficulties underlying daughter's education and uses of Kanyashree scholarship grant towards education have a negative impact towards women's empowerment. This indicates that the attitude towards girls has not changed overnight. Moreover, very few cases existed where Kanyashree scholarship amount was incurred towards women's empowerment. Therefore, the role of public libraries in empowering women is not only essential, but also one of

the main sources for parents and their daughters to utilize them for empowering women.

Rural women in West Bengal are mainly engaged in agriculture. They produce common agricultural products in their land. They should be provided with the necessary information, knowledge, resources and training to have the very best agricultural output as also for the successful utilization of Rs. 25,000 towards achieving their financial empowerment. This study shows that parents have the role on public libraries towards women's empowerment. While assessing the level of women's empowerment, the variables such as availability of public library, association with rural public library, level of association with rural library, role of public libraries towards women's empowerment, available services of rural library, activities of public libraries, expected services of rural library, up-gradation of public library and suggestion towards development of public library showed their strong significance on the predictor variable. The present study shows that parents may play a vital role in getting associated with public libraries towards women's empowerment through variables like the use of Kanyashree scholarship grant towards education, wages towards women's empowerment and encouragement towards women's empowerment have shown their negative effect on the dependent variable. They should redesign the information in such a way that rural women can use the information.

Table X: Parents' Opinion about their Preference of Expenditure

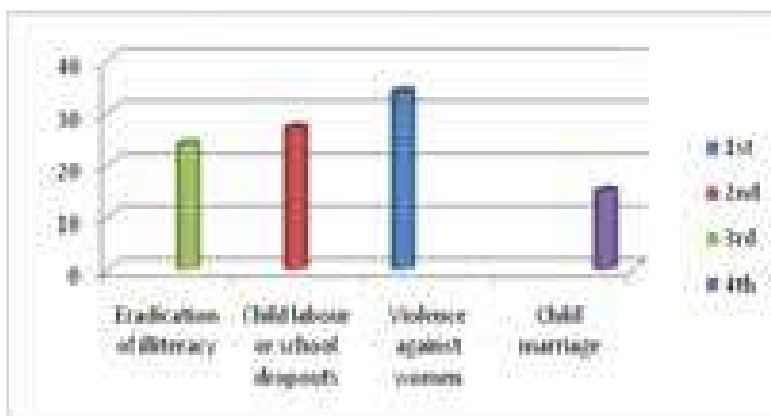
Priorities of expenditure	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Daughter's education	36	36	25	2			1
Son's education	29	55	12	3			1
Investment of Agriculture/ Business	13	7	42	25	9	2	2
Treatment of family		1	10	36	46	7	
Construction of sanitation facilities and maintenance of houses			1	14	18	47	20
Savings					7	27	66
Marriage of daughter	22	1	11	20	20	17	9

Table X showed that in questionnaires raised before 100 respondent parents about their preference of expenditure, 36 per cent of respondents agreed with their first and second, and 25 per cent agreed with third priorities on daughter's education. In case of son's education, 29 per cent parents gave their first and 55 per cent of parents considered it as second preference. Respondent parents expressed their mixed consent on various issues like priorities of expenditure, daughter's education, son's education, investment of agriculture/ business, treatment of family, construction of sanitation facilities and maintenance of houses, savings, and marriage of daughter.

Table XI: Parents' Estimation towards Social Rectification

Priorities	1 st (in %)	2 nd (in %)	3 rd (in %)	4 th (in %)
Eradication of illiteracy			24	
Reducing child labour or school dropouts		27		
Stop violence against women	34			
Delaying child marriage				15

Table XI explained the estimation of 100 parents towards change of social disadvantage. 100 interviewees were given questions about their opinion regarding the change of social disadvantage and 34 percent of total respondents agreed with their first priority on “stop violence against women”. While 27 percent of the total respondents opined in favour of reducing child labour or school drop-outs as their 2nd preference. Eradication of illiteracy comes as third preference with 24 percent opinion poll and delaying child marriage ranks fourth position in the rank matrix with 15 percent of choice.

**Figure-1****Table XII: Meaning of Women Empowerment**

Priorities	1 st (in %)	2 nd (in %)	3 rd (in %)	4 th (in %)
Financial empowerment	48			
Decision within the family			15	
Societal decision		25		
Decision in rural administrative matters				12

Table XII describes the priorities of parents about the meaning of women's empowerment. While 100 parents were asked about the meaning of women's empowerment, 48 percent of respondents agreed with their priority that women's empowerment is meant for financial empowerment. For them without financial empowerment, women cannot exercise their rights in social, political, and family environment. Societal decision, decision within the family and decision in rural administrative matters are in second, third, and fourth places of preference respectively.

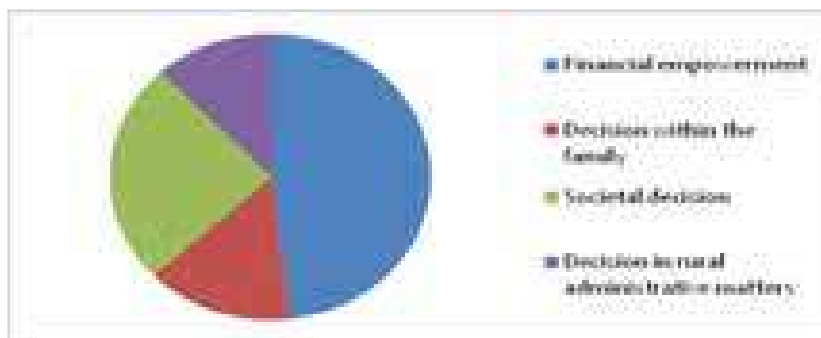


Figure-2

Connotation of Lifelong Learning with Kanyashree Prakalpa

Lifelong learning believes education should not be limited to formal education but integrate formal, non-formal and informal learning. It is essential to raise awareness on the premise that lifelong learning should include a wide range of learning settings and create more complementarities and continuity between formal, non-formal and informal learning. It also believes that education is the key to foster equity, social cohesion and active citizenship. It believes that the objectives of education and training should not only be described in terms of employability or economic growth, but also as a framework for personal development.

Lifelong learning is a form of self-initiated education that is focused on personal development. One of its objectives is that it should create equal opportunities available for everyone to acquire basic skills, a qualifying education and to get the employment.

Through Kanyashree Prakalpa, the Government of West Bengal has been successfully implementing Article 14, 15(i), 15(3), 16, 39(a) of the Indian Constitution. In developed countries like Europe and America, employment is mostly dependent on the demands of the labour market. In India, where the population is around 1.3

billion, lot of opportunities are still open in Micro, Small & Medium Enterprises (MSME). 18 years plus Kanyashree girls can start micro enterprises with their start-up grant of Rs. 25,000 as received from Kanyashree Prakalpa. ITIs, Polytechnics, Utkarsha Bangal Centres are now spreading across the State to give free training on almost all sectors. So Delors' (1996) four 'pillars' of education that is, Learning to know, Learning to do, Learning to live together, and with others; and Learning to be are definitely fulfilled by this unique public welfare scheme.

UNESCO Public Library Manifesto and Kanyashree Prakalpa

Freedom, prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture, information and skills. The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups. The Manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women. UNESCO, therefore, encourages national and local governments to support and actively engage in the development of public libraries.

The State Government assumed several liabilities and responsibilities in setting up and running 2480 public libraries across Bengal. 187 crores in the State Budget were allocated for Public Libraries for 2018-19. It has substantially increased from 135 crore in 2010-11. A lot of responsibilities are assumed by the public librarians in disseminating knowledge and information among the stakeholders. Still, 3500 vacant positions in different public libraries pose a major challenge towards lifelong learning and successful implementation of the aims and objectives of Kanyashree Prakalpa.

Conclusion

The present study is an attempt to measure the effectiveness of Kanyashree Prakalpa towards lifelong learning in the light of Public Library Manifesto through parental deliberation in the Jalangi community development block of Murshidabad district of West Bengal. It is one of the Muslim-dominated areas of the district. Female students under the age 18 generally being forcefully given away in marriage, was a regular phenomenon. Various Government of India studies show that the

rate of early marriage has decreased substantially. Implementation of Kanyashree Prakalpa could be one of the reasons for delayed marriage. Another important development observed during the study was the enhancement of the rate of girls' education as a result of Kanyashree Prakalpa and the subsequent use of one-time grant of rupees twenty-five thousand for their start-up to initiate micro enterprises. It was also observed that some people deposit this money in a bank while some people buy a cow and a cow-calf and sell milk and milk products. The monthly household income of these families due to empowerment of their female children is now around three thousand rupees. It was also found from the study that some female students have received higher education and continue their studies. At the same time, Kanyashree girls wanted to help their fathers in their business. Some students purchased books and exercise books and engaged themselves for further study. Kanyashree had brought good luck for such parents who for economic or any other reason found that they cannot afford the luxury of continuing the education of their daughters. Providing information through public libraries is a timely necessity, a valuable service as also a tool of empowerment of rural women. As the saying goes, 'trained women train the nation'. These women are diligent and passionate about their work and should help to improve their careers. Although the West Bengal government is working to aid these women, the government should increase its efforts to help and encourage rural women in order to give them a sense of belonging. If public libraries can provide more information to these women, the impact on the lives of these women will be greater.

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