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Editor's Note

Dr. Shib Chandra Dutta (well known as Dr.S.C.Dutta) was a pioneer in the field of adult education and a dedicated worker of adult education for more than 50 years. He was born in Ambala, Punjab on August 26, 1919. He was graduated in 1939 and got his Master's Degree in Arts from the University of Delhi in 1946. As a university student he actively participated in the Student Literacy League to educate the illiterate masses in Delhi. He was awarded the Honorary Degree of Doctor of Literature by Keimyong University, Republic of Korea in 1979 in recognition of his meritorious service to adult education.

Dr. Dutta was associated with the Indian Adult Education Association since 1948. He was Associate Secretary of the Association from 1948 to 1956, General Secretary from 1957 to 1978, Vice President from 1980 to 1983, Treasurer from 1984 to 1986 and President in 1987. Unfortunately, he died on December 4, 1987 at the age of 69 years.

Dr. Dutta was the founder Chairman of Asian South Pacific Bureau of Adult Education (ASPBAE), now it is called Asia South Pacific Association for Basic and Adult Education from 1964 to 1976 and also a member of World Confederation of Organizations of the Teaching Profession (WCOTP), Committee on Adult Education for a number of years. In recognition of his contribution to the development of ASPBAE and Adult Education in Asian and Pacific region, Dr. Dutta was awarded the Arnold Hely Memorial Medal in 1985 by ASPBAE.

As Secretary of Indian Adult Education Association Dr. Dutta took keen interest in organizing training programmes to different functionaries, seminars and conferences on selected themes focussing on the adult education policies and programmes of the government, guided studies and surveys on adult education and also edited the publications of the Association including Indian Journal of Adult Education. He actively participated in Bhopal conference on the Role of Universities in Adult Education which enabled the formation of Indian University Association for Continuing Education in which he was the founder Secretary from 1966 to 1979.

In view of his vast knowledge and intention to work for the promotion of adult literacy, Dr. Dutta's services were availed by both government and non-government organizations on different occasions. He was nominated as a member in many organizations including the Central Board for Worker's Education, National Board of Adult Education, India Literacy Board, Panels on Social Education and on Literacy among Industrial Workers set-up by the Planning Commission in different Five Year Plans.

Dr. Dutta was UNESCO Consultant to Asian Regional Conferences in Saigon in 1962 and Sydney in 1964. He also participated in a number of national and international conferences on adult education including Asian Ministers Conference convened by UNESCO at Colombo in 1979 and Bangkok in 1985. Dr. Dutta was a creative writer who has written number books on various aspects of adult education and also contributed a number of articles for national and international journals.

In recognition of his distinguished service in the field of adult education, the Indian Adult Education Association conferred him with Nehru Literacy Award in 1985.

Dr. V.Mohankumar

Adult Education in India: Provision of Opportunities for Literacy, Numeracy and Basic Skills

S. Y. Shah

Literacy context

India is the second most populous country in the world with a population of 1021 million spread over a vast geographical area comprising of 35 States and Union Territories and having 122 different languages. (Gol, 2011). In spite of the increase in literacy rates from 18.33% to 73% during the period 1951-2011 (Table-1.), India has the largest number of non-literates in the world comprising of 282.70 million which is 36.6 % of global non literates. (Prem Chand, 2015, pp.6, 37). Hence, India's efforts towards promotion of literacy assume considerable importance. Besides, it is estimated that there are 110 million neo literates in the country .The demographic data shows that 65% of Indian population is below the age of 35 and 54% below the age of 25. Mainly because of these factors, the focus of India's adult education programme continues to be on basic literacy and continuing education of the younger age group (15-35).

**Table-1
Literacy Scenario in India - 1951-2011**

Census Year	Population (Million)	Illiterates (Million)	Literates (Million)	Literacy rates	Increase in literacy rates
Literacy Position – 5+ age group					
1951	301.93	246.63	55.30	18.33	-
1961	372.84	267.32	105.52	28.30	9.97
1971	468.60	307.19	161.41	34.45	6.15
Literacy Position – 7+ age group					
1981*	541.05	305.32	235.73	43.57	9.12
1991**	688.15	328.83	359.32	52.21	8.64
2001	864.90	304.15	560.75	64.83	12.62
2011	1046.34	282.70	763.64	73.0	8.2

* Excludes Assam where 1981 census was not held.** Excludes Jammu & Kashmir where 1991 census was not held.

Source: Prem Chand, 2015. *Status and Trend of Literacy in India: 1951-2011*. New Delhi. Indian Adult Education Association .p.6

**A paper commissioned by the International Council for Adult Education for the UNESCO-GMR study of "Formal and non-formal adult education - Provision of opportunities for Literacy, numeracy and basic skills". It is written as per the guidelines provided by ICAE.*

Definitions of Literacy

Literacy has been defined by several organizations in India viz; Census Commission, National Sample Survey, National Family and Health and National Literacy Mission. Since India has ratified the Article 26 of the Universal Declaration of Human Rights, the right to education has been an integral part of the education policy. Article 45 of Indian constitution states that: *The State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, (1950) free and compulsory education for all children until they complete the age of fourteen years. The Eighty-sixth Amendment of the Constitution (2002) recognised it as a Fundamental Right and the Right to Education Act came into effect on 1 April 2010.* (Gol,2014.p.5). The failure to universalise elementary education in India by 1960 and the high dropout rates among elementary school children (36.3 % during 2013-14) has been the root cause of illiteracy in India.(Gol,2014a,p.33)

In the census enumeration, 'a person, who can read and write with understanding in any language', is treated as literate. The person may or may not have received any formal education. A person, who can only read but cannot write, is not literate. All children of six years age or less are treated as 'illiterate' even if the child is going to a school and has picked up reading and writing skills. It is not necessary that a person should receive any formal education or pass any minimum education standard to be treated as literate. Literacy can also be achieved in adult literacy classes or through any non-formal education system. People who are blind but can read in Braille have been treated as literates. The data on literacy collected through census enumeration is based on self-declaration of the respondent, and thus, it classifies all individuals into only two categories, i.e. literate and illiterate. The census data thus suffer from obvious limitations, as these are not based on any objective measure to test the literacy status of the respondents. In the Censuses prior to 1991, children below 5 years of age were treated as illiterates. It was decided at 1991 Census that all children in the age group 0-6, would be treated as illiterate by definition and the population aged seven years and above only would be classified as literate or illiterate. The same criterion has been retained in the Censuses of 2001 and 2011. Further, a person need not receive any formal education or acquire any minimum qualification to be treated as literate. (Gol, 2011a, p.125).

The National Literacy Mission defines literacy as 'acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day-to-day life.' The definition of literacy by the NLM goes beyond the census definition and focuses on the functional literacy. (Gol,2001a). More recently, India has adopted the definition of UNESCO(2003) in the Twelfth Five Year Plan(2012-2017) document which states that: *"Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."* (Gol, 2011b. p.277).

Policy and Planning of Adult Education

Literacy and numeracy forms an integral part of adult education programmes in India and planned within the broader context of the general educational policy. Although the focus of India's adult education has been on adult literacy, it does emphasise functional literacy which includes the following components: achieving self-reliance in numeracy, becoming aware of the causes of one's deprivation and moving towards amelioration of conditions through organization and participation in the process of development and acquiring skills to improve the economic status and general well-being and imbibing the values of national integration, conservation of environment, women's equality, observance of small family norms. There is no specific legislation or statutory bodies of adult education. According to the Constitutional amendment of 1976, Education is a concurrent subject and hence, the responsibilities are shared between the Centre and the States as a 'meaningful partnership'. (GoI, 1998.p.7) While the central government plays a leading role in policy formulation, planning and direct overall educational development in the country, individual provinces are responsible for the implementation of education in their respective areas on the basis of specific directions provided by the central government. With regard to literacy, it is the National Literacy Mission (NLM) of the Government of India which has the main responsibility of planning and implementation of adult and continuing education programmes in the country. Besides, the Department of Women and Child Development has been involved in women specific programmes like the mother and child care.

Adult education programmes in India is mainly funded by the federal government and managed by a well-knit institutional infrastructure at national, provincial and district levels. While the National Literacy Mission Authority (NLMA), a body set up by the Ministry of Human Resource Development of Government of India is entrusted with the overall planning and management of the programme, it is implemented with the support of 29 State Resource Centres, 295 *Jan Shikshan Sansthan*s (Institute of Peoples Education) and 71 University Departments of Adult Continuing Education and 1, 72,000 Adult Education Centres spread all over the country. (GoI.2015). Apart from the State, a number of non-governmental organizations, academic institutions and corporate sector are also involved in adult education programmes in India in a limited way.

The present system of education in India which follows the *National Policy on Education (NPE)-1986* (modified in 1992) locates adult education in the mainstream of educational system. Highlighting the importance of adult education, the NPE observes, "Our ancient scriptures define education as that which liberates i.e., provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning.....It considers *lifelong education as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth,*

housewives, agricultural and industrial workers and professionals to continue the education of their choice at the pace suited to them. (Gol.1998.p.6.)

Adult Education: Historical Perspective

The concept, policy and programmes of adult education in India have undergone several but significant changes over the years. Of the various national and international forces and factors that have influenced the character and development of Indian adult education, the changing policies of Government of India, role of International organizations like the UNESCO, the ideas of Paulo Freire and the key role of prominent adult educators were crucial. Three main concepts of literacy (Shah, 1999.p.5.) can be discerned in the history of Indian adult education viz; civic literacy (1948-67), functional literacy (1968-77) and developmental literacy (1978 till date). Evolved at different points of time, these concepts were operationalized into a variety of programmes, projects and schemes, viz; , Social Education, Farmers Education and Functional Literacy, Rural Functional Literacy, Mass Programme of Functional Literacy, National Adult Education Programme, Total Literacy Campaigns , Continuing Education and Skill development (Table-2).

Table-2

Changing Concept of Adult Education in India

Approaches	Cycles & periods	Key Concepts	Main Programmes
Traditional & Religious	First Cycle (1882-1947)	Basic Literacy	Night Schools, Social Reform Movements
Life-oriented	Second Cycle (1949-1966)	Civic Literacy	Social Education Community development
Work-oriented	Third Cycle (1967-1977)	Functional Literacy	Farmers Education and Functional Literacy Programme, Vocational Training, Workers Education
Social change	Fourth Cycle (1978 till date)	Developmental Literacy.	National Adult Education Programme, Mass Programme of Functional Literacy, Total Literacy Campaigns, Continuing Education, Skill Development.

Source: S.Y.Shah.1999. *An Encyclopedia of Indian Adult Education*. New Delhi. National Literacy Mission, Government of India. p.5

Total literacy campaigns launched in 597 districts in the country during the period (1989-2000) succeeded in imparting literacy to 120.35 million non-literates and generating much awareness besides laying the foundation of a learning society (Gol,2001) . This was followed up by the continuing education programmes till 2009 when the Government of India launched a new programme of *Saakshar Bharat*.

Current Programmes

On September 8, 2009, the Government of India launched a new programme - *Saakshar Bharat* (Literate India) considered as the 'largest literacy programme' (Gol, 2015, p.7) in the world targeting 70 million non-literates which includes 60 million women. Women are the prime focus and predominant participants of *Saakshar Bharat* (SB). The programme has been designed keeping the gender, social and cultural barriers that women face. The approach, implementation strategies, local planning processes, management structures, development of customized teaching-learning material for SB has been done upholding gender perspectives and sensitivity. The approach has been to build on women's existing knowledge and levels of their literacy and numeracy. Women are also engaged in large numbers as volunteers and instructors to encourage women learners to participate in the programme.

The objectives of the programme are as follows:

- (i) Impart functional literacy and numeracy to non-literate and non-numerate adults;
- (ii) Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system;
- (iii) Impart non and neo-literates relevant skill development programmes to improve their earning and living conditions; and
- (iv) Promote a learning society by providing opportunities to neo-literate adults for continuing education. (Gol, 2009, pp 5, 13-14)

Main components of the programme are:

- (i) Lifelong Education,
- (ii) Basic education through equivalency to formal education system,
- (iii) Vocational education and skill development and
- (iv) Continuing Education.

All these programmes are offered as a continuum rather than sequential segments at the *Lok Shikshan Kendra* (Adult Education Centre).

The SB envisions a "fully literate society through improved quality and standard of adult education and literacy". The main goals of SB, to be achieved by 2017, are: (i) raising literacy levels to 80 per cent (from 73 per cent in 2011), reducing gender gap in literacy rate to 10 percentage points (from over 16 percentage points in 2011), and (iii) bridging urban-rural and social group disparities in literacy. Apart from covering 70 million non-literate adults (60 million women), Basic Education Programme and Skill Development has set a target of 1.5 million adults each.

Lifelong Education

Functional Literacy Programme taken up under Lifelong Education aims at imparting functional literacy to non-literate adults. Functional literacy implies achieving self-reliance in reading, writing, arithmetic (numeracy). The learners are also provided with learning activities relating to conservation of the environment, awareness of rights and entitlements, financial inclusion, participation in the democratic institutional practices and process of development. The programme is provided at the *Lok Shiksha Kendra* (Adult Education Centre) and duration is about 300 hours spread over three months and involves instructor based teaching-learning in mother tongue. Each instructor teaches about ten learners. Successful completion of the programme would enable the learner to read and comprehend text such as newspaper headings, road signs etc., apply skills of writing in day-to-day activities like writing applications and letters and filling up of application forms, etc., and compute simple problems involving multiplication and division. Each successful learner is issued a certificate based on an assessment of expected learning outcomes by the National Institute of Open Schooling. Under Lifelong Education the programme 1,052,054 Adult Education Centres (as on March,2014) have been set up in different villages spread across the country to provide continuing education facilities like library, reading room, awareness and short duration programmes for improvement of the living and working conditions of the adults. (Gol.2014b.p.114.)

Basic Education

The Basic Education Programme is designed to achieve the goal of enabling the neo-literates to continue their learning beyond basic literacy and acquire basic education equivalent to 10 years of education in formal education system through the open learning system. The National Literacy Mission Authority has undertaken the task of developing competency levels for flexible basic education at Level I, Level II and Level III which are roughly equivalent to five, eight and ten years of formal schooling.

Vocational Education

The Vocational Education (Skill development) Programmes are organised by the *Jan Shikshan Sansthan*s (Institute of Peoples Education) following the guidelines provided by the NLM. They are run by NGOs and are fully funded by the NLM. The programmes aim at equipping non- and neo-literate adults with vocational skills to improve their living and earning conditions. Under the programme of skill development, training related to different vocations viz; confectionary, food processing, carpentry, plumbing, tailoring, embroidery, toy-making, artificial jewellery, beauty care, textile and leather technology etc. Is imparted to those having a rudimentary level of education.(Gol.2015a.p.118.)

Continuing Education

The main purpose of the Continuing Education Programme (CEP) is to provide opportunities to neo-literates and other targeted beneficiaries for lifelong learning. These programmes are provided through the Adult Education Centres (AEC) set up in each *Gram Panchayats* (cluster of revenue villages under local self-government). Each AEC is expected to provide a library and reading room besides offering short term thematic courses on health awareness/care, food and nutrition, water conservation, drinking water, sanitation, population, development education issues, AIDS/STD, consumer awareness/rights, legal literacy and other topics of interest and relevance to the lives of the learners, vocational and skill development, sports, recreation and cultural activities, information and awareness and technology demonstration. The focus is not only on non-formal education but on establishing strong linkages with the formal system with mechanisms for recognizing prior learning and accreditation' (Gol.2013.p.167.) and achieve a paradigm shift from basic literacy to lifelong learning.

One of the basic approaches under SB is its 'convergence and linkages' with livelihood, development and empowerment issues. Following themes were selected for convergence: Financial Literacy; Legal Literacy & Entitlements and Electoral Literacy. (Gol, 2015.pp.22-23)

Electoral Literacy

The objectives of the programme are to ensure 100% enrolment of women and youth in voter lists and increase in voting percentage in all electoral process. This has been achieved through campaigns with the help of specially designed materials covering the topics of why and how to register as voter, demonstration of electronic voting machine and conducting mock poll. During the general elections held across the country in 2014, the literacy functionaries facilitated the officials of electoral system at state, district, village levels in various tasks like updating of electoral rolls, registration of new voters apart from publicity and creating awareness about the voting rights, importance of voting and documents to be carried during voting process.

Financial Literacy

The major initiatives undertaken as part of Financial Literacy include the following: Motivating and mobilizing more than ten million SB beneficiaries to open their bank accounts under Prime Minister's special drive (*Pradhan Mantri Jan Dhan Yojana*) with the help of advocacy materials covering the related topics viz., budget and planning, saving and investment, bank account operation, loans, risk and insurance, credit card, money transfer and bank correspondence etc.

Legal Literacy

The major initiatives undertaken as part of legal literacy include the discussion and dissemination of information related to : Rights, duties & entitlements, laws against Sex determination, domestic violence, sexual harassment of women, dowry, prevention of atrocities against weaker sections, rights of forest dwellers and Right to Education, roles & responsibilities of parents/guardians.

Innovative literacy programmes: Computer Based Functional Literacy

The Computer Based Functional Literacy (CBFL) Programme was initiated in 2000 by the TATA Consultancy-Asia's biggest software company under the corporate social responsibility, with the objective of using multimedia to strengthen reading. It was based upon the pedagogic finding that reading ability can be achieved much faster than writing and reading simultaneously. In this programme, adults were taught to recognize word as against alphabet using the computer. The programme uses animated graphics and a voiceover to explain how individual alphabets combine to give structure and meaning to various words. The content of the CBFL programme was based on the literacy primers developed by the NLM. Basic literacy was taught in a time period of 40-45 learning hours. Classes are held in the villages in the evening hours with each class having 15-20 adults.

The CBFL marked the use of computers in a large way for literacy learning in India. Old computers donated by business houses were loaded with software developed by the TCS and supplied freely to adult education centers. Multimedia lessons were developed through which words were taught to learners. The technologies of multimedia were supported with flashcards. The words taught using multimedia were also printed on flashcards thereby reinforcing what was learnt through the multimedia lesson. The CBFL methodology of learning encouraged self-learning as well as learning through groups. The programme was significant because of the integration of print with ICTs. A large number of adults have been taught basic reading skill through this project in different parts of India and local languages such as Tamil, Marathi, and Bengali besides Hindi. (www.tataliteracy.com.)

Same Language subtitling (SLS)

SLS is an innovative method using film songs to promote reading among adults and children. It was developed and promoted by the Planet Read Organization. Lyrics of popular film songs shown on national television appear as sub titles on the screen in the same language as the audio. The sub titled word changes color to match the audio making it easier for people to follow. The programme was tried out in ten Indian languages and some African and Chinese languages .The programme makes reading practice an incidental, automatic and sub conscious process and it was found to help adults and children to pick up reading faster (www.planetread.org.)

TARAAKSHAR

The *Tara Akshar* (starword) model of imparting functional literacy has been designed by Development Alternatives, a renowned NGO. It is a laptop based functional literacy programme, which trains an illiterate person to read and write, and provide basic numerical skills in just 98 contact hours (or two hours daily spanning over 56 days). The programme is implemented with the help of a specially designed software along with the use of special playing cards and writing books.

The programme is implemented through the adult literacy centres known as 'Apni *Pathshala*' (Our School). After basic literacy, the neo literates are given training in life skills aimed at enhancing their personality and knowledge on health, hygiene, vocational skills and entrepreneurship development. *Tara Akshar* has been running successfully in several parts of India since 2007. (www.taraakshar.org).

While the above two programmes were being implemented by the respective organizations, they were also recognized and promoted by NLM through 228 camps held in different parts of India. The camps are characterized by high enthusiasm among the learners and found support in the community. The performance of the learners has been assessed through the examination conducted by National Institute of Open Schooling (NIOS). While 95% learners in the TCS camp passed, the results of the examinations conducted by TARAAKSHAR was 100%. The popularity of this programme has encouraged TCS to develop software in more Indian languages.

Mahila Samakhya Programmeme

Mahila Samakhya (Women's Equality) is an innovative programme started in 1989 for the education and empowerment of women in rural areas, particularly those from the socially and economically marginalized. It is managed by the Elementary Education Bureau of the Ministry of Human Resource Development, Government of India and aims at bringing together women so that they can collectively solve their problems through the agency of the *Mahila Sangha* (women's collective) and the federations they form. The main focus of the programmatic interventions under the *Mahila Samakhya* (MS) programme has been on developing capacities of poor women to address gender and social barriers to education and for the realisation of women's rights at the family and community levels. In MS, education is not equated with literacy but seen as a process of enabling women question and critically analyse issues and find solutions to their problems. Literacy is offered when demanded by women. The core activities of the MS programme are centred around issues of health, education of women and girls, accessing public services, addressing issues of violence and social practices, which discriminate against women and girls, gaining entry into local governance and seeking sustainable livelihoods. The programme involves the formation of women's collectives or *Mahila Sanghas* (women's group) at the village level by women facilitators (*sahayoginis*) for mobilizing women. The MS

programme activities involve dissemination of information, awareness-building and facilitating collective actions on core themes and development of supportive structures such as *Mahila Shikshan Kendras* (women's training centres) for the education of older girls and young women who have been never enrolled or have dropped out of school. The *Mahila Shikshan Kendras* provide condensed courses and create a cadre of educated women in backward regions. These *Kendras* (centres) provide condensed quality and gender sensitive education to adolescent girls who have never gone to school, school drop-outs among girls, and adult women. Besides there are *Kishor is angha's* (adolescent group) where adolescent girl's issues and life skills are addressed. The *Kishori sangha* has emerged as an effective means of reaching older out of schools girls and of bringing girls into the mainstream of education. The MS programme also involves setting up of *Nari Adalats* (women's courts) for addressing issues such as violence against women, among others. The programme has been successfully implemented in different parts of India. The evaluation of the MS programme has acknowledged MS as a unique process-oriented programme which has demonstrated ways of empowering rural poor and marginalised women and thereby enabling their effective participation in the public domain and in educational and learning processes. (*Mahila Samakhya*, 2014).

Role of Educational Institutions

A number of educational institutions viz., schools, colleges and universities are also involved in adult education programme in India. Students have been taking active part in Each One Teach One programme implemented by Delhi School Literacy project for long. Some of the universities like Gandhi Gram, SNDT Women's, Delhi, and Jamia Millia Islamia are active in adult continuing education programmes in India. (Shah, 2007,p.9)

Monitoring and Evaluation

Implementation of the SB Programme is being monitored regularly at different levels. Monitoring Unit in the Prime Minister's Office monitors it to inform Prime Minister on a quarterly basis about the performance of the programme. SB's Result Framework Document (RFD) which measures achievements against the specified targets is regularly monitored by the Cabinet Secretariat of government of India. (GoI, 2013, p.8). The NLM has set a target of imparting literacy to 70 million non-literates during the period of five years (2009-2014). The target is divided among different states in the country keeping in view their capacity to manage the programme. The success of learners in the literacy tests conducted by the National Institute of Open Schooling indicates the achievement.

National Literacy Mission Authority carries out close monitoring of implementation of the programme on a regular basis by organising discussions with the State Literacy Mission Authority (SLMA) in different states, organising meetings of SLMAs on

quarterly basis and by collecting monthly progress reports. Real time monitoring of the performance parameters are critical for optimizing the outreach and impact of the literacy programme. To meet these requirements, a Web Based Planning and Monitoring Information System (WePMIS) – developed by the National Informatics Centre (NIC) has been used. (Gol.2014 b.p.89-90). It is a work flow based application networking the major stake holders of the programme and facilitates physical and financial planning, monitoring, reviewing the progress and evaluating the impact of the programme from the grassroots level. As a part of the system, a public portal has also been developed through which the information regarding the programme and its implementation at various levels is disseminated to citizens and facilitates real time monitoring of the programme. Since there are 167,792 implementing agencies and each has to maintain its own account and furnish utilization status to designated agency, a Funds and Accounts Management System (FAMS) has also been developed and used. (Gol,2013)b.

NLM has worked out a systematic approach to evaluate the adult education programme. While concurrent evaluation is carried out by the local institutions, summative evaluation is conducted by a number of external agencies viz; University Departments of Adult Education, Social Science institutions and reputed nongovernmental organizations empanelled by the NLM. The evaluation is conducted using the pre designed tools and techniques. Broadly the tools collect data on the enrolment of learners, attendance and availability of teaching learning materials and frequency of supervision. The findings of the reports are examined by the NLMA and appropriate steps are taken to improve the programme. (Mathew, 2012, pp.249-287).

The Assessment and Certification of adult literacy learners are conducted by the National Institute of Open Schooling (NIOS) –an autonomous institution set up by the Government of India - twice in a year in March and August.(NIOS-Guidelines,n.d). All the adult learners who feel that they have learnt to read and write –irrespective of the fact that they were enrolled in the adult literacy programme or not or completed the prescribed course of study can register to appear for the examination. The three hour written examination tests whether the learners have achieved competency in Reading, Writing & Numeracy skills as per the prescribed norms. Assessments are also designed to gauge the learner's general awareness, including that of social issues and one's work life environment. The learners have flexibility to appear in the examination as per convenience between 10 AM – 5 PM on the day of examination. The learners are graded at three levels of grades – A, B & C and given certificates issued jointly by NLMA and NIOS. While the Learners obtaining Grades 'A' & 'B' are eligible for certification, learners with Grade 'C' can re-appear as many times till they qualify. During the last three years (2012-15), 43.28 million learners appeared in the examination of which 31.30 million passed. (Gol.2015.p115.).It has been observed that in the absence of a mechanism to verify the genuineness of the candidates, often literate candidates appear in the examination which falsify the pass percentage.

The two mechanisms developed for monitoring the programme and assessment of learners seems to be good models for other countries to follow.

Conclusion

Eradication of illiteracy has been an important national concern in India. The task has been challenging due to a number of constraints like the size and diversity of its population; poor quality of the literacy programme; high dropout rates; the lack of trained and dedicated teachers and inadequate infrastructure and funding support. Yet, over the years, a variety of adult education programmes have been implemented in the country by the state and civil society and it has contributed to the gradual growth of literacy. There has been very close cooperation between government and NGO's and corporate sector in the promotion of literacy in India. Government has not only accepted the innovative models developed by NGOs and corporate sector but also promoted them. The concept of literacy has moved beyond its simple notion as a set of technical skills of reading, writing and calculating to a plural notion manifold meanings and dimensions. In fact, literacy work has seen a paradigm shift in terms of pedagogy in the last couple of decades. The shift has been from basic literacy to functional literacy and finally to lifelong learning. Adult education is no more seen as basic literacy and numeracy. Importance of skill development as an integral part of lifelong learning has been recognised by the Government and a new policy on National Skill Development and Entrepreneurship has been formulated in 2015. (<http://www.skilldevelopment.gov.in/National-Policy-2015.html>.)

Skill development linked to livelihood is critical for the success of SB. One of the basic approaches under SB was its 'convergence and linkages' with livelihood, development and empowerment issues. However, the approach remained casual and as such fragmented, piecemeal and ad hoc. Several evaluation studies of literacy programmes commissioned by the NLM at regular intervals have invariably revealed the poor performance and low success rate of around 40%. It has been reported by several grassroots level organizations that a large percentage neo-literates relapse into illiteracy due to delay in starting post literacy and continuing education programmes. If the limited funding to adult education checked the expansion of the programme, the inordinate delay in paying honorarium to the literacy workers demotivated them and made them leave the work. The process evaluation of Saakshar Bharat programme found the web based planning and Monitoring Information system (WePMIS) as well as the FAMS very complex and not user friendly and suggested the need for simplification. (GoI.2015.p.24.). In spite of these weaknesses, the literacy programme has been continuing and literacy rate may likely to grow as in the previous decades specially when there is tremendous expansion of elementary education. Hence, it may be quite logical to expect that the literacy rate in India will increase from 73% to above 80% much before 2030, which may be considered substantial and India will meet the SDG 4.6 by ensuring that all youth and a substantial proportion of adults, both men and women achieve literacy and numeracy. This may be possible

if the trend of steady increase in literacy rates as in the previous decades continues in future and India may achieve the desired result.

Recommendations

Monitoring of literacy programme should be comprehensive covering both qualitative and quantitative aspects. It has been observed that the literacy programmes are generally monitored in terms of quantitative achievements. i.e; number of learners enrolled and the numbers who successfully completed the programme. Since very little information is available on infrastructure, number of instructors, teaching learning strategies which affect the quality of programme, special care should be taken to monitor the programme with respect to these aspects.

Assessment of learners should not be only confined to pass or fail; but focus on the quality of their learning.

A wide variety of literacy programmes need to be developed to tackle the problem of massive number of illiterates keeping in view the specific socio economic situation in the country.

Promotion of literacy should not be the main concern of the government. All sections of the society should be involved and Private public partnerships should be encouraged.

In view of the tremendous expansion of ICT especially cell phones, attempts should be made to utilise them for the promotion of literacy and monitoring its progress.

Web based technology should be developed to monitor the progress of literacy programmes.

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Mapping an Action Plan for the Implementation of Adult Learning and Education Targets of Sustainable Development Goal 4 in Nigeria

*Ojokheta, K.O.
Omokhabi Abiola Adiat*

Introduction

One of the most significant global frameworks for development was The 2030 Agenda for Sustainable Development approved by the United Nations in 2015. The agenda, with its specified goals, was designed at transforming the world (United Nations, 2015). It marked a paradigm shift in the global framework for development and presented a unique opportunity to reorient efforts towards a new path for development with sustainability at its core (Ojiambo, 2017).

Education has been perceived as central to the achievement of all the 17 Sustainable Development Goals (SDGs) and their associated 169 targets. Education directly relates to one goal (SDG 4) but cuts across the entire SDG agenda. At the 19th Conference of Commonwealth Education Ministers (CCEM) held in The Bahamas in June 2015, ministers reinforced the centrality of education for building resilience and preparing the next generation of Commonwealth citizens to contribute positively to the social, environmental and economic development of their communities. Ultimately, they highlighted the pivotal role that education has in achieving sustainable development and driving the SDGs.

The agenda has been universally conceived to have significant influence in the context and activities of Adult Learning and Education (ALE) in the 21st century and beyond. SDG 4 – ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’- directly relate to Adult Learning and Education. SDG 4 can thus be appropriately termed as “transforming the world of Adult Learning and Education” through a matrix of an action plan. This paper is, therefore, written suggesting an action plan which can be adopted in the implementation of SDG 4 in Nigeria.

The Description and Context of SDG 4

SDG 4 has 10 targets. Five of these inter-related targets, which are directly or indirectly related to adult learning and education, are stated below:

**A Paper in a Book of Reading in Honour of Professor Fatima Umar entitled:
Reinventing Education and Lifelong Practice for Sustainable Development**

SDG 4.3- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

SDG 4.4- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

SDG 4.5- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

SDG 4.6- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

SDG 4.7- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

The five targets, as shown above, are structured in line with all the components of Adult Education such as: access to knowledge and acquisition of skills to promote sustainable development, access of all, including vulnerable people, to education and training, literacy and numeracy, as well as integration into global citizens and cultural diversity. The understanding of these targets invariably connotes that there must be clearly specified action plan for the implementation of these targets in the country. The action plan will portray Nigeria as highly committed towards the implementation of the specified targets.

Justification for the Adult Education Targets of SDG 4

Adult learning and education (ALE) has made a long evolutionary journey from being merely a second-chance opportunity for illiterate adults to acquire basic literacy and numeracy skill; to a comprehensive canvas for providing education for all, throughout life, as lifelong and life-wide learning (CONFINTEA VI: Mid-Term Review 2017). Based on this submission, adult learning and education is now universally perceived as a fundamental human right 'for the achievement of equity and inclusion, for alleviating poverty and for building equitable, tolerant, sustainable and knowledge-based societies' (UNESCO, 2011, pp. 42-43). This definition manifests a holistic approach to adult learning and education which does not limit it to skills training for getting employed in the job market (Regmi, 2015). The last UNESCO international Conference on Adult Education, (CONFINTEA V1, 2009), conceptualised adult learning

and education as 'a significant component' of the humanistic perspective of lifelong learning (UIL, 2014; UNESCO, 2011).

Though the terms adult education, adult learning, lifelong education, and lifelong learning are often used interchangeably, the meanings of these terms differ significantly and have crucial policy implications (Regmi, 2015). The term lifelong education introduced by UNESCO (Faure, Herrera, Kaddoura, Lopes, Petrovsky, Rahnama, & Ward, 1972) highlighted an inevitable necessity of providing learning opportunities to adults irrespective of their age, class, gender, and socioeconomic statuses. Since then, various attempts have been made to provide functional as well as critical adult education opportunities to those marginalized adults. Those adults need a holistic approach to adult education that helps to enhance capabilities so as to enable them to critically analyze their day-to-day problems and find solutions through local means. These are the bases for the incorporation of the adult learning and education targets in SDG 4.

UNESCO and UIL, (2016, p. 8) identified the aim and role of Adult Learning and Education in the 2030 Agenda for Sustainable Development thus:

[the] aim of adult learning and education is to equip people with the necessary capabilities to exercise and realize their rights and take control of their destinies. It promotes personal and professional development, thereby supporting more active engagement by adults with their societies, communities and environments. It fosters sustainable and inclusive economic growth and decent work prospects of individuals. It is, therefore, a crucial tool in alleviating poverty, improving health and well-being and contributing to sustainable learning societies.

The International and Regional Support for the Implementation of the Targets

Prior to the United Nations adoption of the sustainable development goals, the Sixth International Conference on Adult Education (CONFINTEA VI), held in Belém in Brazil in 2009, issued the Belém Framework for Action which provided a set of recommendations for the development of adult learning and education. The framework for action stressed the broadness of the concept of adult learning and education as a "significant component of the lifelong learning process, which embraces a learning continuum ranging from formal to non-formal to informal learning" as well as an "imperative for the achievement of equity and inclusion, for alleviating poverty, and for building equitable, tolerant, sustainable and knowledge-based societies" (UNESCO, 2010).

It also laid emphasis on lifelong learning and education policies and practices as having "the advantage of returning to the concepts of adult education and training, concepts that have been openly devalued over the last decade in national and

transnational speeches and political orientations, in favour of economically valued qualifications, skills, and abilities” (Ireland, 2014).

The framework equally focused on implementation issues such as: policies, governance, and financing of adult learning and education, literacy as a key competence for lifelong learning, as well as quality and assessment of learning outcomes in adult learning and education.

Similarly, a regional expert meeting of Sub-Saharan Africa, which provided the justification for the United Nations SDG 4, was held in November 2012 in Praia, Cabo Verde. The theme of regional meeting was ‘Increasing the participation of youth and adults in learning and education’ while the objectives were to identify successful examples of adult education policy and practice and to share and learn from these achievements. Importantly, the meeting set out to develop effective regional action points for implementing the Belém Framework for Action.

The Cabo Verde meeting noted that countries needed to distinguish between mere declarations of political intention and actual political will, which is translated into action and reflected in funding and implementation mechanisms; the operational strategies and concrete policy recommendations; the mobilization of financial and material resources, as well as an inter-sectoral approach for implementing the Belém Framework for Action (UIL, 2013b).

In May 2015, ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector gathered in Incheon, Republic of Korea for the World Education Forum 2015 (WEF 2015). The outcome of the meeting has been universally tagged “The Incheon Declaration – Education 2030”. The Declaration had a vision of equitable quality education and the promotion of lifelong learning opportunities for all in the context of the ‘unfinished business’ of the Millennium Development Goals and the Dakar 2000 declaration.

Clause 24 of the Declaration noted that all youth and adults, especially girls and women, should be provided with opportunities to achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire skills for life and decent work. Importantly, the provision of adult learning, education, and training opportunities must be ensured. Cross-sector approaches traversing education, science and technology, family, employment, industrial and economic development, migration and integration, citizenship, social welfare and public finance policies should be used (World Education Forum, 2015; &UNESCO, 2015).

Bokova, (2015), in her remark on Statements of the Heads of the WEF 2015 Convening Agencies, contended thus:

This Declaration is a huge step forward. It reflects our determination to ensure that all children, young people and adults gain the knowledge and skills they need to live in dignity, to fulfill their potential and contribute to their societies as responsible global citizens. It encourages governments to provide learning opportunities through life, so that people can continue to grow and be on the right side of change. It affirms that education, a fundamental human right, is the key to global peace and sustainable development.

Another international expert meeting towards the preparation of the adoption of the SDG 4 was held in Muscat, Oman in 2014 (UNESCO, 2014). The agreement which emanated from the meeting has been universally termed the Muscat Agreement. It was an agreement reached among various stakeholders—ministers, heads of delegations, leading officials of multilateral and bilateral organizations, and some senior representatives of civil society and private sector organizations—in the global Education for All (EFA). The Muscat Agreement endorsed an educational goal proposed by previous consultations (High Level Panel, 2013; Open Working Group, 2014; and UNICEF-UNESCO, 2013). The review of all these documents revealed that the international community agreed upon an overarching goal for education which was to “ensure equitable and inclusive quality education and lifelong learning for all by 2030”.

The third Global Report on Adult Learning and Education (GRALE III) (UIL, 2016) also provided an excellent picture of the state of Adult Learning and Education in the world and the general developments and innovations that have occurred since the Belém Conference of 2009. The report noted that ALE is often neglected compared to formal schooling and post-schooling, and has to be even more energetic to gain funding, even though it can point to the benefits that ALE can bring to people’s lives.

Challenges Confronting the Implementation of the Targets in Nigeria

Some of the noticeable and well-pronounced challenges confronting the implementation of the AE targets of SDG 4 in Nigeria are discussed below:

1. Misleading Perception of Adult Learning and Education as Literacy- Nigeria was mentioned in the Regional Report of CONFINTEA VI Mid-term review, 2017 as one of the several countries in Sub-Saharan Africa that restricts their definition of Adult Learning and Education to literacy (alphabétisation) or adult basic education. Other countries are: Burkina Faso, Senegal, South Africa, Togo and Uganda, Even what is termed ‘lifelong education’, most times, is clearly only literacy.

2. Data Desert on Adult Learning and Education- Aitchison, (2012) lamented that in Nigeria, and other Sub-Saharan Africa, there is a data desert in regard to research and data on ALE and even when research is done and data are collected, it is often unavailable for comparative purposes.

3. Absence of a clear cut policy of Adult education targets- It is universally known that policies are the courses or principles of action adopted or proposed or agreed to by a government about what to do to further the development of lifelong learning in particular situations. In the normal course of events, policies lead to strategies and plans and sometimes to legislation and new institutions, so that the policies may be implemented. In Nigeria, the full continuum of lifelong and lifewide learning remains somewhat underdeveloped. Illiteracy and low levels of education have together acted as barriers to continuing education and training.

4. Very low level of public resources to Adult Education. By international comparison, there is the lack of criteria and benchmarks for resource allocation to adult learning and education as well as the proportional reduction of adult learning and education allocations as share of GDP in total government budget in recent years.

5. Insufficient numbers of Adult and Non-Formal Education facilitators of required quality standards. Most of the adult and non-formal education facilitators are known to lack the basic knowledge of the principles of adult learning as well as that of skills of facilitating learning with adult learners. It is also known of the inability of the system to attract and retain capable people to facilitate teaching and learning in adult and non-formal education programmes in Nigeria.

6. Supply-driven skills development with low quality in the informal economy. In Nigeria, it is known that attention to apprenticeship and needs of the informal economy is often accorded little minimal relevance even though the sector accounts for over 80% of employment.

7. Scarcity of policy document on ALE in Nigeria. Very few policy documents on efforts of Nigeria on the implementation of SDG 4 are accessible through the internet. For example, the UNESCO Institute for Lifelong Learning website collection of these efforts is very thinly populated. See (<http://www.uil.unesco.org/lifelonglearning/lifelong-learning-policies-database/collectionlifelong-learning-policies-and>).

8. Non-existing Post –CONFINTEA VI Action Plan. There is lack of well documented post-CONFINTEA VI action plans that covered areas of policy, literacy, governance, financing, participation and quality in Nigeria.

Recommendations for the Effective Implementation of the Targets in Nigeria

The success of the Adult Education targets of the SDG 4 requires sound policies and planning as well as efficient implementation arrangements. Therefore, the following are recommended for the successful implementation of adult learning and education targets of SDG 4.

1. There is the urgent need for Nigeria to specify timelines for national implementation of the Adult Education targets of SDG 4. The timeline can be a 10 year plan of implementing the Adult Education targets of SDG 4. The plan will indicate the national objectives, goals and targets, strategies, as well as indicators. The 10 year plan will assist the country to contribute to the international discourse on SDG 4 and its adult learning and education targets. The National Commission for Mass Literacy, Adult and Non-Formal Education can be saddled with this responsibility. The action plan should be made accessible through the internet especially on UNESCO Institute for Lifelong Learning website collection <http://www.uil.unesco.org/lifelonglearning/lifelong-learning-policies-database/collectionlifelong-learning-policies-and>.
2. It must be noted that policies on Adult Learning and Education are informed by how it is defined in a country. The narrow and misleading definition of Adult Learning and Education in Nigeria as literacy education probably explains the neglect the sector has suffered in the country. There is, therefore, the urgent need for the education policies planners and other stakeholders in Nigeria to officially recognize the comprehensive guiding definition of ALE as provided in the 2015 UNESCO Recommendation on Adult Learning and Education and adopt it in subsequent description of what adult learning and education connotes rather than the restriction of the sector to literacy. The 2015 Recommendation defined:

Adult learning and education as a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes: formal, non-formal and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their own interests and those of their communities, organizations and societies (UNESCO and UIL, 2016, p. 6).

This comprehensive definition distinguishes three core areas of skills and learning: (a) to equip adults with literacy and basic skills, (b) to provide continuing training and professional development, and (c) to promote active citizenship through what is variously known as community, popular or liberal education.

3. There is also the urgent need for the education policies planners and other stakeholders in Nigeria to recognize the comprehensive guiding definition of literacy as provided in the 2015 UNESCO Recommendation on Adult Learning and Education (UNESCO and UIL, 2016, p. 6) and adopt it in subsequent description of what literacy connotes. The 2015 Recommendation on Adult Learning and Education defined:

Literacy is a key component of adult learning and education. It involves a continuum of learning and proficiency levels, which allows citizens to engage in lifelong learning and participate fully in community, workplace and wider society. It includes the ability to read and write, to identify, understand, interpret, create, communicate and compute, using printed and written materials, as well as the ability to solve problems in an increasingly technological and information-rich environment. Literacy is an essential means of building people's knowledge, skills and competencies to cope with the evolving challenges and complexities of life, culture, economy and society (UNESCO and UIL, 2016, p. 2).

4. There is also the urgent need for the country to recognise the following areas as key areas of action for the successful implementation of the adult learning and education targets of SDG4. These areas are: policy, governance, financing, participation, inclusion and equity, as well as quality.
5. A panel of Adult Education experts, with insight and interest in the interface of education and national development, should be inaugurated and brought into the process of crafting and elaborating an action plan for each of the key areas of action identified above. The action plan must be backed by law and used as the basis for budgets to adult learning and education agencies and parastatals.
6. There is also the need for Nigeria to have new policy covering the broad field of adult learning and education especially on advocacy and consultations with all relevant stakeholders and for concretizing responsibilities as well as for forming of coordination bodies.
7. There is the need for effective inter-ministerial, multi-sectoral cooperation, coordination, support networking, and partnership in adult learning and education in Nigeria. There is the need, as well, to strengthen agencies specialized in adult learning education with relevant and well-resourced staff.
8. There is also the need to map the situation of vulnerable youth and assess their needs and conduct needs assessments to ensure the development of contextually, culturally relevant, and useful programmes for them.
9. There is the need to develop alternative programmes for marginalized and disadvantaged groups and improve the training-delivery systems to meet the needs of these groups. It is also important to revise curricula to meet the specific needs of these marginalized groups and train curriculum designers to do so.

10. Finally, there is the need to develop knowledge-management systems for the collection, analysis, and dissemination of both qualitative and quantitative data and good-practice reports to inform policy development and practice.

Conclusion

From the discussion of this paper, there are three urgent and cardinal things that Nigeria needs to do in the implementation of the adult learning and education targets of the SDG 4. They are: (1) the adoption of the expanded and comprehensive definitions of literacy and adult learning and education as specified in the 2015 UNESCO recommendations as the basis for the design of the action plan; (2) the inauguration of an action plan towards the implementation of the targets; and (3) the inauguration of expert committee to draft the action plan along the areas of policy, governance, financing, participation, inclusion and equity, and quality. When these three suggestions are instituted, it is then that the country can be taken seriously by the global community to have taken a bold step towards the successful implementation of the adult learning and education targets of SDG 4 and contribute to the international discourse on the subject matter.

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Making Learning More Accessible for Women: The Practitioners' Viewpoint

Anita Priyadarshini

Open and distance (ODL) has been seen as a great liberator which has brought education to the doorsteps of those who are deprived and excluded. Over the years, ODL has been promoted by governments as a viable means for reaching out to the unreached and for overcoming the gaps that conventional face to face education has been unable to fill. Women are considered to be a major section of society that has and can benefit from the ODL system; the flexibilities of ODL are regarded as advantageous to the educational requirement of women and a suitable medium for strengthening women's education. In the recent years, the advances in technology have revolutionized the way in which society functions – the impact on the educational system being significant. Technology is seen as a channel that can increase the outreach to women and can overcome barriers that restrict women's education and change the way in which women learn.

The distance education system in India is now over fifty years old. The first correspondence course was started in 1962 when the University of Delhi set up its School of Correspondence Courses and Continuing Education. The first ODL University is the Dr. B.R. Ambedkar Open University (then Andhra Pradesh Open University) which was established in 1982. The Indira Gandhi National Open University (IGNOU) was set up in 1985 and is recognized as lead university in open higher education sector. In view of the mandate given to IGNOU, there is a need to introspect and reflect upon whether the University has achieved all that it was set up for with respect to reaching out to its women learners. Are the issues of physical accessibility, counselling, technology and other provisions for women's learning being adequately addressed and how can the experiences of the past years help to make the system more robust and women friendly?

For this purpose, the present study was carried out with the twin objectives of reviewing the status of women's enrolment in the world's largest university, IGNOU, and suggesting policy interventions for improving access of women to ODL.

Methodology

This study was conducted in a mixed mode using secondary data as well as

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conducting content and document analysis. In order to generate ideas and suggestions on issues of gender concerns focussing on the problem of access and equity, the technique of brainstorming was used. Views were also obtained through interviews.

The sample was made up of teachers and academics, who had been involved with the functioning of the ODL system, and had a work experience which ranged from 5 to 30 years. The sample size was 28 comprising senior Directors of Schools, Programme Coordinators of different disciplines, faculty with representation from the Regional Services Division. The disciplines of the participants varied with representatives belonging to the traditional academic as well as professional, technical and skill development programmes.

Results: Review of Women's Enrolment in Higher Education

As per the Government of India's Ministry of Human Resource Development (MHRD) Annual Report (2014-15), Gross Enrolment Ratio has increased from 19.4 in 2010-11 to 21.1 in 2012-13 (P) showing growth of 8.76 percentage points during this period. These figures show that although the GER for male population was higher than that for women, yet the figure for GER for women was also substantial. According to All India Survey on Higher Education, 2014 (Provisional), the Gender Parity Index was 0.93.

Table -1: Gross Enrolment Ratio (GER) in Higher Education: 2010-11 - 2012-13

Category	2010-11	2012-13 (P)
Male	20.8	22.3
Female	17.9	19.8
Total	19.4	21.1

Source: Annual Report 2014-15, Ministry of Human Resource Development, GOI, p. 81

It is also seen that India has made considerable progress since Independence, with there being a significant rise in the women's' enrolment in higher education.

Table-2: Women Students' Enrolment & Women Students' Per Hundred Men Students (2014-15)

Year	Total Women Enrolment (000s)	Women Enrolment Per Hundred Men
1950-1951	40	14
2014-2015	12476	88

Source: UGC Annual Report, 2014-15 p. 61

India has one of the largest higher educational systems in the world. The total students' enrolment in Universities and Colleges for the year 2014-15, through conventional face to face mode, stood at 26,585,437 (26.58 million). Of this, the total

number of women was 12,475,669 (12.47 million), which amounts to 46.93%. (UGC, 2015 p. 53-54)

The Open University system has contributed to the growth of the higher education sector. According to Srivastava (2015), the total enrolment in 2013-14 in the 14 Open Universities of the country stood at 2.10 million. The review of the student's enrolment figures shows that Open Universities are able to attract large numbers of women learners. As per university reports, the student profile of YC Maharashtra Open University, Nasik for the year 2013-14 shows that 35.5% learners were female, while women's enrolment of B.R. Ambedkar Open University, Hyderabad stood at 43.3% women for the same period. The Tamil Nadu Open University, Chennai reported 49.1% women's enrolment for 2013-14, while at KKH State Open University, Guwahati women's enrolment in the year 2013-14 stood at 43.9%.

The Indira Gandhi National Open University (IGNOU) has witnessed an impressive rise in student enrolment from 4,528 in 1987 to a massive number of 741,726 in 2015 (Vice Chancellor's Report, IGNOU (2015). As regards the issue of women's enrolment, the enrolment trend of the last ten years shows that IGNOU has also witnessed a steady rise in women's enrolment. While female enrolment in 2004 was around 35.8%, it had increased by 10% by 2015 and stood at 45.8%.

Table-3: Enrolment Profile of Male –Female Learners of IGNOU

Sex	2004	2005	2014	2015
Male	64.2	63.6	55.2	54.2
Female	35.8	36.4	44.8	45.8

Source: Based on Chaudhary and Shankar (2015)

It is significant to note from the above data analysis that IGNOU has been able to achieve close parity with the formal education system in terms of enrolment of women. Both face to face as well as ODL system show a similar gender ratio of around 46% with respect to student enrolment of females in higher education.

It is also relevant to review the positioning of programmes in the total enrolment of the University and relate it to the positioning of women within these programmes. In 2015, IGNOU offered 228 programmes, which were at different levels and each programme had its own eligibility criteria for admission. The educational qualification required for admission into these programmes varied from being merely literate to having a degree in a particular subject.

The total percentage wise share of learners in the IGNOU programmes is as follows:

Table-4: Level Wise % Share in Total Enrolment (1986-87 – 2014-15)

Level	Enrolment	% of Share
Advance Diploma	18123	0.19
Bachelor	4531896	47.67
Certificate	636561	6.70
Diploma	567211	5.97
Master	3119548	32.81
PG Certificate	6793	0.07
PG Diploma	273095	2.87
Other	352544	3.71
Online	1226	0.01

Source: Chaudhary and Shankar (2015), p. 10

Table-5: Male – Female Programme Level Wise Distribution (%)

Programme level	Male Enrolment %	Female Enrolment %
Advance Certificate/Diploma	0.25	0.12
Bachelors degree	50.32	42.70
Certificate	14.30	13.59
Diploma	6.88	9.59
Masters Degree	24.43	30.44
PG Certificate	0.16	0.10
PG diploma	3.58	3.01
Others	0.09	0.07

Source: Chaudhary and Shankar (2015), p. 16

It is seen that the Bachelors and Masters degree programme are most popular and attract 80% of the student enrolment. Another interesting outcome is that the number of women enrolled in Masters Degree programmes is, in fact, higher than the number of males enrolled. This augers well for women and their usage of the ODL system for furthering their education.

However the review of documents shows that the expectations from ODL system in general and IGNOU in particular are high. The ODL philosophy and *raison d'être* for ODL institutions in the developing world has to be seen in the context of the state's own responsibility of providing higher education for all, especially the marginalized. The ODL system was set up to bring about democratization of education, to reach the unreached, to go to places where the formal system had failed, to reach out to those groups who were left out/pushed out from the formal system – to encourage participation and freedom of learning through its bouquet of choices and thus cater to those who want to carve out their own educational path. The IGNOU Act (1985) states that the objects of the University would be “to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community generally.” (IGNOU Act, clause 4).

These obligations and demands upon the system to provide opportunities for greater access to higher education remain the same even today. The Twelfth Plan Document of the Planning Commission states that Open and Distance Learning will be used to widen access and significantly expand capacity in a cost-effective and flexible manner. The share of ODL in the proposed additional target enrolment of ten million students stands at one million learners. It is envisaged that ODL would be able to create greater access and would reach out to more learners including “non-traditional” learners and thus make its contribution to achieving the target 30 per cent GER by 2020-21. (Planning Commission (2013), p.91,101).

In 2016, the Government of India released the Report of the Committee for Evolution of the New Education Policy. The Report states that despite many gains, the Indian education system faces several problems that dent its credibility. The neglect of skill and vocational education and over-emphasis on acquiring “dead end qualifications” which do not lead to employment is cited as one such challenge. (NEP (2016), 9.4.2, p.171). The Report notes the disparity in women’s participation in higher education and finds the situation far from satisfactory. (NEP (2016), 4.13, p.35)

India is also a signatory to the Sustainable Development Goals, of which Goal 5 is a standalone goal for achieving gender equality and empowering all girls and women. The World Economic Forum Report on Global Gender Gap (2014) found a positive correlation between gender equality and per capita GDP. The rise in female education brings about a rise in the participation of women in the labour force. The inclusion of women in employment contributes to the sustainable development of the country. Yet India has one of the lowest rates of FLFP (female labour force participation) rates in the developing world. According to World Bank (2016), this rate dropped further from 27.6 per cent in 1990 to 24.2 per cent in 2014. The need to cater to the educational requirements of women calls for their inclusion in flexible learning systems, through institutions like IGNOU.

The success of the ODL system has to be therefore measured against its own objectives rather than against the formal system. Undoubtedly ODL system cannot afford to feel satisfied even if it stands close to the same enrolment rate as brick and mortar educational institutions. In fact a successful ODL system is one that delivers more effectively and efficiently than the formal system. The strength of ODL system lies in its ability to be flexible to fulfil the multifarious needs and aspirations of its diverse student population, especially those who are marginalised. It is with this perspective that one needs to reflect upon the observations of ODL practitioners towards women’s participation in higher education through ODL.

Discussions and Observations: Challenges Facing Women Participating in ODL

The most critical issue in ODL still remains that of access and equity. The low

participation of women is a common trend in developing countries. There are many studies from Africa and South Asia which have investigated low participation of women in ODL and identified the main reasons for this phenomenon. (Mensa, *et al*, 2008). Educational deprivation related to socio-economic, cultural and religious reasons is also well documented. The role of political will and government policy, advocacy, allocation of resources in deciding access and equity is also well known. However there is another challenge that women learners face and this comes from within the ODL system itself, i.e. whether the system is equitable? Does it take into account the specific problems that women learners face? Or does the system become a prisoner to its own need to conform? Do the large student numbers create a hierarchy and an educational order in which there is survival of only the fittest? The observations made by practitioners pertaining to both academic and non-academic issues are given below.

The growing phenomenon of massification of higher education has implications for the ODL system. IGNOU already has 2.8 million students on its rolls in 2014-15 (Vice Chancellor's Report, IGNOU, 2015). With close to 80% of its ODL learners pursuing Masters and Graduate level programmes, the space for learners in shorter duration non-traditional programmes has been reduced. This uneven enrolment distribution means has its own implications as many such programmes, including skill based programmes, are those that have social and economic value for women. There is a fear that such low enrolment programmes, which is not financially viable, may become marginalised and lower in priority in the larger scheme of operations. This would curtail accessibility of women to education and skill development through ODL.

The issue of physical accessibility remains a major challenge for women pursuing ODL programmes, with geographical distance acting as an obstacle in their smooth academic pursuit. When women take up programmes, they must be able to attend counselling. Counselling refers to the face to face component which is provided at programme study centres where learners can attend tutorials, submit assignments, use technology support, and make use of library and laboratory facilities. Counselling is an academic requirement in programmes which have a "hands on" component. There is therefore a necessity of having study centres that are in close physical proximity to the women's home or workplace. In a recent programme evaluation study of a high value programme, it was seen that women learners dropped out due to the distance (physical inaccessibility) of the study centre. (Priyadarshini, 2016).

The views of practitioners on the Self Learning Material (SLMs) call for reflection upon their design and development so that rigidity of material design does not become a deterrent for women learners. The importance of printed learning materials in the life of the IGNOU learner can be seen from the fact that, the total volume of course materials printed, in 2014, was 18.9 million (Vice Chancellor's Report, IGNOU (2015). IGNOU in its initial years developed its own instructional design house style, along

with a procedure for development of materials to ensure high quality. This design became the 'standard' and was adopted across all programmes. However as new programmes, with diverse aims, are offered to learners of different educational backgrounds, there must be options for new instructional design. Further there is sufficient research to show that gender differences exist in learning behaviour. The treatment of content has to be conducive to women's learning. Learning from one's own experiences and building upon what has been experienced is in line with the tenets of feminist pedagogy.

There can be no doubt about the value of ICTs in the learning process. However it was felt that if technology has to effectively contribute to the ease of access of knowledge, then appropriateness of technology has to be considered. In a recent programme evaluation, it was seen that most learners had easy access to radio and mobile phones (Priyadarshini, 2016). Problems arise when programmes are telecast through time slots that are unsuitable for women. In rural areas, the reality is that the time slot reserved by women for milking cows, filling water, feeding cattle, or organizing the household cannot be given up for viewing educational programmes.

Accessibility is also increased when programmes are linked to livelihood and are perceived to be able to add to a women's financial status. The enrolment data of IGNOU shows that short duration certificate programmes in the areas of health care, food and nutrition, guidance, childcare, primary teacher training are able to attract higher female enrolment (Chaudhary and Shankar, 2015). There is a need to reach out to women in the unorganised sector through programmes that are aimed at their skilling, re-skilling and up-skilling.

The practitioner's agreed that one of the biggest stumbling blocks is the lack of research in areas related to women in ODL. Women and issues of their learning tend to be neglected due to which policy making gets impaired.

A disturbing challenge related to women learners is the issue of their safety and security both within and outside the learning environment. As women travel long distances to study, they are vulnerable to sexual harassment and even violence.. The fear of being accosted while travelling is reason enough to dropout. This is where ICTs can play an important role through online, e-learning support. Technology may be used for monitoring security measures so as to protect the rights of women to pursue education in a safe and dignified environment.

Related to this is the issue of mindset and attitude of ODL functionaries towards women learners. The need for demonstrating gender sensitivity towards women, creating avenues for their grievance redressal is important. The need for gender sensitisation through training programme for all levels of ODL functionaries would help in creating positive attitudes and in turn help in retaining women and preventing dropout from the system.

One of the interesting issues that emerged was the contradiction between ODL serving as an educational model for providing education to deprived marginalised groups as against the need for ODL institutions to be self-sustaining. There is a perception amongst policy planners / fund providers that the large student numbers will provide financial resources for ODL. However the fact is that ODL institutions have been set up not to make profits, but to fulfil the state's social and moral responsibility towards its citizens. Therefore the economies of scale model need not be applied on programmes bearing high social value for women, as this could impact the growth of an inclusive society.

Future Strategies: Some Recommendations

The review of documents, interviews and discussion resulted in certain recommendations in some specific areas. In order to increase access for women's participation in higher education, the following measures were suggested:

Strengthening Access and Equity

- Special measures to address access and equity issues to reach out to women be taken up as part of policy.
- Programmes be developed for marginalized sections even if enrolment is low.
- Flexible custom-made programmes for women in the unorganized sectors be developed
- Special provisions for women learners and within women, special measures for those who are from communities that more deprived i.e. marginalized, tribal minority groups, disabled be made

Nurturing High Social Value Programme with Low Enrolment Programmes

- Courses with high social value but low enrolment that are women oriented be nurtured irrespective of their financial viability
- Small enrolment programmes be sustained through suitable revenue models
- Corporate funds of industry can be tapped for running socially relevant programmes for women.

Developing Innovative Women Centered Self Learning Materials

- Inclusion of gender as continuous theme within self learning materials be made
- Provision for designing of SLMs in accordance with the educational level of women be made
- Development of innovative learning materials focusing on women be undertaken

- Provision for gender editing of course materials to prevent stereotyping be made
- Content analysis of materials be conducted regularly.

Reducing the Distance through Media and ICTs

- Promotion of radio and community radio to reach out to women.
- Development of M-learning, E-learning programmes, online programmes, MOOCs
- Multimedia programmes to be developed for teaching and training purposes.
- Provision for adoption of programme appropriate technology
- Use of technology for addressing safety and security issues of women

Ensuring Safe and Secure Programme Delivery

- Provision for innovation and designing of different paths for programme delivery based upon the programme and enrolment numbers.
- Delivery aspect of programmes to be looked at from a gender view point.
- Counseling can be conducted with gender sensitivity.
- Inclusion of gender concerns in programme delivery mode across programmes.
- Women sensitive environments and infrastructure (toilets, common rooms, etc.),
- Safety and security concerns be addressed with
- Setting up of mandatory institutional mechanism for protection against discrimination and sexual harassment

Training Programmes for Gender Sensitization

- Training plan for continuous gender sensitization programmes for all groups be developed
- All teachers, academic counselors, experts, writers be trained in gender sensitization.
- Orientation programmes for counselors dealing with learners in the study centres be conducted.
- Training programmes for gender sensitization can be held at headquarter and regional centre level.
- Training materials on gender concerns be developed to support training programmes.

Conducting Research on Gender Concerns

- Development of a research culture on gender concerns.

- Research studies related to women can be conducted immediately.
- Need to study gender concerns of learners of other sexualities.
- Gender audit be regularly conducted for which data should be made available
- Programme wise gender break-up be made available to teachers for research purpose.
- Studies pertaining to gender be published for creating gender awareness and feeding into policy

Linking Employment /Placement/Industry issues to Education

- Developing industry matched programmes focused on skill development
- Focus on programmes that lead to self employment/entrepreneurship amongst women.
- Creation of opportunity for better livelihood through regular placement drives for women

Conclusion

The views of practitioners revealed that the ODL system in IGNOU had achieved considerable success in reaching out to women but there is scope for more. The expectations from the ODL system to provide higher education to all in general and women in particular are very high. The system has to ensure that systemic barriers are overcome so that more and more women can easily access higher education. IGNOU has the necessary expertise and experience to overcome these challenges. The experiences of practitioners can help in transforming the system to make it more accessible for women. The increased participation of women in higher education would contribute to gender equality, help in bringing about a greater gender balance in higher education and ultimately contribute to the sustainable development of the country.

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Child Labour: Violation of Child Rights

Asha Ramagonda Patil

The United Nations Convention on the Rights of Child (1989) has 54 articles. They can be clubbed under four major categories of child rights namely Right to Life, Right to Development, Right to Protection and Right to Participation. Children are future of a nation. Each country needs to pay proper attention to the development of their children. Unfortunately, child labour is a universal problem. Child labour violates the rights of children.

In India, the state of child labour is alarming. It is a tragedy that we do not have an exact number of child labourers, as many children work in home-based businesses (hidden workers). Child labour not only destroys the future of children but that of a nation as well. The risks that these children face can have an irreversible physical, psychological and moral impact on their development, health and wellbeing (UNICEF). Their childhood is destroyed. They cannot go to school, cannot play. In spite of the existence of laws for prohibition of child labour and constitutional right, children are working. They are working in hazardous and non-hazardous occupations in various sectors such as match-making, mining, agriculture, fisheries, livestock, leather industry, hotel industry, etc.

Child labour is a result of abject poverty and lack of social security. Globalization and privatization also play a significant role in its growth. Globalization has triggered unemployment as many industries have adopted technology. There is no room for illiterate, semi-literate, techno-ignorant and people without skills in the tough competitive job market. The parents cannot even provide for their family's basic needs. Consequently, the children have to bear the brunt of this adversity in the form of child labourers.

Poor quality of education has increased the number of school drop outs, who are eventually absorbed by the ever increasing demand of cheap labour. Other factors responsible for the growth of child labour are introduction of development projects, farmers' suicide, armed conflict, special economic zones, unemployment of parents due to illness or disability. Many child labourers are physically and sexually abused, hence suffer from emotional and psychological disturbances. Some of them even die due to this harsh treatment

Definition of Child Labour

Any work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical-mental development. It refers to work that is mentally,

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physically, socially or morally dangerous and harmful to children, and interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely or requiring them to attempt to combine school attendance with excessively long and heavy work”(ILO). Children in the age group of 5-14 years, who work, are called child labourers. According to International Labour Organization, children work for the longest hours, whereas they are paid the least.

Children are used for financial gains. Employers employ them as they are very cheap and undemanding.

Following legislations are made to stop child labour:

- UN Convention on the Rights of the Child, 1989 (CRC) (Ratified by India)
- The Factory Act, 1948
- The Mines Act, 1952
- Child Labour (Prohibition and Regulation) Act, 1986
- National Policy on Child Labour (1987)
- Right of Children to Free and Compulsory Education (RTE) Act, 2009
- Article 24 of the Constitution prohibits employment of children below the age of 14 in factories, mines and other hazardous work
- Article 21 A and Article 45 of Constitution – Free & Compulsory Education to all children between the age of 6 & 14
- National Policy on Child Labour, 1987 (implemented in 1988)
- Juvenile Justice (Care and Protection of Children) Act, 2000 and amendment of the JJ Act in 2006

In spite of these Laws, child labour is still prevalent. Enforcement of these laws is poor. Employers freely flout the provisions of the Act covering the provision of child labour. In a way they are depriving children of their rights. Unfortunately, all the above laws are applicable to organized sector. The policy makers are not clear about hazardous occupations. Hence, every time the list of hazardous occupations is changing. In addition, the law permits children to work in their home occupations, which is the big loophole in preventing the child labour.

The Child Labour (Prohibition and Regulation) Act was amended in 2016. It prohibits ‘engagement of children in all occupations and of adolescents in hazardous occupations and processes’. This Act has imposed a fine on those who will employ or permit children to work. This amended Act has many flaws. For example, it has not included many hazardous jobs, where children currently work. They include cotton farms, brick kilns, agriculture, etc. unfortunately this law allows children to work in family or family enterprises. It simply mentions that children may work after school hours or during vacations. The law does not specify the number of working hours.

Child labour in India

According to UNICEF report, 10.1 million children are engaged in work. The census report 2011 states that 4.5 million girls and 5.6 million boys between the ages of 5-14 years are engaged in work. If we compare the 2001 and 2011 census, we find that child labour in rural India is decreasing whereas in Urban India, it is increasing. 11.3 million Children from rural area were working in 2001 which has reduced to 8.1 million (2011 census). There were 1.3 million children working in urban area (2001) which has increased to 2 million (2011 census).

- There are 10.13 million child labourers between 5-14 years of age in India (Census 2011)
- India has 33 million working children between the ages of 5-18 years. In many parts of the country, more than half the child population is engaged in labour (Census 2011)
- Every 8 minutes, a child goes missing in India – kidnapping and abduction is the largest crime against children in our country (District Crime Record Bureau (DCRB) 2014)
- Over the last 10 years, crimes against children have increased 5 times over (District Crime Record Bureau (DCRB) Data Series)

More and more children are engaged in cotton growing, match box factories, lock making factories, mining and stone quarrying and tea gardens. Following are the five states on India where child labour is more prevalent:

Name of the state	No. of child labour (in million)
Uttar Pradesh	2.10
Bihar	1.00
Rajasthan	0.84
Madhya Pradesh	0.70
Maharashtra	0.72

Child Rights and You (CRY) has analysed the census data. It reveals that a large number of children working as child labourers were illiterate. 45% of child labour in Bihar, 40% each from Rajasthan and Jharkhand, about 38% from Madhya Pradesh and Andhra Pradesh were illiterate.

Areas where children work

Children are working both in formal and informal sector. They are working in hazardous and non-hazardous occupations. Since 2011, due to international pressure, enforcement of child labour prohibition act and awareness amongst consumers, forms and location of child labour has changed. Children are now more involved in home-based industry and informal sectors. Some of the major occupations where

children work include agriculture, construction work, mining, bidi rolling, domestic work, small scale industries, bangle making, carpet making, Zari work and embroidery, fisheries, cotton seed production, precious stone cutting, match box, lock making, rag picking, brick kilns, tea gardens etc. etc. It has been found that Children' work is gender-specific. Most of the girls are engaged in domestic and home-based work.

UNICEF has categorised child work into three categories:

- Within the family i.e. domestic work without pay
- Within the family but outside the home e.g. agriculture labour, domestic maid, etc.
- Outside the family e.g. commercial shops, restaurants and dhabas, etc.

III-effects of working on children

Working at an early age affects the child's physical and mental growth and development. They are undernourished due to deprivation of proper food and water. Long working hours, unhygienic work conditions, lifting heavy loads, bullying and sexual exploitation affects their physical as well as mental health. They suffer from skin diseases, fatigue, respiratory problems, anaemia, ear complaints and stunted growth. There are very few studies conducted in the area of mental health of child labourers. A few studies conducted by various NGOs show that children, who are working, have mental health problems such as insomnia, migraine, fear, anxiety, depression, and other emotional disturbances. Most of them are sexually abused. The whole personality development gets affected. These children lack social skills and survival skills.

These children lose their childhood. They are deprived of the opportunities of playing, making friends and access to education. These things are crucial as they give solid foundation for the whole life. Thus, these victimised children remain illiterate. When they become adults, they have very limited opportunities as they lack skills. Ironically, the vicious cycle of poverty, illiteracy never ends for them.

Why children work?

Unemployed parents - Parents of child labourers are mostly unskilled workers, hence they have limited and temporary work opportunities. This results in poor income that forces their children to work.

Debt of parents – Due to poverty parents borrow money but cannot repay. To repay this borrowed money children have to work. Family indebtedness is a major cause for a child to work as bonded labour, even though bonded labour is abolished in India in 1976. But unofficially, it is still prevalent in different disguises.

Poverty - Most of the children, who work at an early age, belong to a poor family. To supplement family income these children have to work. These children work in restaurants/dhabas, mines and earn money to fulfil their basic needs. In other words children work to increase the income of their family. Most of the times, the parents of these children are unemployed/under-employed. Lack of livelihood options force children to work and contribute to the family income.

Culture – In India, many cultures still treat birth control as a taboo. Though it is unfortunate, but it is a fact that people still believe that more number of children will fetch more income. Their children get married at a younger age (puberty) and eventually produce children. It becomes difficult to feed more mouths in their meagre earnings, hence the children fall prey to child labour.

Belief in faith/ attitude – Due to ignorance and orthodoxy, parents develop fatalistic attitude and believe that they are born poor and will die poor. They blame this to their destiny. They do not trust that education of any kind will change their condition. They have very low aspirations. Thus, if a child starts working they treat it as normal. The rigid mindset and the attitude towards life is a big hurdle in changing the situation of child labour.

Too many children – Parents of most of the child labourers have big family with 6-8 children. Parents believe that more the hands, more the income. Elder children are forced to work in order to support their siblings and parents.

Migration – Globalization has adversely affected the rural economy. Opportunities of employment in rural and tribal areas are reducing. Hence, families are migrating to urban areas. This often exposes children to being trafficked for work.

Greed for more profit – Children are more obedient. They are available at cheap wages. Thus, many employers appoint children as labourers to increase their profit margin. They want to reduce labour cost and earn more profit. Due to the fear of law, they keep children hidden and make them work under very unhygienic and inhuman conditions.

Improper execution of laws - Due to globalization, many manufacturers outsource their work force. They do not even know who works for them. The child labour prevention Acts in India is not clear as it allows children to work in domestic sector. Such practice promotes child labour and violates child rights.

Access to education – In spite of Sarva Shiksha Abhiyan and RTE, many children do not have access to education. They live in remote areas, where schools are nonexistent and teachers are irregular. Education facilities are mere dreams. These children are deprived of their fundamental right to education. Such administrative loopholes are also responsible for child labour. Thus, for the poor parents getting their children

educated remains a distant dream. The quality of education is another reason for not sending their children to school. It does not guarantee any financial results. Some parents still cannot afford education of their children, even though it is free.

Ignorance of parents – Parents themselves are illiterate. They are not aware of various government schemes for education. Thus, if there is no school in nearby area, they ask the child to work and help the family.

Parent's physical condition – Many times parents are disabled or suffer from some severe disease. They are unable to earn for the family. In such a situation, children are compelled to work. Another reason is parents' addiction. Due to drinking habits, parents are irregular at work and are fired by the authorities. Children of such family are forced to work to sustain their family.

Forced begging – In India, one can see many children begging on the streets. There are begging rackets, especially in metros/cities, who force children into begging. For this purpose, at times, they cripple children. Their eyes are gouged; limbs are crippled to get sympathy of people. They are also given a target of collection every day. If they fail to collect that much money, they are punished. One can see burns on their bodies. These children are physically as well as sexually abused by the people in the rackets. Underage girls are raped, made pregnant and forced to beg.

Running away from home - Many children run away from the home due to various reasons such as poverty, strict/disciplinarian parents, lack of interest in study, attraction of Bollywood and glamour. They come to city and end up into child labourers. Such kids are trapped by gangsters and introduced into antisocial activities.

Areas where Intervention needed

Child labour is a multifaceted problem. It cannot be dealt in isolation. Various socio-economic, cultural factors are associated with it. Hence, simultaneously one needs to work at various levels. Just by making laws will not be sufficient to solve the problem of child labour.

Education

It plays a vital role in the development of children. In many countries, it has been proved that education is a key to eliminate child labour issue. Most of the children work due to their parent's poor economic condition. They work to fulfil their daily needs and help their family. In spite of Right to Education Act, retention of children in primary schools is not cent per cent. Those who drop out from schools have more chances of becoming child labourers. In other words, low enrolment in schools increases chances of children employment. In rural and interior parts of India, there is lack of access to basic and meaningful quality education and skills training.

To stop child labour, schools should impart quality education including vocational skills. It should be relevant. These poor children should also be paid stipend, if possible. Simultaneously, parents should be given some skills, which will help them to earn enough for their family. Unless economic condition of the family improves, children will not come to school.

Sarva Shiksha Abhiyan (SSA)

SSA should be implemented seriously and sincerely along with Mid Day Meal (MDM) programme. Schools in rural, tribal and remote areas should have hostel/boarding facilities for poor and homeless children. Such schools may provide traditional skills to preserve Indian art and craft along with the knowledge of modern technology. Local artisans can be employed as teachers in such schools. Some mechanism should be developed to make sure all children in the age group of 6- 14 attend school. No child should be dropped out from school before s/he completes primary education. One also needs to pay attention to violence and sexual abuse happenings in schools. This is also one of the reasons for dropout of children.

Migrant children, children with special needs, socially, economically, culturally backward children, children belonging to difficult terrain should be focused upon and be enrolled in schools. Special efforts should be made to enrol them.

Awareness

Parents should be made aware of the importance of children education. The society should be made aware of the ill-effects of child labour and how it is damaging future of children as well as that of the nation. All people should avoid purchasing articles prepared by child labourers. Every citizen should consciously report child labour cases to the police. Unless children and/or their families are economically helped, children will not be able to attend school. In other words, we will not overcome the problem of child labour unless they are economically helped. Continuous campaign about ill-effects of child labour in electronic and social media would help to reduce the practice of child labour.

Creating more opportunities for skilled adult labour

Government, industries and other sectors should employ only adult and skilled workers. Those adults who do not have skills should be trained in various skills. For this purpose, there should be facilities for skill-based learning centres, vocational training centres. Such centres should impart literacy as well as other skills. Government and NGOs can take initiative in this area and set up such centres. Parents, who are poor, can take training from these centres and get jobs.

Execution of laws

Employers, who employ children, should be punished severely. In any case they should not get bell. Execution of laws should be done properly.

Vocational training for adults

Parents of child labour should be thoroughly trained in one or two skills, which will make them earn sufficiently for their family. Government along with NGOs can organize skill development programmes at local levels. They should make sure that these adults get jobs. Decent earning by every family may help the child to take proper education. In other words, increased employment of adults would help to eliminate child labour.

Activating Police Department

Ministry of Home Affairs has made a provision of separate cell for juvenile, women and child protection in every police station. Still so many children beg on the roads, or are serving in various sectors. Police should take initiative and create awareness in their area about child labour and its punishment. There is a separate portal fully dedicated to trace missing children. It is launched by Ministry of Social Welfare and Justice and Ministry of Women and Child Welfare which is known as 'Khoya-Paya'. Common man is not aware of all these efforts.

Conclusion

Child labour is not an individual problem, but a social problem. It is the responsibility of whole society and government to eliminate child labour and give the rights to the children, which they deserve. In the above discussion we have seen that poverty is the root cause of child labour issue. One needs to address this issue very seriously. Without tackling the issue of poverty, if we just focus on preventing children from working, it may worsen their condition. One needs to substitute sources of income.

Recommendations

Child labour is a major issue for all of us. As an individual and as a member of society all of us should try to eliminate the problem of child labour. The sustainable Development Agenda 2030 clearly mentions the goal of ending child labour.

As stated earlier, child labour is multifaceted. Depending on the type of work the children are engaged in, its form of exploitation changes. In addition to their age and sex, whether they are engaged in home based work or in outside industry, its severity varies. Hence, there is not a single solution to stop child labour. One needs to apply multiple strategies to eliminate child labour.

Government along with other institutions such as educational institutions, NGOs, electronic media and social media, trade unions, employers and lawyers, parents,

community people should work together to stop the curse of child labour. There is a need to bring change in attitudes of employers who engage children in work. There is an urgent need to eradicate poverty by giving work to every adult. Basic needs of each individual should be fulfilled, which can help to reduce the problem of child labour to a great extent. Strict implementation of labour laws is another solution to prevent exploitation of children. There is a need to amend the present Child Labour Law and update the list of hazardous activities which have been left out.

Increasing literacy and awareness amongst adults will help to reduce the problem of child labour. Employment opportunities for adults should be increased, so that the parents will be able to meet their family expenses. This will automatically help children to go to school.

Employing children should be made nonbailable offence.

Personnel, who are involved in rescue operations, should be well trained, especially about child psychology, to understand the reasons why children work and other related issues.

Convergence between various government departments such as police, welfare departments, education departments, etc should be there. This will help to perceive children's issues in a better manner.

Rescued children should be provided with proper rehabilitation, including food, shelter and more importantly social security.

Residential shelter homes should be provided to children who are rescued. It should provide bridge courses to children. Efforts should be made to bring these children in mainstream.

Government should start a residential vocational training centre. Rescued children and children belonging to vulnerable families should be imparted with some skills. During training, they should be paid stipend, free accommodation and food.

Fast track courts should be established to tackle the cases of child labour.

Special police squads should be employed at various bus and railway terminuses to protect children, who have fled from their homes and came to metropolitan cities.. They should not fall in the hands of middle persons, who may take advantage of these children.

Housing societies should display posters on the clause of Bye Laws stating ban on the child labour, rules and penalties.

As an individual, what can I do to stop child labour?

All of us see children working in restaurants, dhabas, begging at the signals, selling flowers at signals, selling goods in local trains, but are not bothered about

them. Many of us either neglect them or sympathetically give some money. In a way we are accepting, tolerating and promoting child labour. That's why the problem is increasing. As responsible citizens, all of us should change our attitude. Some of the NGOs working for children rescue them from various industries and repatriating them. But, rescuing in itself is not enough. Many a times after repatriation, these children again come back to cities to earn their livelihood and help their parents. Thus we need to address the basic reasons that force child to work.

- Dial 100 and inform police if you see child/children working. If phone does not get connected, you should personally approach the nearest police station and lodge a complaint.
- Dial 1098 to inform child line, whenever you come across child labour.
- Do not eat in a restaurant or dhaba where child/children are working. Immediately make a complaint against the employers.
- Adopt minimum one child and sponsor his/her education or donate money to those NGOs who are working for children.
- Visit observation homes and spend some time with children.
- Form children's groups at the community level. Train them to help children who remain absent in schools or those are lagging behind in studies. The peer influence works a lot. This would help to reduce dropout rate.
- We should not hire any child to work at home or in office. Some people think that by giving work to child, they are helping them. But at what cost? By giving work to these children at a tender age in exchange of money, we are rather spoiling their future.
- Stop purchasing from the shop where children are employed.
- Before purchasing goods, make sure that the children are not involved in production of products. In case if you come across such incidences, immediately inform police or agencies working for the welfare of children and become a conscious consumer. By doing this you are taking one step towards elimination of child labour.

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Corporate Social Responsibility and Lifelong Learning through University: An Indian Perspective

Prakash Narayan

Introduction

Corporate Social Responsibility (CSR) which is also known as Corporate Conscience, Corporate Citizenship, Responsible Business, etc. all over the world, is a form of corporates contribution towards society. The concept of CSR based on the ideology of give and take, whereas companies take resources from the society in the form of raw materials, human resources etc. and by performing activities under CSR, they are giving something back to the society. According to United Nations Industrial Development Organization (UNIDO), "*CSR is generally understood as being the way through which a company achieves a balance of economic, environmental and social imperatives (Triple Bottom Line Approach)*".

The concept of philanthropic practices of business is not new to India, as there is a tradition of social philanthropy in Indian culture. The concept of helping poor and disadvantaged is also found in the ancient Indian literature. The idea was also supported by almost all religions where it has been intertwined with religious laws.

Around the world as well in India, there is a growing realization that business cannot succeed in isolation and social progress is necessary for sustainable growth. An ideal CSR practice should have both ethical and philosophical dimensions, particularly in India where there exists a wide gap between sections of people in terms of income and standards as well socio-economic status (Bajpai, 2001).

In 2013, India became the first country to have legislated CSR mandates. The concept of CSR is governed by section 135 of the Companies Act, 2013, which was passed by both Houses of the Parliament, and had received the assent of the President of India on 29 August 2013. The CSR provisions within the Act is applicable to companies with an annual turnover of 1000 Crore INR or more; a net worth of 500 Crore INR or more; or a net profit of five Crore INR or more. The Act encourages the companies to spend at least 2% of their average net profit in the previous three years on CSR activities. According to an estimate, around 8,000 companies will fall into the ambit of the CSR provisions and this would translate into an estimated CSR spend of \$1.95 billion to \$2.44 billion. The higher economic growth and increase in company's profits will increase this sum.

Historic Background of CSR

The social responsibility is not limited to corporates but it is also a responsibility of every person towards the society i.e., a person who is living in the community has some responsibilities towards its community, which is known as his/her social commitments/responsibility towards the society.

The concept of social responsibility (SR) is not new to India, it has been followed since ancient times albeit informally. The concept of helping poor and disadvantaged was cited in much of the ancient literature. This idea was also supported by several religions where it has been intertwined with religious laws.

- **SR & HINDUISM:** Merchants belonging to the Hindu religion gave alms to temples and night shelters made for poor. Hindus followed Dharmada, where the manufacturer or seller charged a specific amount from the purchaser which was used for charity. This is for getting salvation "Moksh".
- **SR & ISLAM:** Islam had a law called Zakaat which ruled that a portion of one's earning must be shared with the poor in the form of donation.
- **SR & SIKHISM:** Similar to Islam's zakat, Sikhs followed what they called daashaant. They have also provision of free "Langar" food and shelter in the "Gurudwaras". This is an example of institutionalized philanthropy.

Many Indian philosophers such as Kautilya, Kabir, Tulsidas, etc. preached and promoted ethical principles while doing business.

In the pre-industrialized period philanthropy, religion and charity were the key drivers of SR. It has been a tradition in a number of organizations, especially family-based firms with a strong community ethos. The industrial families of the 19th century had a strong inclination toward charity for community development and other social considerations. Also many of the corporates like the Tata Group, the Aditya Birla Group, and Indian Oil Corporation, to name a few, have been involved in serving the community ever since their inception. Several other organizations have been doing their part for society through donations and charity events.

Mahatma Gandhi urged the rich industrialists to share their wealth and benefit the poor and marginalized in society. His concept of trusteeship helped socio-economic growth. He also influenced industrialists to set up trusts for colleges, and research and training institutions. These trusts were involved in social reform, rural development, education and empowerment of women.

The SR in India has gone beyond merely 'charity and donations', it has come across many changes and evolved from philanthropy to a mandatory CSR. Now, it is more organized and has become an integral part of the corporate strategy.

Companies Act 2013

The Companies Act 2013 has introduced several new provisions which have changed the face of Indian corporate business. One of such new provisions is Corporate Social Responsibility (CSR). The Act has notified Section 135 and Schedule VII as well as the provisions of the Companies (Corporate Social Responsibility policy) Rules, 2014. The new companies Act 2013 has come into effect from 1st April, 2014, which replaced the six-decade old legislation Companies Act 1956. The CSR has been made mandatory under the new regulation and there are also provisions of penalties, in case of failure.

The CSR provisions within the Act is applicable to any company (private limited or public limited), which either has a net worth of Rs. 500 Crore or more; a turnover of Rs. 1000 Crore or more; or a net profit of Rs. 5 Crore or more during financial year, will have to spend at least 2% of their average net profit in the previous three years on CSR activities. The Act applies to a holding company, its subsidiary, and even a foreign company with a branch or project office in India. The CSR activities should not be undertaken in the normal course of business and must be with respect to any of the activities mentioned in Schedule VII of the 2013 Act.

The law also requires that the qualifying firms will have to establish a CSR Committee of the Board of Directors. This committee is responsible for formulating the firm's CSR policy and will ensure that at least 2% of profits are spent on CSR activity, else explain why the firm failed to achieve the target. The committee shall consist of three or more directors, with at least one independent director whose presence will ensure democracy and diversity in the decision-making process.

Implementation of CSR

A company can undertake its CSR activities through a registered trust or society, a company established by its holding, subsidiary or associate company or otherwise, provided that the company has specified the activities to be undertaken, the modalities for utilization of funds as well as the reporting and monitoring mechanism. If the entity through which the CSR activities are being undertaken is not established by the company or its holding, subsidiary or associate company, such entity would need to have an established track record of three years undertaking similar activities.

Companies can also collaborate with each other for jointly undertaking CSR activities; provided that each of the companies is able individually report on such projects.

A company can build CSR capabilities of its personnel or implementation agencies through institutions with established track records of at least three years, provided that the expenditure for such activities does not exceed 5% of the total CSR expenditure of the company in a single financial year.

The activities which can be undertaken by a company to fulfill its CSR obligations include Eradicating extreme hunger, poverty and malnutrition, promoting preventive healthcare, promotion of education, promoting gender equality & women empowerment, setting up homes for women, orphans and the senior citizens, measures for reducing inequalities faced by socio-economically backward groups, ensuring environmental sustainability and ecological balance, animal welfare, protection of national heritage and art and culture, measures for the benefit of armed forces veterans, war widows and their dependents, training to promote rural, nationally recognized, Paralympic or Olympic sports, contribution to the prime minister's national relief fund or any other fund set up by the Central Government for socio economic development and relief and welfare of SC, ST, OBCs, minorities and women, contributions or funds provided to technology incubators located within academic institutions approved by the Central Government and rural development projects.

In this Act, contribution to any political party will not be considered as a CSR activity and also the activities in India only would be considered for computing CSR expenditure.

CSR and LLL

The notion of Lifelong Learning is based on the idea that everybody should have the opportunity to continuously develop and improve their knowledge, skills, and attitude. The Lifelong Learning provides learner opportunities to start learning at any stage of their life because it's never too late to start. Lifelong learning is very important for individuals of all ages and holds an array of benefits for them and society. The main goal of learning at all levels should be to achieve the goals of equity, equality, human dignity and gender justice.

The context of the changing global economy and the new information revolution as well as imperatives of human development including fighting poverty and the importance of promoting values, practice of democracy, justice and tolerance make LLL need of the hour. Every person has to be more dynamic and lifelong learner in nature to survive in this rapidly changing technologies and globalized world. LLL, leading to the creation of the learning society and learning community, which offer all the opportunities to participate in and contribute to learning according to the needs and potential of the learners. This comprehensive vision of lifelong learning is necessary to empower people, expand their capacities and choices in life, and enable individuals and societies to cope with the new challenges of the 21st century.

All the Business houses or the corporates have been taking up social welfare activities from time to time. The CSR is relevant in business for all societies, it is particularly significant for developing countries like India, where limited resources for meeting the ever growing aspirations and diversity of a pluralistic society, make the process of sustainable development more challenging. The Corporates with the help

of Governmental organizations, NGO's, international organizations or self-initiative under CSR funds can provide a huge opportunities of lifelong learning to the people to tackle the new challenges of 21st century.

"The corporate sector must provide renewed impetus to CSR initiatives towards cleanliness, health and education. The government has launched several schemes in this direction. The corporate sector can work at various models to develop a synergetic relationship in the implementation of these schemes," President Pranab Mukherjee said while addressing the 'National Summit on CSR' organized by Confederation of Indian Industry.

After 2013 Act, corporates are looking for reliable partners for their CSR activities. The corporates are also investing their money in researches to understand the problems faced by people, so that they can help them by their CSR activities. On the other hand, the treasury of universities is filled with knowledge and every year new gems of knowledge are added in this treasury in the form of research conducted by the students as well as teachers. But due to lack of resources these treasures of knowledge are not utilized in proper manner.

Therefore, it is very clear that the universities and the corporates can fulfill each other's need and can work together for the betterment of the society. This partnership will be a win-win partnership for both of them, as corporate get a reliable partner for their CSR activities and universities get a partner who can provide them financial assistance to disseminate the knowledge for the welfare of the community through various programmes i.e., Extension, Adult education centres, Skill enhancement centres, etc.

How Universities and Corporates can work together to promote LLL? The Extension Incubation Centre (EIC)

"It is commonly known that through the dimension of teaching, there is dissemination of knowledge, through research new knowledge is generated and through the dimension of extension there is application of knowledge in real life situations, which leads to the further generation of new knowledge." (UGC)

In 1960, the Kothari Commission first articulated the concept of Extension as well as the TRINITY of Teaching, Research & Extension. The Commission stated that Extension was essential for the following aspects:

- Making education relevant to real life situations
- For preventing the alienation of the university from society
- For developing in the university, a sense of responsibility towards society
- For deepening the teacher's knowledge through a wider exposure to real life situations

In 1977, the University Grants Commission first incorporated Extension into its Policy Statement for Higher Education when it stated that

“If the University system has to discharge adequately its responsibilities to the entire education system and to the society as a whole it must assume extension as the third important responsibility and give it the same status as teaching and research. This is a new and extremely significant area which should be developed on the basis of high priority”.

The main aim behind the inclusion of “Extension” as third dimension of education system equivalent to “Teaching” and “Research” respectively, was to disseminate the knowledge acquired from research for the welfare of community and explore the new areas for research. In other words, the main aim behind introducing the third dimension in education system was to promote a meaningful and sustained rapport between the Universities and the community.

In 2014, India became the first country to have legislated CSR mandates. The concept of CSR is governed by section 135 of the Companies Act, 2013. The Act encourages companies to spend at least 2% of their average net profit in the previous three years on CSR activities. According to industry estimates, around 8,000 companies will fall into the ambit of the CSR provisions and this would translate into an estimated CSR spend of \$1.95 billion to \$2.44 billion. Higher economic growth and increase in company’s profits will increase this sum.

After companies Act 2013, the corporates are looking for reliable partners for better use of CSR funds. In this matter, the universities have a chance to convince corporates to invest their CSR money in R&D projects as well as in extension of research work for social development. As universities have a pool of researches on social issues, which needs fund for follow-up programmes. The Extension Incubation Centre (EIC) is an idea which makes this possible. It should be established with the help of university and corporates, in the Department of Adult, Continuing Education & Extension (DACEE) of University of Delhi. The EIC will provide a common platform for both University as well as Corporates, where they can work together for the betterment of the society.

The EIC will bridges the gap between Corporates and Universities. It will bring University and Corporates under one roof, where Corporates get researches for their CSR activities and University get fund from Corporates for Extension (taking research outcomes to the community) as well as further research.

The main focus of EIC will be on social science researches based on community development, empowerment of SC/ST, minority, woman and other marginalized section of the society.

Conclusion

The extension and CSR are two main activities of higher education and corporate respectively. The extension as third dimension of higher education opened the door of university/college to the community. With the help of extension activity the university/collegedisseminate the knowledge acquired from research for the welfare of community and explore the new areas for research. On the other hand,the CSR act 2013 mandated the corporate to spend at least 2% of their average net profit in the previous three years on any CSR activities listed in Schedule VII.

The EIC will bring University and corporate under one roof to work together for the welfare of the society, where university will provide intellectual support to the corporate for its CSR activity and corporate will financially help university for the extension of the research under CSR. It will provide the grooming ground to a research for its extension to the community.

The extension of the research outcomes will benefit the community, help researcher to test his/her research effectiveness, take university to community, and provide corporate an area for its CSR activity. In all, it will provide opportunity to all (University, Corporate, researcher) and benefits the community at whole.

Therefore, it will be a learning process for all the stakeholders and provide learning opportunities to all as well.

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Ideas and Contemporary Relevance of Select Modern Indian Social Reformers

Ronald Yesudhas

Introduction

Social reformers have played a key role in shaping the nation through their ideological, practical and visionary contributions. In India, there are several such reformers who have made a dent in the Indian society. In this article, ideas of four Indian social reformers, namely Swami Vivekananda, Mohandas Gandhi, Jyotiba Phule and Bhim Rao Ambedkar who helped in changing the fate of modern India are presented from a critical lens. The objective of this exercise is to help the reader appreciate the varied themes and the ideological articulations of the reformers; and to identify the relevance of these ideas in the contemporary times.

Vivekananda

On Spirituality and Religion

According to Vivekananda, the universe is an illusionary expression of the Brahma. The creator (Brahma) has immense power to hold the universe together and his influence is felt by every object. The difference between Brahma and his creations are the finitude of virtues in the material forms. What then separates man from the creator is the kind of virtues ingrained in him. Every person has different combination of unequal development of virtues. In contrast this relationship is complete and perfect in Brahma. Every person with a dominant virtue forms a part of the larger whole, i.e., the all-encompassing totality Brahma. Hence the goal of the individuals could only be found in the true expression of the entire humanity (the Brahman mould). Vivekananda clarified that man was born free, but life constrained his natural freedom making him an isolated individual who is solely interested in the unrestrained pursuit of his desires, which would bring him in conflict with the equivalent freedom of another, thus cancelling each other out. Thus man's individuality is restrained by his built in sociality. Since freedom is natural to human beings, limits to freedom will have to occur naturally. Hence such constraints on freedom will have to come from religion. However, the purpose of limiting man's freedom should be refinement, and not suppression.

On Caste

Vivekananda felt that since the hierarchical caste system has rigidified the role of the individual, thus making Indian civilisation inhuman. The way out is emancipation of the poor by restoring dignity and respect. He spoke about *Daridra Narayan* (conceiving poor as God), and service to their cause as noble path. True concern for others will result in truth, which can bring back freedom.

On Nationalism

Vivekananda developed a theory of nationalism based on religion. According to him, the central theme of India is religion and it has to be made the backbone of national life. He believed that religion has creative and integration ability. Vivekananda's ideas had lot in common with the western anarchist thought which viewed politics and power with suspicion.

According to Vivekananda, power, politics and even intellect is secondary consideration in India, and religion is the dominant consideration. He felt that pre-occupation with power is part of western vanity and material tyranny. Thus Vivekananda's emphasis was on individual morality and social change. He believed that a nation is great or good not because of the innate greatness, or goodness of people or the state, but because of the religion and spiritual traditions.

Gandhi

On State

Mohandas Gandhi is a philosophical anarchist who did not admire the type of state in the western society. He saw western state as a 'violent soulless machine'. Gandhi stood for a non violent state based on consent of people and unity of the people in society. He advocated decentralisation of powers. In Gandhian schema, political power is vested with the individuals, which is transferred to the village, and then to higher unit at the provincial and national levels. The function of the higher unit is only to perform coordination functions. Thus the spirit of Gandhian Ramrajya is self regulating system where everyone is one's own ruler, and not a hindrance to neighbours.

On Sustenance Economy and Trusteeship

Gandhi espoused an economic theory of simple sustenance living and articulated an import substitution policy. He envisioned a rural-agrarian economy where the focus would be on meeting the immediate material needs of citizens prior to generating wealth and industrialising. He advocated an active village economy through promotion of small and cottage industries. He felt that this is important for self-reliant village economy. His concept of *swadeshi* requires us to serve our immediate neighbours and use things in our neighbourhood in preference to those produced in foreign land. For this reason he supported *khadi* or home spun clothes which can eradicate poverty and economic exclusion.

Gandhi floated an innovative socialist idea called trusteeship which aims at establishing cordial relationship between state, capital, and labour. He proposed for declaring all property to be the property of the community as a whole and pleaded the employers (capitalist/ industrialist class) to act as trustees and not as owners. In this concept, the employers and the employees are entitled to receive a sustenance compensation which they need to satisfy their necessities.

On Means to achieve Ends

According to Gandhi, ends and means are two aspects of the same reality. He argued that state cannot attain its ideal character as long as the means are tainted in violence. He therefore laid emphasis on purity of means to achieve ends. He said that he would not accept freedom/ swaraj if it comes through bloodshed. He reiterated his stance by claiming that ahimsa comes before swaraj. In contravention to Machiavellian idea of 'ends justifying means', Gandhism advocates for 'means to justify ends'.

On Sarvodaya, Brahmacharya, and Ahimsa

Gandhism as a philosophy is based on the idea of equality (not in the absolute sense) which helps in eradicating discrimination. Sarvodaya, as envisioned by Gandhi is the greatest good for all the members of the society. It is welfare of all.

At the age of 36, Gandhi adopted the vow of celibacy or *brahmacharya* (*self control*). Celibacy is important for purifying oneself of lust and sexual urges. It also helps to love one's spouse genuinely without having a sexual outburst or aggression. It is nothing but control of senses, thought and actions.

The concept of ahimsa (non violence) is firmly based on Indian religious and spiritual traditions. Gandhi held a firm view that non violence would rid a person of anger, obsession and destructive impulses. It is a powerful arm which advocates one-self to surrender physically to the enemy, but deter them to capture the soul, or the mind.

Satyagraha

Satyagraha is one of the toughest concepts articulated by Gandhi. It comes from two sanscrit words, namely Satya (truth) and Agraha (holding firm). Thus it means holding firmly to truth. Gandhi said that truth should pervade all considerations of politics. But what is truth? Truth is a subjective experience. If one honestly believes in a principle or action, it is truthful to believe in it. Gandhi developed a way of life by constantly experimenting with truth. He was prepared to learn through trial and error method, often admitting his mistakes publicly.

Phule

On Exposing Oppressors

Jyotiba Phule is associated with Satya Shodhak Samaj, an organisation he founded with his wife and fellow colleagues in 1887 to organise lower caste against the social order based on varna and caste system. Phule wrote polemical pamphlets to put forward his position on caste. In *Brahmanache Kasab* (1869), Phule exposed the exploitation of the then priestly class. In *Gulamgiri* (1873), he wrote a historical account of slavery of lower caste. In 1883, he wrote a much popular collection of

speeches under the title, *Shetkaryacha Asud* (Cultivators' Whip-cord). Though all his writing he exposed the oppressors and helped in liberation of the masses.

On Universal True Religion

As a child, Phule was influenced by Christianity. He was moved by the work on Sir Thomas Paine. Phule believed in one god and discarded idolatry, ritualism, and the idea of reincarnation (*avathars*). Phule visualised *Sarvajanik Satya Dharma* (Universal True Religion). The universal religion envisioned by Phule was based on principles of equality and liberty. It puts emphasis on truth seeking without the aid of any guru or text. Phule emphasised that government should not close their eyes to inhuman religious customs and unjust traditions.

Ambedkar

On True Democracy and New Society

Ambedkar viewed democracy as an instrument of bringing about change peacefully. According to him, democracy does not merely mean rule by the majority, but a way of realizing drastic changes in the social and economic spheres of society. Political democracy means the principle of 'one man one vote' which indicates political equality. But if oppression and injustice exist, the spirit of political democracy would be missing. In the Indian society, so long as caste barriers and caste-based inequalities exist, real democracy cannot operate. In this sense, democracy means a spirit of fraternity and equality and not merely a political arrangement. Along with the social foundations of democracy, Ambedkar takes into consideration the economic aspects also. He argued that true democracy implies both liberty and equality. This analysis becomes very important in the Indian context.

Inspired by French revolution and Buddhist philosophy, Ambedkar advocated for the principles of liberty, equality and fraternity. He visualized a new society based on these principles. Ambedkar was aware that liberty alone would not be sufficient. Liberty and equality must exist simultaneously. This can ensure quality of moral and material life of all individuals. These two will be realized only when there is a strong sense of unity (fraternity) among members of the society. According to him, in a society divided by caste and class barriers, people of one caste or class will be suspicious of people of other castes or classes. He wanted people to overcome these glass ceilings and called for a sense of brotherhood/ sisterhood - a feeling that we belong to the same social. Thus, Ambedkar made it clear that the ideal society of his conception would be a society based on liberty, equality and fraternity.

On State Socialism

Ambedkar studied various aspects of Marxism and favoured some Marxist principles. He generally subscribed to the material view of history and agreed to the need for a total change for bringing about equality. He also accepted the idea of public ownership of property. However, Dr. Ambedkar did not become a Marxist. The other important variety of socialism he advocated was Democratic Socialism.

Ambedkar's firm belief in democracy attracted him to democratic socialism. He felt that socialism must function within a democratic framework. Democracy and socialism need not be opposed to each other. Thus, in 1947, Ambedkar suggested that the Constitution of India should incorporate the principle of State Socialism. State socialism means that the state would implement a socialist programme by controlling the industrial and agricultural sectors.

There are two major aspects of Ambedkar's idea of State socialism. Firstly, key industries and basic industries will be owned by the state. There will be no private ownership of such industries. This will help in rapid industrialization and the benefits of industrialization will be distributed among all the sections of the society by the state. Secondly, agriculture will be treated as a state industry. This means that the state will initiate collective farming. Farmers will be allowed to enjoy part of the agricultural produce and the state will get some share in the form of levy. Food grains procured by way of levy will be used for distribution at fare prices.

On Questioning Traditions

Ambedkar's main battle was against the caste system. In his books 'Who Were the Shudras?' and 'The Untouchables', he dispelled many misconceptions about untouchability. Ambedkar warns that nothing worthwhile can be created on the basis of caste. Inter-caste marriages can effectively destroy caste but the difficulty is that people will not be prepared to marry outside their caste so long as casteism dominates their thinking. Ambedkar describes such methods as 'forced feeding'. In his words, what is required is a more drastic change: liberating people from the clutches of conservative and non questionable religious traditions.

Conclusion

Three themes which arise from Vivekananda thoughts include trusting religion for refinement; living/sharing with poor; and conducting business with goodness and without vanity. In today's context, religion has become a source of oppression. But, Vivekananda inspires us to see religion as a source of refinement of our thoughts and actions. His idea of living and sharing with the poor is important at this juncture where rich and the upper class seldom treat the poor in a dignified manner. Most importantly his ideas challenge the power mongers to shy vanity and tyranny and embrace goodness. This will help in achieving greatness.

Gandhi talks about swaraj; sustenance economy; means achieving ends; sarvodaya (equality); brahmacharya (self control); ahimsa (non violence); and satyagraha (holding to truth). Each of these concepts has high contemporary relevance. Swaraj, the power of individual citizen is fading in the democracies now. Gandhi's idea reminds us about the original owners of democracy, the individual citizens. His concept of sustenance economy has gained currency off late with the introduction of concepts such as sustainable and people centred development. In few developed countries people are going back to sustenance economy mode to save the planet earth, thus highlighting the prophetic ideas of Gandhi on economy. In the era of cut throat competition, Machiavellian idea of 'ends justifying means' takes

a popular outing. However, for fair play and justice, the world needs to reinvent the Gandhian idea of means achieving ends. Similarly, sarvodaya (equality) attains immediate attention as disparity and exclusion increase day by day. Informed citizens, industry and the state should work towards creating a just and equal society, where every human being can peacefully do their own business. Most troubles in person life, in between families, and in between states arise due to lack of restraint. In this context, Gandhi offers brahmacharya (self control) and ahimsa (non violence). In the process, one needs to conduct himself as a satyagrahak (a person holding to truth).

Phule stands for exposing oppressors; and developing a sarvajanic satya dharma (true religion). He offers a strong testimony of speaking truth to power and pioneering the empowerment of poor through educating the masses. In an increasingly political terrain, free speech and association is curtailed. However, speaking truth to power is crucial for human rights and social development of the marginalised. Secondly, exploring God through self experience is powerful than relying on text and gurus. In the contemporary times, even in the 21st century people follow fake gurus and saints without seeking the truth on their own. Phule urges the religious to seek satya dharma (true religion) which is free from institutional and parochial control.

Ambedkar's firm faith in democracy, and non violent advocacy laid the strong foundation of modern independent India. True democracy, he believed is not just political, but social and economic in nature. Values of liberty, equality, and fraternity take a centre stage in democracy. Today's political culture demands us in reimagining a new society based on Ambedkar's idea of true democracy. We have entered a stage of crisis of capitalism, as world markets are crashing and we witness events of mass deployment in IT sector and other labour markets. In this scenario, the idea of democratic state socialism propagated by Ambedkar needs to be relooked. Above all, youth of this generation are schooled to accept traditions and norms without doubt. Ambedkar reminds us to question tradition and in the process discover truth. Thus the study of the ideas of the selected modern Indian reformers helps us to reconnect with the future and envision a broad based inclusive society.

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Contemporary Schooling: 'Time-honoured Disorder' or 'A Necessary Evil'

Sanjeev Kumar Jha

1.0 Context

Is school a horrible place? A lot of the younger children start crying, even with the stimulus of school. The stimulus could be even the horn of the school bus. This is how, children reflect their unwillingness to go to school. Clearly, it reflects that they are not enjoying their school life. Theoretically, the paradigm has shifted from 'teacher centered approach' to 'child centered approach', whereas, the reflection of the children seems to be contrary to this shift. Further, it reveals that schooling is a painful experience for them.

Thus, the school is failing to cater need and expectation of at least this group of children, who are showing their resentment against to go to school. This situation raises a question that 'why should we go to school'? It is also a matter of concern that whether the school is substantially equipped to fulfill the need and expectation of children?

It is not simple, to answer this question. Though, in the simplest term, a school is a formal agency of education. We should go to school to take formal education like to learn how to adjust in the society and be prepared for the present job market, etc. But, if we undergo the gravity of raised question then it becomes a complex proposition. This complex proposition needs a rational discourse.

First, it is important to understand the etymology of the term school, the term 'school' is derived from Greek '*scholē*', it means 'leisure' and also 'that in which leisure is employed', but later 'a group to who lectures was given, school'. Thus, the school was initially established to utilize leisure time. However, with the evolution of the society from its simple to complex form, this notion diluted with time. Now, the school became an essential part of life and supposed to develop at least an adequate mastery over learning tools (reading, writing and arithmetic) and to impart a set of established knowledge, so that the individuals can establish themselves in the society and can be ready for the present job market.

Furthermore, children's resentment reveals that their needs are unattended and they have an unpleasant experience in the school. Still, the society and other stakeholders, especially parents, advocates schooling for their children. It signifies that all stakeholders have high expectations from the school. This advocacy of schooling accelerates the brainstorming process, even deeper to get the answer to the raise proposition.

The article comprises three sections to discuss and analyze the raised proposition. Section-1: What is the status of the school? Section-2: Why do the stakeholders advocate schooling? And Section-3: What is the solution to improve the school?

Section-1: What is the status of the school?

The Sarva Siksha Abhiyan (SSA) flagship programme, undoubtedly enhance the number of schools and access to the school. It helped India, to develop one of the largest school education systems in the world. Presently, it has 1.44 million elementary schools, in these schools 7.9 million teachers imparting education to 192.52 million students (DISE, 2014-2015). In other words, India has had an unparalleled quantitative growth in the number of schools across the country, during the last decade. That is to say, access to school has been extended from 'children of the elite class family' to 'all class', including children from deprived sections. On the other hand, according to Muralidharan (2013) students learning levels and trajectories are disturbingly low. Thus, the overall quality of school education and learning outcomes of the students concerned, the school education yet to go a long way.

1.1 Quality of school education

Academia has not been agreed upon a single convergent definition of quality in the context of education. That is to say, there is no omnipotent definition of quality in education. Furthermore, the perception of people changes with the dynamism of the society. This dynamism restricts to confine on a single convergent definition of quality.

Thus, in this scenario 'what really constitutes quality in education?' is a riddle to decipher. Yet, rarely one will disagree with the idea of NCF (2000) that "the quality of a school or educational system, in a real sense, has to be defined in terms of the performance capabilities of its students" (p. 24). So, quality education essentially improves the capabilities of its students. Capability of the students is a measure of quality in the context of education.

The National Curriculum Framework [NCF] (2005) observes that learning becomes a "...isolated activity, which does not encourage children to link their knowledge with their lives in any organic or vital way..." (p. 2). A time-tested saying that 'one cannot make a strong building on a weak foundation'. This observation compels that children have poor learning experience in the school. Furthermore, a poor schooling cannot be the base for substantial learning among children in order to lead them a successful life. Of course, such learning, neither equips children with adequate mastery over learning tools nor makes them employable in the present specialized job market. Thus, it fails to address both cognitive as well as the professional needs of children.

It may be inferred from the analysis of policy and research study that one cannot read and write, even after several years of formal schooling. Annual Status Education Report [ASER] (2013) found that the reading and arithmetic skills are poorly developed among children. Since, ASER's first report, in 2005, it is reporting similar findings in each report, thus, their one decade study has almost similar reports in relation to the learning of the children. Furthermore, in the large scale achievement survey at the end of Class V by NCERT (2012), it is found that less than 50 per cent of children could correctly respond to various questions in Language, Mathematics and Environmental Science in respective achievement test at the national level. According to Cheney, Ruzzi, & Muralidharan (2005) students often dropout because their public school experiences are often so poor that they learn very little even after being enrolled for 4 to 5 years. What's more, Jha (2013) concluded that "there is a need to focus on writing skill for the proper development of all the three R Skills" (p. 86). Thus, schooling is not helping children, even to learn basic three 'Rs' skill (i.e. Reading, wRiting and aRithmetic) and further this situation often leads the children to opt-out school and the system label them as a dropout. That is to say dropout is one of the characteristics of poor quality of education.

On the same line, status of higher education is no different. The literature reveals that the graduates have poor employability (NASSCOM-Mckinsey, 2005; NES, 2010; ISR, 2014). Furthermore, about 25% of technical graduates and 10-15% of non-technical graduates are suitable for employment in the offshore IT and BPO industries respectively. The current talent pool has very low employability (4.22%) with regard to IT product companies (NES, 2010). The employability of several graduates is very low. The different graduates, i.e. BE/ B.Tech., BA, B.Com., and B.Sc. are 51.74%, 19.10%, 26.99%, 41.66%, respectively, and for MCA and MBA employability are 43.62, and 41.02% respectively (The India Skills Report, 2014). These trends over the period about employability are a serious concern for the Indian education system.

At this juncture, it may be concluded here that school is producing students with poor learning and even failing to retain all children for completing their school education, due to the poor learning level. Moreover, the students get higher education, are not as per the demand of the job market. Thus, it seems, our schools are not providing adequate learning and our universities are producing job market oriented young people. Despite the fact, all stakeholders' have high expectation from school.

It is evident that the school alone neither holds the key to success nor fulfilling the expectation of stakeholders.

1.2 Policy and research perspectives of school

School is one of the most important agencies of formal education. That is to say education has an instrumental, role in the socio-economic development of an individual

and thereafter of the society. Hence, individual and society have expectations from the school. It leads to the second question: Is school equipped to fulfill expectations of stakeholders? The answer of this question lies in the policy and research related to school education.

Schooling, in one form or the other, is considered as the most important, aspect of an individual's life since time immemorial. The concept of homeschooling, is also in practice across the globe, including India (however, Right to Education Act (2009) does not recognize the notion of home school in India). Arai (2000) finds "there has been an explosion in the numbers of children not attending school because their parents have preferred learn from home over formal schooling in Canada" (p. 204). Homeschooling is the consequence of parental dissatisfaction from school education.

Policy and research

The question that 'how to improve education?' always finds focus in policy discourse and research discourses. The literature suggests that learning of children at school is poor. Learning of students is one of the measure of school performance. So, the performance of the school is not up to the mark. School is an unit of teaching-learning, thus it is largely responsible for this poor learning. This fact is recognized and identified time to time by the policy and research.

Analysis of the policies and researches finds two serious issues, i.) Nature of the School, and ii.) Evaluation System.

i. Nature of the school

The nature of the school is expected to supportive for teaching-learning process and promotes originality and creativity, etc. so that school can draw out best in each child. On the contrary, the NCF (2005) is one of the most recent, policy pronouncements especially on school education, raised several issues pertaining to the school. It highlights:

There is a deep disquiet about several aspects of our educational practice: (a) The school system is characterized by an inflexibility that makes it resistant to change; (b) learning has become an isolated activity, which does not encourage children to link knowledge with their lives in any organic or vital way; (c) schools promote a regime of thought that discourages creative thinking and insights; (d) what is presented and transmitted in the name of learning in schools bypasses vital dimensions of the human capacity to create new knowledge. (p. 2)

Thus, it seems a school has a baggage of toxic byproducts.. The aim of the school is to prepare children for life. If school discourages creativity, originality and promote isolated learning then it has a destructive function rather than constructive.

The school is destructing the creativity and originality of the children at the cost of isolated learning which has least to do with their lives. Such school will not lead to a better future, neither for the child nor for the nation. If it is the case, then it can be present school has a baggage of toxic byproducts for the students. In this light, the historic statement “the destiny of India is now being shaped in her classrooms” (Education Commission, 1964-66, p. 1) may be restated as “the destiny of India is now being destroyed in her classrooms”. But, of course, none of the country can afford such situation.

ii. Evaluation system

Evaluation is an integral part of the school. What do students have learned must be evaluated in order to take several related decisions. The present evaluation system suffers from a number of issues. It has several issues to dissolve {National Policy on Education (NPE), 1986; NCF, 2000; NCF, 2005, Position Paper on Examination Reform, 2006}.

A major goal of examination reforms should be to improve the reliability and validity of examinations and make evaluating a continuous process aimed at helping the students to improve his level of achievement at a given moment of time. (NPE, 1986, p. 6)

In order to improve the validity of current examinations, the entire process of paper setting needs to overhaul. The focus should be shifted to framing good questions rather than mere paper setting. Such questions need not be generated by experts only. (NCF, 2005, p. 114)

Indian school board exams are rarely valid tests of desired competencies and broader curricular objectives, even within the cognitive domain. (Position Paper on Examination Reform, 2006, p. 7)

With the analysis of policy pronouncements following serious, issues can be identified in the evaluation:

- i. Ignorance of higher order cognition, affective and psychomotor domain, which are important aspects of human behaviour;
- ii. Lack of validity and reliability of the question papers; and
- iii. Inter-examiner differences and subjectivity are inherent in students' achievement score.

Moreover, malpractices in the examination cannot be ignored. Thus, it can be concluded that at present evaluation focuses only cognitive learning (even lower order cognition), and validity and reliability of examination are noteworthy issues. Examination score of students may not be a true measure of their abilities. The

concerns raised are not new. The need of examination reforms has been suggested in policies documents as well as researches undertaken by universities and other research institutions.

Schooling is under criticism since long. Tagore, Gandhi, Gijubhai, Aurobindo, and other eminent educationists criticized several aspects of schooling in their era and showed their dissatisfaction. The dissatisfaction emerged out as Vishva Bharti University by Tagore, Basic Education by Gandhi, and Sri Aurobindo International Center of Education by Aurobindo. Moreover, Gijubhai showed his discontent from the school curriculum, teaching and assessment methods and suggested a solution in his novel '*Divaswapna*'.

The NPE (1986) suggested a "continuous and comprehensive evaluation that incorporates both scholastic and co-scholastic aspects of education spread over the total span of instructional time" (p. 31). Several states and central boards of school education have implemented the continuous and comprehensive evaluation (CCE) scheme.

The CCE schemes suffers from issue like inadequate class-size, time constraints (Kaur & Gupta, 2012; Singh, 2013), schools have inadequate infrastructure (Kothari & Thomas, 2012; Velugu, 2013) and lack of teachers' training (Bhattacharjee & Sarma, 2009; Mohanty & Panda, 2012; Sexena, 2012; Singh, 2013; Dubey & Upadhyaya, 2012; Kanno, 2013).

In the backdrop of the above discussion, it may be safely concluded that a non-contextual CCE scheme has been implemented in the schools. School is not equipped to implement the present CCE scheme. Furthermore, an age old criticism about examination reform is still relevant. No doubt, the CCE has a positive effect on students' learning (Bahadurai & Singh, 2012). There is a need to develop a contextual CCE scheme (including localized need) should be delineated and implemented in order to improve schools.

Even after such innovative experiments and ideas and policy implications, the school education in the country desperately awaits for reforms in school education across all the levels.

Section-2: Why do the stakeholders advocate schooling?

In this section perspective of parents, children, and graduates have been presented. Parents who send their children to school, children who go to school and the graduates who went to school. The perspectives are important to understand present issues with school.

2.1 Perspective of parents

As a child attain the age 3+ to 5+ (age to start school), often his/ her parents start searching for a 'good' school for the child, and finally they admit their child in a school what best they can afford. Thereafter, children start going to school. Sometime children show his/ her resentment against the school and protest to attend school.

Is sending children to school a mere ritual? Definitely, it cannot be a mere ritual. Parents will not waste their hard earned money and precious time of their children for a mere ritual even for such a long period.

Discussion with several parents reveals that they send their children to school with the expectation that the school can equip their children with required knowledge, skill and wisdom which is necessary for success in life. Parents send their children to school to make them a doctor/ an engineer/ a scientist/ an advocate/ a teacher, etc. in short, to make the child 'successful'.

Parents' perspective raised another question. Does the school hold the key be successful? Perhaps no. Schooling is not a guarantee for a successful career, as we have several examples of the successful people, who did not attend/ complete their schooling. Still, they are highly successful as a professional e.g. Thomas Edison, he had just three years of formal schooling. He is a genius; he has more than 1000 patents to his credit. The list is endless, the people are ordinary and the stories are real.

Parents have expectation from the school for a better future of their children. However, schools sometimes fail to develop basic learning skills among children.

2.2 Children's perspectives

One can only speculate that children don't have any other alternate but to attend regular schools. They have to go to school because their brothers/ sisters/ own age group relatives, even neighbors go to the school. In short, the children go to school as a tradition. It is a mechanical practice, propagated as 'does' and practiced as 'must'.

In order to know, why do children come to school, in class IX of 38 students (of a private school), it was asked to all the students to write, why do they come to school? The collected responses can be broadly classified into 12 major categories. The responses are tabled, as in Table-1.

Table -1: Reasons to Come School

Sl. No.	Reason to go to School	Responded by the students	
		Number	Percentage
1.	To study/ to learn / to get education/ to get Knowledge	38	100
2.	To gossip with friends/ to enjoy/ to get rid of boredom/	13	34.21
3.	To become higher professional	10	26.31
4.	To fulfill parents' dreams	7	18.42
5.	To learn good habits	5	13.15
6.	To fulfill own dream	3	7.89
7.	To earn money to buy a bungalow/ Cars/ Laptop, etc.	2	5.26
8.	To become a good human being	1	2.63
9.	To make the family happy	1	2.63
10.	To make life happy and comfortable	1	2.63
11.	To get respect in society	1	2.63
12.	To learn discipline	1	2.63

Source: Author's Survey

All the 38 students responded that they come to school to study/ to learn/ to get education/ to get knowledge. A higher per cent of children go to school to fulfill their parents' dreams rather than their own dream. Thus, children come to school to get an education and fulfill their parents' dreams.

2.3 Graduates' Perspective

While the same question 'why should we go to school' was asked to some of graduates along with, 'what have you learned in school, what would you not have learned if you had not attended the school'.

Surprisingly, no one could tell any concrete concept, what exclusively they learned in the school. This is the same findings to which Illich (1971) arrived at within his famous book 'Deschooling society'. Illich (1971) argues that one learns important knowledge and values from informal means rather than school. His argument as:

The same people, paradoxically, when pressed to specify how they acquired what they know and value, will readily admit that they learned it more often outside than inside school. Their knowledge of facts, their understanding of life and work came to them from friendship or love, while viewing TV, or while reading, from examples of peers or the challenge of a street encounter. Or they may have learned what they know through the apprenticeship ritual for admission to a street gang or the initiation to a hospital, newspaper city room, plumber's shop, or insurance office. (Illich, 1971)

On the basis of responses of graduates', it can be concluded that whatever children learn at the primary level forms a base for learning at the secondary level. Thereafter, learning at secondary level forms a base for learning at the senior

secondary level and the domino effect follows. . Thus, I could generalize as, during schooling, children learn for the sake of learning rather than for the sake of life. Learning becomes a sequential exercise that has nothing to do with life in an organic form.

Section-3: What is the solution to improve the school?

The school is suffering from several issues that need to be addressed, that is why the question is raised that “why should we go to school?” this section tries to explore plausible answers to the question raised.

Dewan and Mishra (2011) argued that “there is no obvious set of aspects which can ensure the quality of a school” (p. 13). Therefore, no obvious set of solution is possible. In pursuit of a workable answer to improve the school, first we need to identify the failures or least functional concepts by asking a rational question ‘who does fail?’

3.1 Who does fail? : System or Children

One of the significant questions related to a failure in the education system that who actually fails the system or children?

The answer is obvious. . It is the system, which decides all for the students’ why to teach?, what to teach?, how to teach?, and even how to evaluate?

The irony of the situation is, if the system could not implement, what it wanted to implement in the students with its pre-decided aims and teaching methods. It is the students who are being certified as a failure or low achiever.

Is it justified? Certainly not, it is the system which fails or achieves lower rather than the students. If everything is decided by the system and student could not learn, then it is the system which failed and not the students. It is the system which fails to identify the learning need and learning style of the students. It is the duty of the system to identify the innate capabilities of the students and nourish it.

3.2 School improvement initiatives: School assessment and accreditation

A paradigm shift from ‘student evaluation’ to ‘school evaluation’ is noticed with the enactment of RTE (2009). Several states have taken initiatives related to school evaluation. The major initiatives are Karnataka School Quality Assessment and Accreditation (KSQAA) in Karnataka, *Gunotsav* in Gujarat, *PratibhaParva* in Madhya Pradesh, *Sambalan* in Rajasthan, *Samiksha* in Odisha, in addition to state initiatives School Quality Assessment and Accreditation (SQAA) by CBSE and Accreditation Standard for Quality School Governance (ASQSG) by Quality Council of India. Most

of the initiatives, assess human, physical resources, students' learning, etc. On the basis of assessment, a consolidated score is calculated. Depending upon the consolidated score the school is accredited with some grading or colour code. At the end of the evaluation process a consolidated grade is awarded to the each school.

Such initiatives suffer with issues like i. the consolidated grade hides the status of school on individual components, ii. human and physical resources are provided by the system, the school has limited control over these parameters, iii. interventions on the basis of such accreditation are missing in most of the initiatives. Thus, the resources are being provided by the system to schools, if due to lack of resources, a school gets low grade, it is clearly system failure.

Thus, these initiatives are appreciating intervention by the system; however, these are in the infancy stage. These need a radical improvement in their approach. The school as an institutional space for the teaching-learning has more control over the teaching-learning process. So, the process is required to assess and depending upon this assessment system is supposed to extend its support to improve teaching-learning process in the school.

3.3 What is the plausible solution?

Banerji (2000) explicitly point out that “reasons why children are not in school or why they are not learning have more to do with the nature of schools than with the economic circumstances of their families” (p. 801). We have demanded quality schooling. Thus, we need to improve the schools for better learning.

If the present schooling is not helping students, then we must try some innovation to improve the situation. As the problem lies within the school, the solution must also be evolved from within the school. The school can produce better results with the existing setups. It is the time to reform school rather than a mere reform in curricula.

3.4 Every child is different

Individual differences need to recognize. It is not a rational perspective at all that one should become a doctor because one's brother/ sister/ relative/ neighbour is a doctor. Each child is born with the specific innate qualities. It is the duty of parents, schools and teachers to identify those innate qualities and nourish them. Thus, individuality needs due consideration and respected. Accordingly, each child can select a profession of choice.

3.5 School improvement

Firstly, we need to understand and define what should be the product of our

school. Now, again, I come to my very first question, why we should go to school? The reform in school should be child centric, not only in a theoretical way but also in practice way.

One of the answers is: we should go to school, to develop our innate capabilities, imagination ability, creativity, social ethics and last but not least important communication skills. We should not go to school to learn the obsolete bulk of knowledge that is isolated from life and leads to mere certification. Children are the part of society, so in the post school life, they have to establish themselves in the society as its productive element.

Thus, it needs to delineate a school which is for the children. Therefore, there is a need to shift focus, from system imposed reforms to child centered questions. It is time to consider what can a child learn?, how can a child learn?, and, how can a child be evaluated? Rather than how to teach? What to teach? How to evaluate? The development of a child should be in its self-direction rather than a system driven direction.

Secondly, in the school assessment initiatives, the grading of results has a spectrum of school from the highest to the lowest grading. Such grading is neither going to help school nor its children. Thus, school assessment should be complemented by addressing the problem areas by extending specific support. The consequences of the poor grading should not be the ignorance of the school and the mere transfer of the school authorities. The poor grade school should be seen as 'a school with extra need and support from the system.

'A' grade schools are already at the highest level, thus these require support only to maintain its present status. Whereas, the 'C' grade schools, first need support to upgrade their level to 'A' then further support to maintain its 'A' grade. Thus, in this way a 'C' grade school needs additional support than an 'A' grade school. However, it is appreciating step to provide due recognition to an 'A' grade school.

Moreover, we cannot afford even a single 'C' grade school. If there are schools with such denomination that 'A', 'B' and 'C' grade than it is against the spirit of our constitution, which empowers each child to have an equal quality of education. It is imperative to note here that the grade is largely depends upon the human resource and physical infrastructure of the school, which is provided by the system. Thus, having a single 'C' grade school is a case of violation of 'RTE (2009)' of its children. The RTE (2009) embarked upon the equal quality of education to all. Thus, all children have equal right to study in 'A' grade school (equal quality of education).

4. Conclusion

It can be concluded that schooling is an important aspect of life, since time

immemorial. Nevertheless, since long, the several aspects of the school such as curriculum, examination, etc. have been criticized by educational thinkers, researchers and policy framers in a different span of time. Additionally, society is dynamic as a result the education is also dynamic. The school reform is a contemporary issue at every nick of the time. The present schooling system has become a necessary evil if not the orthodox system that has disgraced its honour over the years. Thus, school reform is necessary at this juncture.

The reforms are being institutionalized by respective agencies at state and central levels. One of the significant initiatives is school evaluation. Several states (Gujarat, Madhya Pradesh, Rajasthan, etc.) of India, and a national programme for school evaluation is already institutionalized as an appreciating step. Such initiatives need a strong support from all ranges of school stakeholders.

Furthermore, the school should be more vivid and life full, which can develop one's innate capabilities, inculcate the imagination ability, creativity, social code of conduct and last but not the least, communication skills. Learning should not be isolated from society as it was observed by NCF (2005).

Thus, we need a school system which can integrate the Gandhian concept of vocationalisation in contemporary context, Tagore concept of natural learning, and Gijubhai concept of a more comprehensive evaluation system so that the school as an institution for learning can promote originality and socially useful learning, irrespective of gender, caste and religion of the children. All these can lead to the goal of an equal quality of education to all the children.

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(Footnotes)

¹*Divaswapan is a novel written by Gijubhai*

Badheka. The novel describes an experiment related to primary school. Gijubhai criticized curriculum, teaching and evaluation methods in the novel. He also described various innovative teaching methods and focused on more comprehensive evaluation methods.

Reassessing the Pedagogical Status in Punjab State

Monu Singh Gurjar

Introducing the Historical Context of Punjab

Punjab was the last to be annexed by the British in 1849, ten years after the death of Maharaja Ranjit Singh who ruled Punjab for four decades. Attainment of India's independence from the shackles of British rule after a long struggle, in which Punjab had a glorious contribution, was accompanied by the traumatic partition of the country in 1947, dividing Punjab into Indian and Pakistani Punjab. Subsequently the present Punjab was carved out in 1966, giving birth to two new States of Haryana and Himachal Pradesh.

It is supposed to be a leading state in pioneering in the realm of green revolution, the benefits of which percolated to a sizable number of farmers. But at the same time, the land holdings of big farmers increased by and by and a good number of farmers having smaller units became landless farm laborers. Punjab is still fighting the negative after effects of green revolution on the fertility of land, depleted water table and poisonous fallout of the overuse of fertilizers and pesticides (Sidhu, 2005).

After India got freedom, this state had to face three major wars for the last one and a half decades from the early eighties onwards. It being the most disturbing state, has to deal with the problems related to international border. The impact of militant politics could be observed absolutely on all the aspects of life, including education. We can evidently view how a malicious culture of replication and fraud entering the system now, resulting in weakening the links between effort, scholastic indicators and job or career success.

Saints, seers and thinkers over the ages broadly encouraged the culture of dialogue and academic engagement, the tradition of critical questioning, respect for dissent and blossoming of diverse thought processes. The local people celebrate multi-ethnic culture and a legacy of liberal intellectual development. In spite of, deformations, which are numerous, it moves on with its rich and bold legacy. As Guru Tegh Bahadur, ninth successor of Guru Nanak Dev said, '*Bhai kahoo ko det nahin, nahin bhai maanat aan*' (Neither I dare nor I dread anyone).

Educational Profile of Punjab State

Literacy Situation

Punjab is largely a rural state where 62% of the area falls in rural region. Literacy rate in Punjab has been rising constantly from 38.69% in 1971 to 76.68% in 2011.

The gap between rural and urban literacy has reduced over a period of four decades, from 27.95 percent points in 1971 to 11.25 percent points in 2011 (Sarkaria, 2012, p.1). Female literacy is 71.3% and male literacy rate is 81.5%. The state has attained Gross Enrolment Ratio at primary level at 104.78 and Net Enrolment Ratio at 90.45 as per census report 2011. GER for upper primary is 96.46 and NER is 81.90.

General Scenario of Education

The school education system in the state has been divided for administrative convenience at two levels, headed respectively by the Director Public Instruction (Elementary Education) and Director Public Instruction (Secondary Education). Both the directorates are guided and controlled by a Director General of School Education. The Director General of School Education (DGSE) is also the State Project Director of SSA and RMSA.

As on March 31, 2013, there were 23,217 lower primary schools and 14,356 upper primary schools. Approximately 22% of the lower primary and 26% of the upper primary schools are private unrecognized. 59% and 46% respectively of the lower and upper primary schools are government or government aided schools (SCERT, 2012a, and p.26).

State School System versus Privatization

After independence, the state built a vast network of schools in rural areas. The trend continued till the early eighties but slowed down thereafter. In the later decades, new government schools were not opened all together with population enlargement. We can identify a worsening condition in quality of education in the existing government school system. Private investments in school education have been also promoted. All this resulted in a situation where opening of further educational institutions was seen chiefly in the private sector. There is a series of private school categories opened in backward areas charging very low fees to others serving the richer cross-section of society.

Capacity of Teacher Education Institutions

Apparently there has been a phenomenal increase of B.Ed. capacity between 2007 and 2013. Subtracting the number of posts of appointed teachers from the number of sanctioned posts, as shown in Table 8, one finds a rough estimate of vacancy in teaching posts: 1983, 3521 and 7334 at the primary, upper primary and the secondary level respectively. This can be compared with the intake capacity of teacher education institutes at these levels: 4150 at ETT and 26,885 at B.Ed. This shows that the vacancies are too few to be filled in by the trained teachers coming out of these institutes. Rather, than indiscriminately continuing to expand the capacity of teacher education institutes, it may be worthwhile to restrain the opening of new

teacher education institutes in the private sector, and even to close down a few existing ones.

Research and Innovation in School and Teacher Education: Role of University Departments

The notion of research is considered to be pivotal to the process of making of new knowledge. The development of such institutions is the growth of society that builds them. Each aspect of life is felt by what is done and not done by the institutions. In this context the role of universities becomes significant in the sphere of education.

A variety of issues related to educational policy, theory and practice are being considered for research in the Departments of Education in Punjab University, Chandigarh and Punjabi University, Patiala. Evaluative studies for the reviewing the programmes and procedures are also being accomplished. Such researches help enlarging new insights into the issues having bearing on policy formulation. These researches have been carried out in multiple forms via Ph.D., M. Phil., Masters-thesis and research papers published by the faculty and students on various issues. In some particular fields of social and national interests, the University faculty can be assigned for their expertise. However it is not appropriate to fix certain domains of research for some University departments and then expect special results. There is a must necessity to extend a mechanism to share findings of relevant research with the people practicing in that particular area. Joint research projects and seminars between university, SCERT and DIET faculty are therefore highly recommended.

Note on School Internship: School Internship will be taken in Three Phases Pre-Internship, School Internship and Post Internship.

Course Details

- a) **Pre-Internship for one month** (further divided into 2 parts i.e. 2 weeks in semester one (25 marks) and 2 weeks in semester two (25 marks).
- Observation of the real classroom situations (minimum of 2 schools in a rural/urban, private/govt. secondary school affiliated to PSEB/CBSE/ICSE etc.) and the whole school environment. Before teaching in the classroom the student teacher will have to observe a regular classroom in the school for a week, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.
 - Peer group discussion.
 - Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
 - Sample demonstration/viewing different classroom situation.

- Visit to innovative centres of pedagogy and learning, educational resource centres
- Input from teacher educators.
- Context analysis and reflection.

b) Internship for 16 weeks

- During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.
- The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
- Reflective journals and reports to be maintained during the internship period (a minimum of 80 classes)

c) Post internship for one week

It involves the following activities

- Writing reflective journals or reports on the whole school internship programme of 20 weeks
- Extended discussion among the student-teacher.
- Presentation by student-teachers on different aspects of the teaching experiences after the internship.

- d)** Final examination in practice teaching (in actual school setting by external and internal examiners). *Note: - The examination will be conducted in flexible manner in the last two weeks of internship jointly by the qualified school staff and teacher educators.*

(A) School Internship Programme

- School Observation File
- Teaching Practice File
- Actual teaching performance
- Action research report
- Timetable and attendance record
- Practical's related to B.Ed. Curriculum
- Observation of school children in classroom as well as out of classroom, during all school activities
- Report on Morning assembly and Co-curricular activities
- Reflections on School Internship programme
- Workshop on teaching learning material

- Development of audio visual aids
- Use of school library and conducting lab work
- Observing important occasions and celebrating important national days with school children
- To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades
- Learning to maintain school records and registers
- To gain total experience as a teacher in the school

(B) School Internship Programme: (Practice Phase)

Duration: 15 Weeks

Teaching practice

The school teaching practice period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.

(i) Initiatory School Experiences

During first week at practice teaching school, Pupil teachers will perform following activities:

- Observation of lessons of school teachers in concerned teaching subjects.
- School curriculum- subject-wise.

(ii) Teaching Practice activities

Preparation of School Observation file:

- Philosophy of the school
- Vision/ aims/Objectives of the school.
- Organization and management,
- Fee and funds, staff salary scales, leave rules, Service rules, joining reports etc.
- School Plant- detailed account of Infrastructural, Instructional and Human resources.
- SWOC analysis of the school.

(iii) Details of Teaching Practice file

- 80 lesson plans (Spread over 15 weeks), in elementary (upper Primary) level

classes & secondary classes in each subject during internship performance.

Discussion lessons in each teaching subject will be conducted after every two weeks.

- Distribution of 80 Unit/Lesson plans will be as under:
 - Detailed Unit/Lesson Plans: 40
 - Diary format Unit/Lesson Plans: 20
 - ICT Based Unit/lesson Plans: 12
 - Test based Unit/lesson plan(by preparing blue print): 4
 - Teaching models based Unit/lesson plans: 4

Total 80+80=160 Unit/lesson Plans in both the pedagogical subjects.

Observation of Peer lessons: 40

Observation of lessons by school teachers: 20

(C) Evaluation Programme: (Post Practice Phase)

- Internal Assessment in each pedagogy subject based on total reflections and involvement in School internship Programme. (30+30=60 marks)
- External Assessment: Final Skill-in-Teaching Lesson in each subject.(70+70=140)

1. Written unit/lesson plan	10 marks
2. Presentation /content delivery	40 marks
3. Teacher Traits and classroom behavior	10 marks
4. Teaching aids/models/ICT used	10 marks
Total	70 marks

Problems of Pre-service Teacher Education Programme in the State

- As per the NCTE New Regulation and Norms 2014, existing Teacher Education Institutions intake capacity is reduced to the first unit of 50 and unless and until they have adequate man power and infrastructural facilities TEIs will not be able to take the second units of 50 more student teachers. This will prevent the state to clear the backlog of untrained teachers.
- Due to lack of infrastructural Facilities-classrooms, Hostels facilities, Common Rooms, Computer Laboratory, Auditorium, and Staff rooms etc., it will be difficult for the state to staff to start the second unit for admission.
- Understaffed in the existing TEIs is still a problem- Filling up Principals and Faculty members (Vacant Posts) and Appointment of additional faculty for enabling them to start the second unit.

- Pre-Service Teacher Education Programme is not made mandatory for all teachers of different managements.

In-service Teacher Education Programme

At present 6472 Block Resource Centers and 69268 Cluster Resource Centers are operational in the Country. In Punjab there are 125 BRCs and 1499 CRCs and number of Schools 20026. There are 1499 Cluster Resource Centres with coordinators who are involved in regular training of teachers.

The different types of in-service training programmes in the different Teacher Education Institutions for in –service school teachers such as Workshops, Seminars and Action Research are conducted on a regular basis. Further, Orientation programmes and Refresher Course are being carried out at the respective institutions but not on a regular basis. All in-service programmes under Sarva Shiksha Abhiyan and Rastriya Madhyamik Shiksha Abhiyan are being organized in collaboration with the TEIs at the District Level. In-service programmes under SSA and RMSA are also being organized by the Block Resource Centre and Cluster Resource Centres.

Teachers in training colleges under government or aided sector can undergo in-service programmes conducting by Academic Staff Colleges of different universities, as per their choice. There is no in-service training for the teachers of B.Ed. centres or unaided colleges. It shows that more attempts for effective and regular in-service programmes are needed from the government agencies in Punjab. Teachers handle classes without proper conceptual understanding; there is no mechanism to identify and solve their problems.

Suggestions for Improvement of Quality

Pre-Service Teacher Education Programmes

- As per the NCTE New Regulations and Norms 2014, existing Teacher Education Institutions could be considered for offering a 3year Integrated B.Ed. & M.Ed. Teacher Education Programme as stand-alone institutions are not encouraged. Moreover, there should be linkages with universities, colleges and other well established private institutions’.
- The Syllabi were redesigned but preparing resource material for student teachers and teacher educators, improving the Teacher Education Institutions, Undertaking capacity building of teacher educators through faculty development programmes, etc, should be highly encouraged and should be expedited at the earliest.
- The Concerned authority should encourage the teacher Educators to take

up fellow ship opportunities and undertake research. They should also be allowed to go on leave without any conditions or be deputed to other fields in order to gain exposure and experience of different work cultures and issues.

In-Service Teacher Education Programmes

- Training management system and Professional development record for teachers' is required to be able to track the various professional development activities within the district or TEIs. This will help to ensure that there is a rational and an efficient way to depute the right teachers' for the right training and to be track the training received.
- One of the most important suggestions is the implementation of UGC pay scale in all TEIs and that B.Ed. and M.Ed. course should be introduced in Directorate of Educational Research and Training (DERT) and that the concerned authority should take up the matter at earliest.
- At present, in-service programmes are organized largely for teachers. A few programmes are also organized for Headmasters, Principals and other supervisory staff.
- Training courses for personnel of State, District and Block Level Institutions.
- Training courses for Coordinators.
- Training courses for preparation of Teaching Learning Materials (TLMs) as one part of the training programme for the in-service teachers.
- Training Modules which has been prepared as part of the in-service training activities.
- The proficiency of the resource persons in the field of teaching.

Conclusion

The Teacher education programme in Punjab needs comprehensive restructuring in terms of the roles and functions of different institutions. SCERT, Punjab needs to be strengthened in all possible ways, academically, administratively and financially. It may be the part of the higher education system in the state. Further, there is an urgent need to create adequate posts for qualified teacher educators at all government level agencies and all these should be brought under one umbrella.

In-service Teacher training must focus on all subjects and its pedagogy, sound theoretical understanding of social justice, equity, plurality, diversity, inclusion, equality;

roles, goals and aims of education and how children learn among others. Moreover, B.Ed. and M.Ed. courses under different universities should have almost the same curricular structure. Further, cooperation among different universities and government agencies should be ensured.

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Social Maturity and Leadership Styles of Secondary Teacher Education Students

*Vel Murugan. P
Sathya. K*

Social Maturity

The ultimate aim of effective social status-hood is the attainment of social maturity. A socially matured person shows a few important characteristics. He is able to adopt himself successfully to his fellow beings and vice versa. It includes such behavioural forms as group compatibility, kindness and sympathy, fair play, emotional adjustability, courtesy and politeness, dependability, self-confidence, co-operation, leadership and cheerfulness. According to Husfork, a socially matured individual conforms not so much because he approves of existing patterns individual must be willing to fit his individual wishes into the pattern approved by the group as a whole. A socially matured individual should be able to make judgements, decisions and take proper action in facing problems and critical issues. He should be able to participate in cooperative activities without any conflict with others. He is capable of taking responsibility for his own actions and of making and keeping a large number of friends. He has a well-balanced and objective estimate of himself in accordance with the group.

Leadership Styles

A leader is a person who influences a group of people towards the achievement of a goal while leadership is the art of motivating a group of people to act towards achieving a common goal. Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. It is the general manner, outlook, attitude and behaviour of a leader, particularly in relation to his colleagues and team members. This can be expressed in various ways including: what a leader says; how they say it; the example they set; their body language; and their general conduct and character. It is a form of cross situational behavioural consistency. It refers to the manner in which a leader interacts with his subordinates. More specifically, dimensions of leadership style depict the way in which a leader (a) attempts to influence the behaviour of subordinates; (b) makes decisions regarding the direction of the group and (c) his balance between the goal attainment function and the maintenance function of the group.

Significance of the Study

The destiny of India is being shaped in its classroom. The teachers occupy a unique position and they are the heart and soul of every institution. They can reform the students in a right direction with leadership behaviour. Thus the whole institution

spins around the axis of teachers. Moreover, students follow the teacher as their role model. The behaviour of students is determined by the behaviour of teachers. Therefore teachers are good leaders and they play an important role in making good citizens. At the same time, there is marked difference in their leadership styles. The leadership styles of the teachers differ based on their psychology.

Man is basically a social being. His existence without social setup can hardly be imagined. He is born in society and so social maturity is very essential for human values. Parents in the family lay the foundation of social development. In adolescence, he enters quite a new field of social responsibility. The society and parents place upon him new roles. The friends and type of peer groups the adolescent joins it would shape his behaviour to a great extent. His interest, attitudes and values influenced by his peers.

The adolescent becomes self-conscious of his place in the society. He tries to confirm the norms of peer group and he can do anything for the sake of pleasing his peers. But the independent adolescent requires developing capacity to choose and make his own career. He should not follow the example of others but first examine to determine whether they are mature means that the adolescent should get along with and work well with others. He ought to develop self-reliance in matters of taste and to learner of human differences. Also, he has to learn to live with others, cooperate and adjust with the environment.

Leadership styles play a main role in moulding their social maturity and character. The aspect of leadership styles has a vital role in reaching their destination. Secondary teacher education students know how to behave in the society and also they need to have social maturity as a teacher. This made the investigator to investigate the social maturity and leadership styles of secondary teacher education students.

Objectives

1. To find out the levels of social maturity of XI standard students with leadership styles.
2. To find out whether there is any significant difference between arts group and science group, rural and urban college, and aided and self-financed college secondary teacher education students with leadership styles in their social maturity.
3. To find out whether there is any significant association between social maturity and leadership styles of secondary teacher education students.

Null Hypotheses

1. There is no significant difference between arts group and science group secondary teacher education students with leadership styles in their social maturity.

2. There is no significant difference between rural and urban college secondary teacher education students with leadership styles in their social maturity.
3. There is no significant difference between aided and self-financed college secondary teacher education students with leadership styles in their social maturity.
4. There is no significant association between social maturity and leadership styles of secondary teacher education students.

Methodology

The investigator adopted survey method. The population for the present study is secondary teacher education students in Kanyakumari district. The investigator has used stratified random sampling technique for collecting the data. The sample consists of 265 secondary teacher education students. Leadership Styles Inventory developed by Arul Lawrence (2009) and Social Maturity Scale developed by Nalini Rao (1971) were used to collect the data. 't' test and Chi-square test were used to analyse the data.

Analysis of Data
Table - 1
Frequency Analysis of Leadership Styles

Leadership Styles	Number	Percentage
Autocratic	32	12.1
Democratic	181	68.3
Laissez-faire	52	19.6
Total	265	100

It is inferred from the above table that 12.1% of secondary teacher education students have autocratic leadership style, 68.3% of them have democratic leadership style, and 19.6% of them have laissez-faire leadership style.

Table - 2
Levels of Social Maturity of Secondary Teacher Education Students with Leadership Styles

Leadership Styles	Low		Moderate		High	
	N	%	N	%	N	%
Autocratic	7	21.9	24	75	1	3.1
Democratic	18	9.9	146	80.7	17	9.4
Laissez-faire	10	19.2	36	69.2	6	11.5

It is inferred from the above table that 21.9% of secondary teacher education autocratic leadership stylers have low, 75% of them have moderate and 3.1% of them have high level of social maturity.

It is clearly understood from the table that 9.9% of secondary teacher education democratic leadership stylers have low, 80.7% of them have moderate and 9.4% of them have high level of social maturity.

The above table shows that 19.2% of secondary teacher education laissez-faire leadership styles have low, 69.2% of them have moderate and 11.5% of them have high level of social maturity.

Table - 3
Difference between Arts Group and Science Group Secondary Teacher Education Students with Leadership Styles in their Social Maturity

Leadership Styles	Group	No.	Mean	SD	Calculated 't' Value	Table Value of 't'	Remarks at 5% Level
Autocratic	Arts	14	220.57	24.874	0.392	2.03	Not Significant
	Science	18	215.22	50.569			
Democratic	Arts	87	235.79	19.463	0.078	1.97	Not Significant
	Science	94	236.01	17.890			
Laissez-faire	Arts	29	227.83	23.610	0.626	2.00	Not Significant
	Science	23	232.26	26.668			

It is inferred from the above table that there is no significant difference between arts group and science group secondary teacher education students with autocratic, democratic and laissez-faire leadership styles in their social maturity.

Table - 4
Difference between Rural and Urban College Secondary Teacher Education Students with Leadership Styles in their Social Maturity

Leadership Styles	Location of College	No.	Mean	SD	Calculated 't' Value	Table Value of 't'	Remarks at 5% Level
Autocratic	Rural	13	214.85	59.325	0.265	2.03	Not Significant
	Urban	19	219.42	22.787			
Democratic	Rural	82	234.60	18.242	0.863	1.97	Not Significant
	Urban	99	236.99	18.935			
Laissez-faire	Rural	20	223.15	26.286	1.501	2.00	Not Significant
	Urban	32	233.94	23.380			

It is inferred from the above table that there is no significant difference between rural and urban college secondary teacher education students with autocratic, democratic and laissez-faire leadership styles in their social maturity.

Table - 5
Difference between Aided and Self-financed College Secondary Teacher Education Students with Leadership Styles in their Social Maturity

Leadership Styles	Type of Institution	No.	Mean	SD	Calculated 't' Value	Table Value of 't'	Remarks at 5% Level
Autocratic	Aided	9	228.56	8.719	0.550	2.03	Not Significant
	Self-financed	23	213.26	47.492			
Democratic	Aided	43	229.67	19.321	2.461	1.97	Significant
	Self-financed	138	237.85	18.018			
Laissez-faire	Aided	13	211.15	17.387	4.030	2.00	Significant
	Self-financed	39	236.0	23.985			

It is inferred from the above table that there is no significant difference between aided and self-financed college secondary teacher education students with autocratic leadership style in their social maturity. But there is significant difference between aided and self-financed college secondary teacher education students with democratic and laissez-faire leadership styles in their social maturity. While comparing the mean scores of aided and self-financed college secondary teacher education students with democratic and laissez-faire leadership styles, the self-financed college secondary teacher education students are better in their social maturity.

Table - 6
Association between Leadership Styles and Social Maturity of Secondary Teacher Education Students

Social Maturity	Calculated Chi-square Value	Remarks at 5% Level
	7.041	Not Significant

It is inferred from the above table that there is no significant association between leadership styles and social maturity of secondary teacher education students.

Findings

1. 12.1% of secondary teacher education students have autocratic leadership style, 68.3% of them have democratic leadership style, and 19.6% of them have laissez-faire leadership style.
2. 3.1% secondary teacher education autocratic leadership stylers have high level of social maturity, 9.4% of secondary teacher education democratic leadership stylers have high level of social maturity, and 11.5% of secondary teacher education Laissez-fair leadership stylers have high level of social maturity.
3. There is no significant difference between arts group and science group secondary teacher education students with autocratic, democratic and laissez-faire leadership styles in their social maturity.
4. There is no significant difference between rural and urban college secondary teacher education students with autocratic, democratic and laissez-faire leadership styles in their social maturity.
5. There is no significant difference between aided and self-financed college secondary teacher education students with autocratic leadership style in their social maturity. But there is significant difference between aided and self-financed college secondary teacher education students with democratic and laissez-faire leadership styles in their social maturity.
6. There is no significant association between leadership styles and social maturity of secondary teacher education students.

Interpretations

The 't' test result reveals that the self-financed college secondary teacher education students with democratic leadership style are better than the aided college students in their social maturity. This may be due to the fact that the self-financed college students have enough talents as well as they have full support from the faculty members. They are well-balanced students. So they can adjust with everyone. So self-financed college students outcome is better than aided college students.

The 't' test result reveals that the self-financed college secondary teacher education students with laissez-faire leadership style are better than the aided college students in their social maturity. This may be due to the fact that the aided college students enjoy the privileges of laissez-faire leadership. They want to try to show better to achieve. They have the individual capability. But the self-financed college students are well-balanced students. They can adjust with everyone and also have the opportunities and facilities to mingle with others. So self-financed college students have social maturity than aided college students.

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A Study of Mobile Addiction among Engineering College Students in Tiruchirapalli District

**S. Alamelumangai
S.V.A Prakash**

Introduction

Mobile is an essential part of our daily life. Human being cannot imagine life without mobile. If we remember the era before mobiles, human life was very different. Although, there was some discomfort without mobile, people used to communicate each other by having meetings and sending letters. Mobile made communication and availability is very easy, but is it virtual. Besides communication, mobile brought digital era of “on the tip information”, games, personal calendar and what not. Cell phone equipments are becoming easy and useful to handle. Due to usefulness, available apps, games, information, entertainment, mobile usage has become habitual. This usage is in such large extent among college youths, has become addiction.

Today people have mobile phones with them all the time and use to them to organize and manage every moment of their live, from work to free time. The function of mobile is to control distance in communication and relationship. By using mobile phone we can communicate very easily.

It has become vital element to every person but it is reason of addiction also. The addiction is spreading continuously among college youths and teenagers.

According to a survey by Pew Research Center, 25% of adult Americans had smart phones in 2011. Fast forward a year and that percentage is now up to 45%, this number includes almost half of all U. S. adults, and it surpasses those who have regular cell phones. Teens are following right behind adults, but are teens becoming addicted to smart phones?. Scenario in India is not different. Mobile phone services were introduced in India about 15 years ago. Nearly 1.63 million of people signed up for mobile phone services in February 2004 wherein the percentage of College youth and teenagers is 40%.

Literature Survey

Studies suggest the upsides of mobile phone usage. Power and Horstmansh (2004) proposed that mobile phone usage provides young people with an opportunity

to create new relationships with others and to sustain them. Many researchers, Chapman and Schofield (1998); Taylor and Harper (2001); Carroll et al. (2002) emphasized on its use to increase the sense of security in case of emergency. Tjong et al. (2003) proclaimed that this technology provides means for social fulfillment of young people such as access, convenience and mobility. Frissen (2000) and Matthews (2004) suggested that mobility also put busy working parents at ease because through this technology they can better be in touch with their children. Markett (2006) suggested that learning in classroom can be promoted through increased interactivity among the students during the lecture and using the short messaging service (SMS) can promote this interactivity. Chen et al. (2007) proposed that having mobile phone is necessary for college students to keep in touch with their family. Also they use mobile phones to fulfill their family roles by sharing their experiences with and getting an emotional and psychic support from their family. Ling and Yttri (2002) proclaimed that mobile phone technology has revolutionized the patterns of correspondence and coordination among peer groups, colleagues and family member. Cova (1994) proposed that youngsters seek peer group acceptance by using their mobile phones.

But researchers, Bianchi and Phillips (2005), Paragras (2003), Monk et al (2004), Palen et al. (2001), also recognized the problematic dimension of excessive usage of mobile phone in young people. James and Drennan (2005) conducted a study on Australian students and identified a higher usage rate of 1.5 hours - 5 hours a day. They also highlighted the financial costs, emotional stress, damaged relationships and falling literacy as adverse consequences of excessive usage. Matthews (2004) concluded that Australian adolescents do not make more than five calls a day on average and 85% of them used SMS less than 5 times a day.

Ishfaq Ahmed et. al. in their study regarding Mobile phone to youngsters: Necessity or addiction have given that youngsters use their cell phones under reasonable limits and do not tend towards extreme behaviours leading towards addictive cell phone usage.

Abhas Tandon et. al. in the study "Mobile phone and internet adoption and consumption patterns of college students in India" concluded that the college students in India are highly addicted to the use of mobile phones and internet and excessively use the above technological services. Their life now highly depends on phone and internet.

Present Study

Present study concentrates on mobile addiction among students and the behavioral aspects of mobile addiction. The study checks whether mobile addiction really exists among the students by using 10 items scale and also reveals whether

there is any relationship between Gender and mobile addiction and whether mobile addiction depends on education taken by students or not.

Objectives

1. To study what is mobile addiction.
2. To study % of mobile addiction among students.
3. To study behavioral aspects of addiction.
4. To study dependency of mobile addiction with Gender and Education.

Data Collection

Data is collected as primary data from 200 students from Anna university constituent college Trichy by Purposive sampling method Questionnaire is used for collecting the data. Questionnaire contained 10 item scales to analyze behavioral aspects of the mobile addiction. Besides this there were demographic question.

Data Analysis and Hypotheses Testing

Data is analyzed using tables and graphs which are drawn through MS Excel. To test the hypotheses Chi-Square test is used.

Mobile Addiction: The Concept

Addiction is evident when an obsession with something disrupts the more important things in life, like personal relationships, schooling, or jobs. People can become addicted to pretty much anything. While teens are far more likely to become addicted to their cell phone, they will become adults and that addiction may still be unresolved. People who are shy and have low self-esteem are more likely to become cellular addicts because, with text messaging, you can make 'texting friends' that you never actually have to meet, very much like internet chatting. The cell phone has been dubbed 'the new cigarette' and 'one of the biggest non-drug addictions of the 21st century'. Psychiatrists consider mobile phone addiction to be an obsessive-compulsive disorder. Mobile phone addiction can totally isolate its victims, ruin them economically and even turn them into criminals. Addicts can easily run up phone bills over \$1,000 a month, and, like drug addicts, some turn to crime to pay them. Take this quick assessment to learn more about the warning signs of cell phone addiction and help you to determine whether or not you may be a cellular addict.

Addicted peoples forget real purpose of their phone, they waste large part of time in unnecessary interaction like playing games, video, messaging etc over their phone. Peoples get disturbing when phone ringing and they are doing work. This also happen with students. The mobile addiction hampers most while driving and may lead to serious accidents. The serious health issues of mobile addiction are Nomo phobia, Insomnia, mental disorder etc.

Risk factors for Mobile Addiction

1. Peoples suffer from anxiety - People may use the mobile to distract you from their worries and fears. An anxiety disorder like obsessive-compulsive disorder may also contribute to excessive SMS/MMS checking and compulsive mobile use.
2. People are depressed- The mobile can be an escape from feelings of depression, but too much time online can make things worse. Mobile addiction further contributes to stress, isolation and loneliness.
3. Peoples lack social support- Addicts often use social networking sites by using Internet, instant messaging, or online gaming as a safe way of establishing new relationships and more confidently relating to others.
4. Peoples are less mobile or socially active than they once were - For example, people may be coping with a new disability that limits their ability to drive. Or you may be parenting very young children, which can make it hard to leave the house or connect with old friends.
5. Peoples are stressed- While some people use the mobile to relieve stress, it can have a counterproductive effect. The longer they spend online, the higher their stress levels will be.

Signs of Mobile Addiction

1. People spend more on accessories than on their phone.
2. People having alarms telling them when to do everything in their life.
3. They install different apps in mobile.
4. When people meet other people they talk about mobile
5. People use it in bathroom also.
6. Experience anxiety when phone is misplaced.

7. Feel uncomfortable if more than two hours pass without checking phone for messages.
8. Experience extreme emotions when a cell phone connection is lost.
9. Answer calls and text messages while driving.
10. The first thing upon waking is check phone for messages

Data Analysis, Findings & Discussions

Table (a): Descriptive statistics based on gender

Sr. No	Description		Frequency out of 200	Percentage
1	Gender	Male	125	62.5
		Female	75	37.5
2	Education	UG, Year – I	20	10
		UG, Year – II	60	30
		UG, Year – III	60	30
		UG, Year – IV	40	20
		PG, Year – I	10	5
		PG, Year – II	10	5
3	Community	OC	30	15
		BC/ MBC	120	60
		SC/ ST	50	25
4	Mode of Residence	Day scholar	100	50
		Hosteller – College	60	30
		Hosteller – Private	40	20
5	Parents Educational qualification	Below 10 th Std	100	50
		10 th to 12 th / Diploma	40	20
		Degree and above	60	30
6	Parental Income	Below 10,000	60	30
		10,000 – 30,000	100	50
		30,000 and above	40	20

Table (b): Responses to behavioral questions

Sl. No	Question	Yes		Yes/ No		No	
		Freq out of 200	%	Freq out of 200	%	Freq out of 200	%
1	Making calls longer than intended	110	55	55	27.5	35	17.5
2	Do you always feel anxious about your cell phone, especially when you are unable to use it (meeting, class, church)	100	50	60	30	40	20
3	Are you uncomfortable and fidgety when you are not using your cell phone	110	55	60	30	40	20
4	Ignoring face-to-face friends for using cell phone	109	54.5	41	20.5	50	25
5	Others complaint about excessive cell phone usage	106	53	44	22	50	25
6	Do you experience high levels of anxiety, stress or insecurity when you are without your cell phone	100	50	36	18	64	32
7	Decline in productivity due to cell phone usage	110	55	55	27.5	35	17.5
8	Do you sometimes believe your phone is ringing but was not ringing at all (Phantom ringing)	118	59	31	15.5	51	25.5
9	Suffering sleep loss due to late night usage	120	60	50	25	30	15
10	Have you had problems in your family or friends because of your cell phone usage?	120	60	45	22.5	35	17.5

The responses to 10 item scale (10 questions in questionnaire) are analyzed using Likert Scale style. Each item has three response options; Yes, Y/N neither (neither 'Yes' nor 'No') and No. The "Yes" response is assigned weight 1 and "Y/N" and "No" options are given weight 0. The responses of each student to all items (questions) are summed and total score for each student is calculated. The response scores varied from 0 (if any student says either Y/N or No to all items) to 10 (if any student says yes to all items). If the total score is greater than 5, then that student is considered to have mobile addiction otherwise no serious addiction is there. Table (c) shows frequency of samples regarding mobile addiction based on calculation described above.

Table (c): Frequency of Addiction

Addiction	Frequency	Percentage
Y	136	68
N	64	32

Table (c) clearly shows that 70% students have mobile addiction

Table (d): Frequency of addiction with demographic variables

S. No	Description		Frequency out of 200	Addiction		Addiction (%)	
				Yes	No	Yes	No
1	Gender	Male	125	82	43	65.6	34.4
		Female	75	54	21	72	28
2	Education	UG, Year – I	20	13	7	65	35
		UG, Year – II	60	42	18	70	30
		UG, Year – III	60	43	17	71.6	28.4
		UG, Year – IV	40	26	14	65	35
		PG, Year – I	10	7	3	70	30
		PG, Year – II	10	5	5	50	50
3	Community	OC	30	21	9	70	30
		BC/ MBC	120	78	42	65	35
		SC/ ST	50	37	13	74	26
4	Mode of Residence	Day scholar	100	45	55	45	55
		Hosteller – College	60	52	08	86.6	23.4
		Hosteller – Private	40	39	01	97.5	2.5
5	Parents Educational qualification	Below 10 th Std	100	73	27	73	27
		10 th to 12 th / Diploma	40	27	13	67.5	32.5
		Degree and above	60	36	24	60	40
6	Parental Income	Below 10,000	60	33	27	55	45
		10,000 – 30,000	100	67	33	67	33
		30,000 and above	40	36	04	90	10

Table (d) – Sl. No. 1, clearly shows that 72% of the female students are addicted to the usage of mobiles and the addiction rate is 65.6% in case of male students.

Table (d) – Sl.No. 2, III year UG students are more addicted to the usage of mobiles

Table (d) – Sl.No. 3 shows that SC/ST community students are more addicted to the mobiles when compared to other communities.

Table (d) – Sl. No. 4 – shows that students who stay in a private hostel are more addicted to usage of mobiles.

Table (d) – Sl. No. 5 gives an idea that students whose parent's education qualification is below 10% are more addicted to mobile usage.

Table (d) – Sl. No. 6 gives an idea that students whose parent's income range is above 30K are more addicted to mobile usage.

Table 3 - Usage patterns and behaviors of mobile phone.

Addictive behaviors	Strongly disagree		Disagree		Indifferent		Agree		Strongly Agree	
	Freq out Of 200	%	Freq out Of 200	%	Freq out Of 200	%	Freq out Of 200	%	Freq out Of 200	%
I am in different world while using cell phone	66	33.0	55	27.5	37	18.8	28	14.2	13	6.5
I use cell phone irrespective of the place where I am	51	25.5	52	26.0	43	21.2	35	17.5	19	9.8
I avoid activating silent/vibration mode of cell phone	76	38.0	52	25.8	37	18.5	27	13.5	9	4.2
I have made new friends whom I came to know using cell phone	79	39.8	47	20.5	38	19.0	31	15.8	10	5.0
Presence of others bother me while I am talking over my mobile phone	34	16.8	51	28.5	41	20.8	57	28.5	11	5.5
Lengthy conversations on mobile phone are okay	56	28.0	61	30.5	40	20.0	38	19.0	5	2.5
I respond to unknown calls/ messages	62	31.0	45	22.2	37	18.2	37	18.5	20	10.0
Information stored in mobile phones are private	46	23.0	38	19.0	44	22.0	51	25.5	21	10.5
Using mobile phone while driving is ok	77	38.2	53	26.5	35	17.2	17	8.5	19	9.5
Excessive usage of mobile phone causes health hazards	27	13.2	31	15.2	44	22.0	65	32.2	35	17.2
I can live a day without my mobile phone	45	22.8	37	18.8	37	18.2	43	21.5	37	18.8
I use to text/call to someone living under the same roof	37	18.8	41	20.8	55	24.5	53	26.5	19	9.5
I cannot stop thinking about the chat I had on my mobile phone	23	11.2	42	23.0	61	30.2	46	23.0	25	12.5
I look forward to get to a peaceful place to attend the call/text from my friends	17	8.2	46	20.0	48	24.0	61	30.2	35	17.5
My inbox remain full of saved text that I use to read in leisure	16	8.0	40	26.5	47	23.5	54	27.0	30	15.0
I cannot go for a day without using cell phone	33	16.8	44	22.0	49	24.8	44	22.0	29	14.5
I give priority to my cell phone over my professional and personal commitments	55	27.2	51	25.5	39	19.2	36	18.0	20	10.0
I cannot relax if my cell-phone signal does not have good signal strength	29	14.5	46	23.0	51	25.8	49	24.8	24	12.0
I respond to someone's call/text even when it is not convenient for me	19	9.2	62	30.0	57	28.2	50	25.0	15	7.5
I can complete my assignments with in stipulated time	19	9.7	48	21.0	54	27.0	68	34.0	17	8.2
Mobile phone usage is just wastage of time and resources	33	16.8	59	29.5	59	29.0	33	16.2	17	8.5

Conclusion

As per this study it seen that more than 75% students are addicted to mobile. The addiction is like using mobile 24 X 7 and feeling uncomfortable while not using

mobiles. Some percentage of feeling anxiety is also noted. Mobile addiction is seen to be independent on gender whereas it is depending on education.

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Andragogical Approach of Training to Enhance Working Efficiency of Human Resource

***S. Raja Annamalai
V. P. Matheswaran***

According to Malcolm Knowles, Andragogy is 'the art and science of helping adults to learn'. It is leading to Human Resource Development. Andragogy is a humanitarian attempt to conceptualize adult education leading to specific methods and practices. Training refers to the learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and organization. Dales. S. Beach defines Training as "The organized procedure by which people learn knowledge and / or skill for a definite purpose". "Training" refers to a systematic approach to learning and development to improve individual, Team, and organizational effectiveness (Goldstein and Ford 2012). According to Edwin Flippo, "Training is the act of increasing the knowledge and skill of an employee for doing a particular job". Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.

Andragogical approach

In andragogical approach training, adult educators or trainers should to create a cooperative learning atmosphere in the classroom, to assess the learner's specific needs and interests, to develop leaning objectives based on learner's needs, interests and skills, and to design sequential activities to achieve the objectives, work collaboratively with the learners to select methods, materials, and resources.

Induction Training Programme (ITP)

The traditional model of teacher-oriented training trying to impart knowledge has been proved inadequate and inappropriate. According to Knowles (1998), adult trainers' role changes to 'encourager or coach', rather than persons who just transfer knowledge and values. Adult trainer should be flexible in developing educational process, designing effectively modules and training materials, combining, enriching and renewing used educational techniques and instruments aiming at the active participation of learners; providing learning through participatory processes.

An Induction Training programme is the process used in many businesses to welcome new employees to the company and prepare them for their new role. It helps in the effective integration of the employee into the organization. Induction Training Programme which include development of theoretical and practical skills,

but also meet interaction needs that exist among the new employees. The theory of TPI is an attempt to reconcile theoretical understanding of organizational socialization such as the process of integration. In this context, we are trying to provide an androgogical approach in the training to enhance working efficiency of Medical representatives who have newly recruited.

Need for ITP

Employee Training is an educational preparation for performing a job that is typically provided to employee by the business that has recently hired them before they become active in service to the company. Employee training is increasingly required to assist the work force in using modern techniques, tools, strategies and materials in their jobs. Employee training is a programme that is designed to increase the technical skills, knowledge, efficiency, and value creation to do any specific job in a much better way. Training increases the needed skill set and helps in development of an employee as well as overall growth of the organization.

Significance of ITP

An induction training programme is an important process for bringing newly recruited employees into an organization. It provides an introduction to the working environment and the set-up of the employee within the organization. The process will cover the employer and employee rights and the terms and conditions of employment. As a priority the induction programme must cover any legal and compliance requirements for working at the company and pay attention to the health and safety of the new employee.

An induction programme is part of an organizations knowledge management process and is intended to enable the new starter to become a useful, integrated member of the team, rather than being “thrown in at the deep end” without understanding how to do their job, or how their role fits in with the rest of the company.

Good induction programme will have great impact on morale of new employee and their productivity and reduce short-term turnover of employee. These programmes can also play a critical role under the socialization to the organization in terms of performance, attitudes and organizational commitment. In addition well designed induction programme can significantly increase the speed to competency of new employees thus meaning they are more productive in a shorter period of time.

Marketing pharmaceutical products or medicine

Marketing pharmaceutical products or medicine is a perfect blend of Science which gives knowledge and Arts will give salesman ship. Lot of non-science background graduates are coming into Pharma marketing whereas they need basic

science to promote product and art of selling the product also needed. Basic difference between other sales professionals and medical sales representatives is buyers (Doctors) are more knowledgeable than sellers in Pharma marketing, whereas in others vice versa.

Medical Sales Representatives (MRs)

Medical Sales Representatives (widely referred to as 'Medical reps') are a key link between medical and pharmaceutical companies and Health Care Professionals (HCPs). A HCP is a physician, medical practitioner or any other individual, institution or entity that has the ability to prescribe, acquire or influence the prescription or acquisition of medicinal products and/or services. Medical Sales Representatives are sales people employed by pharmaceutical companies to promote their products to HCP highlighting feature, advantage and benefits (FAB) of their products with the help of Visual Aid (a printed book format) and persuade doctors to prescribe their drugs to the patients.

Importance of ITP for Medical Sales Representatives

The fastest and double digit growing sector is the Pharma marketing and it is competitive. There is healthy competition between local and multi-national companies; brand to brand; molecules to molecules; Research molecules to generics; Pricing and etc., So, medical representatives are in need sound knowledge on these aspects. Medical representatives are expected to deliver the right communication message to focused customer segment uniformly to all across the operating areas. For key deliverance of important points with supporting scientific data or references, they are in need of structured classroom training session. These types of training programme will help to acquire good knowledge about their products' composition, mechanism of action, dosage, indications, unique selling propositions (USPs), price, pack and presentation and knock-out points over the competitor brands.

Professional Development of Medical Sales Representatives

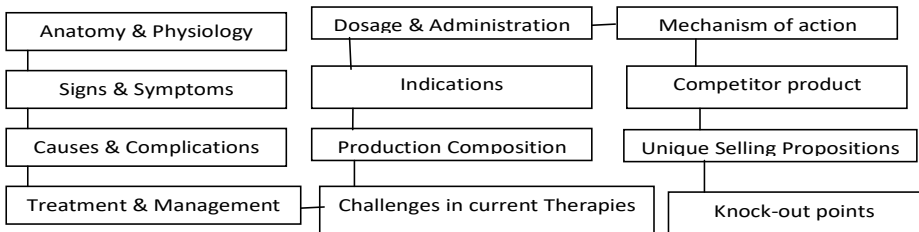
ITP is organized by the employer with enriched content on medical and product knowledge, as well as sales promotional techniques. Medical representatives are trained on scientific knowledge, selling and communication skills and professional excellence. They are expected to transform the acquired knowledge into demand generation through excellent communication skills and sales persuasiveness. Their patience and perseverance with all HCPs will lead in generating demand for their company's products through prescriptions or recommendations to an entry in a hospital pharmacy. Self-motivation, Analytical and Sales Planning skills will shape them to take higher responsibilities. A flexible approach to work in order to adapt to changes and strong teamwork are added the elements in the training programme.

ITP - Protocol

ITP is designed for New Employees recruited in the designation of Business Executive (BE) i.e. Medical representative (MRs). ITP content are customized on Corporate Vision, Mission and Value system, Human Resources policies, Compensation benefits, roles and responsibilities of Medical sales representative, navigation to on-line daily work reporting page, steps involved in the effective detailing and important sales related terminologies such as Primary sales, Secondary Sales, Net Sales, Closing Inventory, Achievement, Year To Date (YTD) Performance and Per Capita Per Month. Moreover, Basic Scientific Product knowledge content is designed and customized to respective therapeutic areas. The content of training manuals are digitalized and uploaded in web-based e-learning portal. The same content are prepared in power point presentation slide deck. The medical concepts are further elucidated with the help of advanced technology based methods such as simplified and animated videos, pictorial illustrations, flow charts and graphs. This initiative will help the learners to understand the concepts in an effective way.

ITP - Content and its description

Induction Training Programme content will follow the following :



Sl. No	Components	Description
1	Anatomy	Structure and parts of body
2	Physiology	Functions of each part
3	Signs	Dr diagnosis methodology to assess diseases by
4	Symptoms	Dr diagnosis based on patient's expressions
5	Causes	Probable reason / causative factors for that disease
6	Complications	Diseases progressing to worse condition
7	Treatment	Prominent results through proper medications
8	Management	Medications used for chronic disease conditions
9	Challenges in current therapies	Gap in the medication
10	Product composition	Brand composition
11	Indication	A definite disease where the product indicated for
12	Dosage	Amount of medicines to be taken
13	Administration	Route by which medication is to be given
14	Mechanism of Action	Medicament how it exhibits the action
15	Competitor (Direct)	Competitor brand which contains same composition
16	Competitor (In direct)	competitor brand which contains similar composition
17	Unique Selling Propositions	Highlighting Feature, Advantage and Benefits
18	Knock out Points	Superiority over competitor brands

Execution of ITP

The process of Induction Training Programme for the Medical representatives is conducted in 10 steps as follows:

- ITP is a residential training programme where stay and accommodation for participants are provided by the employer and all participants expected to do stay for 5 days (Monday to Friday)
- Trainers present the training content in Power Point presentation and projected through LCD.
- Also, Trainers have simplified / animated videos, Pictorial illustrations, Flow charts and Graphs to further elucidate the contents to the participants.
- Quick recap will be done on the very next day to re-emphasis on the previous training contents.
- Every day assessment on the content done through Multiple Choice Questions types to evaluate participants' understanding.
- Teach back sessions, Chalk and Talk method and Chart presentation are used appropriately to check their understanding and clarify their doubts then and there.
- On the concluding day i.e. 5th day, Accreditation will be done to evaluate deliverance of key detailing points of Visual Aid communication.
- Grade has been given based on aggregate of Test Score and Accreditation Score.
- Toppers of the batch recognized with motivational books.
- Feedback on Induction Training Programme collected from the participants and areas of improvement is noted for future programme.
- Overall feedback about the training programme along with scoring sheet will be mailed to the respective 3rd level managers to do the necessary follow-ups.

Effectiveness of Training Programme

At the end of the training programme, the effectiveness of training programme was measured by getting feedback from the participants. Feedback was collected under the parameters of Trainers' Content delivery, Communication skill, Scientific knowledge, Preparedness for the session, Ability to Integrate of content with real life experience, Ability to Maintain discipline in the session, Appropriate usage of videos, pictures, charts, etc., Encouraging active participation of trainees , Usefulness of Teach back session , Completion of session on time. The representatives were asked to rate the training programme by the above said parameters under 5 Point Scale as Excellent, Very good, Good, Average and below average. After evaluating the effectiveness of training programme, necessary measures were taken for further improvement of the training programme in the coming days and sustainability of learners.

Conclusion

Through this training programme, the participants (medical representatives) are expected to transfer of training knowledge in delivering key results such as individual performance, team collaborations and organizational objectives. Also, ease them to overcome from tough situations and handling the tough customers in more subtle way. In turn, benefits the individual on job performance, proficiency, efficiency and altogether behavioral change. Thus, the invested organization will get their return on investment such as productivity improvement, sales or revenue generation, and overall profitability. Hence, Induction Training Programme is an Enabling Tool for Professional Development of Medical Representatives

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Contributors

Prof. S.Y.Shah, (former Professor, Group of Adult Education, JNU, New Delhi), presently Director, International Institute of Adult and Lifelong Education, 17-B, Indraprastha Estate, New Delhi – 110 002 [e-mail: drsyshah@gmail.com]

Ojokheta, K.O. Ph.D, Department of Adult Education, University of Ibadan, Oduduwa Road, Ibadan, Nigeria [e-mail: ko.ojokheta@gmail.com]

Omokhabi Abiola Adiat, Ph.D, Department of Adult Education, University of Ibadan, Oduduwa Road, Ibadan, Nigeria [e-mail: adiatomokhabi@gmail.com]

Dr. Anita Priyadarshini, Associate Professor in Distance Education, Staff Training and Research Institute of Distance Education (STRIDE), Indira Gandhi National Open University, Maidan Garhi, New Delhi-110 068
[e-mail:anitapriyadarshini@ignou.ac.in/ anitapriyadarshini01@gmail.com]

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

Prof. Prakash Narayan, Department of Adult, Continuing Education and Extension, Faculty of Social Sciences, University of Delhi, Delhi – 110 007
[e-mail: prakashnarayandu@gmail.com]

Dr. Ronald Yesudhas, Assistant Professor & Faculty In-Charge, Extension Centre, College of Social Work, Nirmala Niketan, 38, New Marine Lines, Churchgate, Mumbai, Maharashtra – 400 020.
[e-mail: ronald.yesudhas@gmail.com]

Dr. Sanjeev Kumar Jha, Consultant (Teacher Education, Pedagogy and Quality), RMSA-Technical Support Group (TSG), EdCIL (India) Limited (A Government of India Enterprise), 6th Floor, Vijaya Building, 17-Barakhamba Road, New Delhi-110 001
[e-mail:krjhasanjeev03@gmail.com]

Res: RZ 256, Roshan Garden, Najafgarh, New Delhi-110 043.

Shri Monu Singh Gurjar, Assistant Professor, Department of Education, Regional Institute of Education (NCERT), Pushkar Road, Ajmer, Rajasthan -305 004 [e-mail:msgurjarria@gmail.com]

Res: VPO- Peechu Para Khurd, Tehsil- Baswa, Vaya- Bandikui, District- Dausa, Rajasthan – 303 313

Dr. Vel Murugan. P, Associate Professor in Education, Bishop Agniswamy College of Education, Muttom, Kanyakumari District, Tamil Nadu - 629 202
[e-mail: velmp1979@yahoo.co.in]

Ms. Sathya K, Research Scholar, Bishop Agniswamy College of Education, Muttom, Kanyakumari District, Tamil Nadu - 629 202.

Dr. S.Alamelumangai, Assistant Professor-cum-Assistant Director, Centre for Study of Social Exclusion and Inclusive Policy, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu - - 627 012 [e-mail: sivamangai@gmail.com]

Dr. S.V.A Prakash, Guest Faculty, DDU – KAUSHAL at Institute for Entrepreneurship and Career Development (IECD), Bharathidasan University, Khajamalai Campus, Tiruchirappalli, Tamil Nadu – 62 0023 [e-mail: sva.prakash@gmail.com]

Shri S. Raja Annamalai, Research Scholar, Department of Adult and Continuing Education, University of Madras, Chepauk, Chennai, Tamil Nadu – 600 005
[e-mail: marcraja75@gmail.com]

Dr. V. P. Matheswaran, Associate Professor, Department of Adult and Continuing Education, University of Madras, Chepauk, Chennai, Tamil Nadu – 600 005
[e-mail: drvpmathes2010@gmail.com, drvpmeducation@gmail.com]