

Welcome

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Professionalization of Lifelong Learning in Indian Universities

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Background

- **India**
 - **A populous country in the world**
 - second in population
 - seventh in area
- **The pace of the development of the country**
 - Does not depends on natural resources,
 - But, on human resources
- **Promotion of human resources,**
 - **Social Education**
 - **Farmers Functional Literacy**
 - **National Adult Education Programme**
 - **Mass Programme for Functional Literacy**
 - **Total Literacy Campaign**
 - **Post Literacy Programme**
 - **Continuing Education Programme**
 - **Mopping up of literacy programmes etc.,**

Adult Education Programmes

- Aimed to convert the masses as human resources
- Provide opportunities for life long education
- Vehicle for accelerating the pace of development
- Cumulative effect
- Increase the literacy rate to 65.14 percent
- Still efforts are required to improve literacy among
 - women
 - socially exclusives

Institutionalization of Adult Education Programmes

- The National Literacy Mission was established
- Launched the Total Literacy Campaign, Post Literacy Programmes and Continuing Education Programmes
- Promoted and strengthened its other two flagships of the programme
 - State Resource Centre
 - Jan Shikshan Sansthan
- In higher education domain, the University Grants Commission has accepted the extension as the third dimension
- Strengthened and established the Departments of Adult, Continuing Education and Extension and Outreach in about 100 universities
- Taken measures for quality assurance at higher education by establishing
 - Quality Assurance Cells
 - Academic Staff Colleges
- Re-structured the system of education leading to the equalization of educational opportunities through distance mode

Lifelong Learning

Lifelong learning refers to

- The acquisition of knowledge, abilities and skills by using all systems of education (formal, non-formal and informal) in the lifespan of an individual for socio-economic, cultural and political emancipation leading to the holistic development of the community

Lifelong Learning at National Level

- Adopting the above as the essence of the development of the individual and community, all the adult education programmes that have been implemented has an orientation for lifelong learning
- To man the massive structure of the adult education programmes of various forms, the country has used both formal and non-formal systems of education with strong academic and administrative inputs
- The Directorate of Adult Education acts as national resource centre for Adult Education and also acts as an advisory agency for implementation of various programmes under the aegis of National Literacy Mission at the National Level

Lifelong learning at Universities

- Parallel to it, the Universities have also pooled and outreached its resources to the community
- It has paved a way for equalizing educational opportunities for unreached through various forms
- Provided second opportunity to continue the education through part time and distance mode
- pre-service and in-service training programmes for the employed
- Specialized professionals have been promoted
- These professionals are working at isolation confining to their domain
- Lack of interaction or communication among the professionals
- There is a need to promote such mechanism to
 - groom them as professionals
 - professionalize the lifelong learning

Professionalization

- Professionalization refers to
 - the attainment of certain standards through preparation and competencies
- The elements of professionalization includes enhancing the
 - quality of practice
 - standardized professional responses
 - enhanced communication within the area among a selected group of personnel representing the field of endeavour
- The professionalization is
 - **A process of acquiring a standard through education or training (pre and in-service) to improve the quality of practice and to respond to the needs of the profession**
- It is a collection of persons with similar expertise in the field of endeavour to meet the challenges in the area

Professionalization of Lifelong Learning

- **As the Adult Education was viewed as vehicle to attain the**
 - **equalization of opportunities**
 - **promotion of human resources**
 - **social competencies**
 - **economic empowerment**
- **It requires a strong team of professionally qualified competent people with an aptitude to serve the community**
- **The country is in the process of promoting human resources in the field of Adult Education in an adhoc manner with an isolated efforts**
- **These efforts have got strengthened with the launching of National Literacy Mission and various flagship programmes associated with it**
- **To man these programmes and institutions**
 - **the functionaries have been drawn from various sources with varied backgrounds**
 - **mainstream them through effective pre and in-service training programmes**
- **These programmes are being organized at the formal institutional levels and through adopting non formal approaches**

Current scenario

- The activities to promote education among the adults are being organized at various levels and in different areas
- These activities are not co-ordinated at any level
- But the process is being promoted for attaining the goals for which these have been formulated
- In spite of these heterogeneity in the activities, the resource building mechanism has been initiated through basic education followed by a specialized training in the area
- In India, Adult Education normally refers to the adult literacy promotion activities and these activities have been professionalized after launching of the National Literacy Mission by conceiving a standardized training curriculum for the functionaries acting at various levels in terms of content, duration, certification etc.,

- **The human resources in the area have been promoted through exposing them to**
 - **regular courses leading to the certification, graduation, post graduation and doctoral level in adult education**
 - **full time and part time in education by a selected Universities**
- **This promoted basic standards for the adult education professionals**
- **The Universities are pioneers in this process**
- **The second level of competency building is being done by**
 - **State Resource Centres**
 - **Jan Shikshan Sansthans**
 - **Directorate of Employment and Trainings**
- **Short term training programmes with or without standardized certification**

Documentation and Dissemination

- **Sharing and storing of the knowledge in the area of adult education**
- **Dissemination through**
 - **regular newsletters, journals**
- **Agencies involved in documentation**
 - **National Resource Agency for Adult Education at the National Level (DAE)**
 - **State Directorate of Adult Education at the State Level**
 - **The State Resource Centres**
 - **Selected Universities**
 - **The Non-Governmental Agencies**
 - **Other professional bodies**
- **Some of the notable efforts**
 - **The NLM newsletter, IAEA Newsletter, newsletters of State Resource Centres, Regional Documentation Centres, Journals of Adult Education such as Indian Journal of Adult Education, Jan Saksharatha, Adult Education and Development, Kolkata, Journal of Adult Education and Extension, S.V. University**

Institutionalization

- The UGC has taken initiative in establishing the Adult and Continuing Education Departments on regular basis
- About 20 percent of the Universities have established the Departments of Adult, Continuing Education and Extension
- To organize regular courses in Adult Education leading to
 - degree and diploma in adult education and conducting research at three levels
 - individual, institutional and research degrees
 - regular training programmes for the field functionaries
 - monitor the adult literacy programmes
- They are organizing both short term and long term courses on full time and part time basis for catering to the needs of the field

Staff training

- Exposure of the staff to the training programmes
 - the functionaries of the programme
 - administrators of the programme
 - academics
- adhoc and need based programmes
- no effort has been made to standardize the training curricula
- promoting the competencies of the personnel

Financial support

- viewed as a adhoc programme
- the immediate needs of the governance
- not evolved to demand a separate budgetary provision for professionalization
- under the aegis of National Literacy Mission, a separate provision has been made for training the lower level field practitioners
- inadequate

Research in andragogy

- Development of theoretical models based on the research inputs
- The adhoc practices and involving the academic staff with different backgrounds and aptitudes
- Inadequate support for research, fellowships, training in research methodology, dissemination of research findings etc.,
- There is one notable research journal in Adult Education, i.e., Indian Journal of Adult Education
- Only five universities are offering Post Graduation courses in Andragogy with different nomenclatures
- Inter-disciplinary research connecting to the lifelong learning is being promoted in about 66 universities
- Few opportunities for post graduation and research leading to M.Phil and Ph.D. in lifelong learning

Strategies

- **Establishment of the Departments of Adult Education (Lifelong Learning)**
- **Training the manpower**
- **Documentation and dissemination**
- **Preparation of Directories**
- **Allocation of financial resources**
- **Special assistance for research**
- **Seminars and Symposia**
- **Promotion of professional bodies**

Thank You

